

Q.1 Discuss the nature of management. Also describe the elements and processes of management.

Management means many things to many people. To a layman management means an impressive person occupying an air-condition chamber with an overstated table and cushioned chair. Some people suggest management as commanding other. To many others, management is nothing more than clerical work and putting fancy signatures. But truly management is the process of planning, organizing, staffing, directing, coordinating and controlling the activities of business enterprises. It is also described as the technique of leadership, decision making and a mean of coordinating. Bureaucracy Theory promotes reason to guide management decisions, rather than charisma or nepotism. Developed by sociologist Max Weber, this theory emphasizes formal authority systems. Unity and the authority of organizational hierarchies are central to Bureaucracy Theory. As there is no universally accepted definition for management, it is difficult to define it. But a simple traditional definition, defines it as the "art of getting things done by others". This definition brings in two elements namely accomplishment of objectives, and direction of group activities towards the goal. The weaknesses of this definition is that firstly it uses the word "art", whereas management is not merely an art, but it is both art and science. Secondly, the definition does not state the various functions of a manager clearly. A more elaborate definition given by George R. Terry, defines management as a process "consisting of planning, organizing, actuating and controlling, performed to determine and accomplish the objectives by the use of people and resources." Firstly it considers management as a "process" i.e. a systematic way of doing things. Secondly it states four management activities: Planning, organizing, actuating, and controlling. Planning is thinking of an actions in advance. Organizing is coordination of the human and material resources of an organization. Actuating is motivation and direction of subordinates. Controlling means the attempt to ensure no deviation from the norm or plan. Thirdly it states that manager uses people and other resources. For example a manager who wants to increase the sales, might try not only to increase the sales force, but also to increase advertising budget. And fourthly, it states that management involves the act of achieving the organization's objectives.

A few definitions by experts are:

- "Management is an art of knowing what is to be done and seeing that it is done in the best possible manner." (planning and controlling)
 - F.W. Taylor (father of scientific management)
- "Management is to forecast, to plan, to organize, to command, to coordinate and control activities of others."
 - Henri Fayol (father of modern management)
- "Management is the process by which co-operative group directs actions towards common goals."
 - Joseph Massie

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- "Management is that process by which managers create, direct, maintain and operate purposive organisation through systematic, coordinated and cooperative human efforts."
 - McFarland
- "Management is the coordination of all resources through the process of planning, organising, directing and controlling in order to attain stated goals."
 - Henry Sisk
- "Management is a social and technical process that utilises resources, influences human action and facilitates changes in order to accomplish an organization's goals."
 - Tho Harmann, William Scott
- "Management is a process of working with and through others to achieve organizational objectives in a changing environment, central to this purpose is the effective and efficient use of limited resources."
 - Rovert Kreitner
- "Management is a responsible person's or group's thinking processes and administrative processes directed at achieving the purpose, needs, aspirations and objectives of an organization, project or task through people."
 - Universal Management System Standard MSS 1000 - CQI Integrated Management Special Interest Group

Management is a process which brings the scarce human and material resources together and motivates people for the achievement of objectives of the organization. Management is not a onetime act but an on-going series of interrelated activities. The sum total of these activities is known as management process. It consists of a set of interrelated operations or functions necessary to achieve desired organizational goals. A process is a systematic way of doing things. It is concerned with conversion of inputs into outputs. An analysis of management process will enable us to know the functions which managers perform.

1. Goal oriented Process: The process of management comes with the purpose of achieving the organizational goals correctly and meaningfully. Hence, it is a goal oriented process.
2. All Pervasive: Management is used by all departments of an organization and by all organizations, irrespective of size, nature and location. It is also practiced at each level of an organization.
3. Multidimensional: Management covers all aspects of an organization ranging from work, people and operations. Different mechanisms and systems are set up for each aspect.
4. Continuous Process: A series of functions are performed in organization by all its managers simultaneously. It keeps running in a cycle that repeats itself over and over again.
5. Group Activity: Management is never done in solidarity. It is a group activity that involves participation of all the people of an organization, including the managers and the workers, for the desired achievement of objectives.

6. Intangible Force: Management in its essence cannot be seen or touched, and hence is termed as intangible. But its effect can be felt and measured based on the results achieved by way of the organizational functions.

The following criteria identifies the statues of a profession to management:

- Profession is a body of specialized knowledge.
- Professional knowledge in systemized and codified form can be learned through formal education system.
- A profession emphasizes on having a central body to formulate a code of behavior for its members.
- A profession calls for rendering competent and specialized services to clients.
- A profession maintains the scientific attitude and commitment for discovering new ideas and upgrading in order to improve quality of service and level of efficiency provided to clients.
- A profession requires members to exercise restraint and self-discipline.

Management knowledge meets the first two criteria because it has grown into a systematic body of knowledge and also it can be acquired and learned through the formal education.

There is no minimum qualification prescribed either for getting entry in the management profession or for becoming members of it. In practice, whosoever manages in known as manager, irrespective of qualifications. Peter Drucker in support of this view says that "no greater damage could be done to our economy or to our society than to attempt to professionalize management by licensing managers, for instance, or by limiting access to management to people with a special academic degree."

Regarding professional approach, a manager has to continuously strive for discovering new ideas, relationships and concepts and act in a dynamic and innovative manner to cope with the changing environment. Even so, managers are not respected as other professionals like doctors, advocates and chartered accountants.

Q.2 Compare the classic management and system theory. In your opinion which theory is effective for our educational institutions and why? Discuss.

The world of organizations is practical. As previously discussed, management can be regarded as a simple micro approach where the rule $a + b = c$ is a model. The theoretical side is used to understand how specific management theories relate to learning organizations. According to Kimani, and his work on the background of organizations, we show that organizations have existed in society for many years, as found in the pre-twentieth-century works of Adam Smith, commonly referred to as the 'Father of Economics.' Understanding organizations comes from understanding management theory, and Kimani outlines four major management theories for the basis of organizations: bureaucratic theory, scientific management theory, behavioural management theory, and human relations theory. These four theories are generalized as the classical theories of managing organizations.

Bureaucratic Theory

When an organization is formed, it usually sets its rules based on its structure. Similar to what was discussed in chapter 1 with regard to formal and informal, mechanistic and organic organizations; one theory relates to the role of the formal and mechanistic organizations more than the others. **Bureaucratic theory** relates to the formal hierarchy in which many tasks are delegated to individuals and departments. They are also held together by a central administration[1]. This theory was developed by Max Weber (1864-1920), who was a German historian and sociologist, and is regarded as the “father of bureaucracy”[4].

This theory is quite popular, and is used by a host of both private and public institutions. Kimani states that universities and other schools rely on bureaucracies to function, as the compatibility of this function is relevant in the delegation of tasks[1]. The compatibility decided upon (usually by a central command) is passed down to subordinates who carry the same compatibility to their subordinates and so on. The bureaucratic model, theoretically, has a hierarchical structure along with the specialized departments, making a clear outline for **division of labour**, which is the defining and break-down of work into well-defined tasks, and delegated to be manageable[1]. The idea of division of labour is a key factor in the bureaucratic theory.

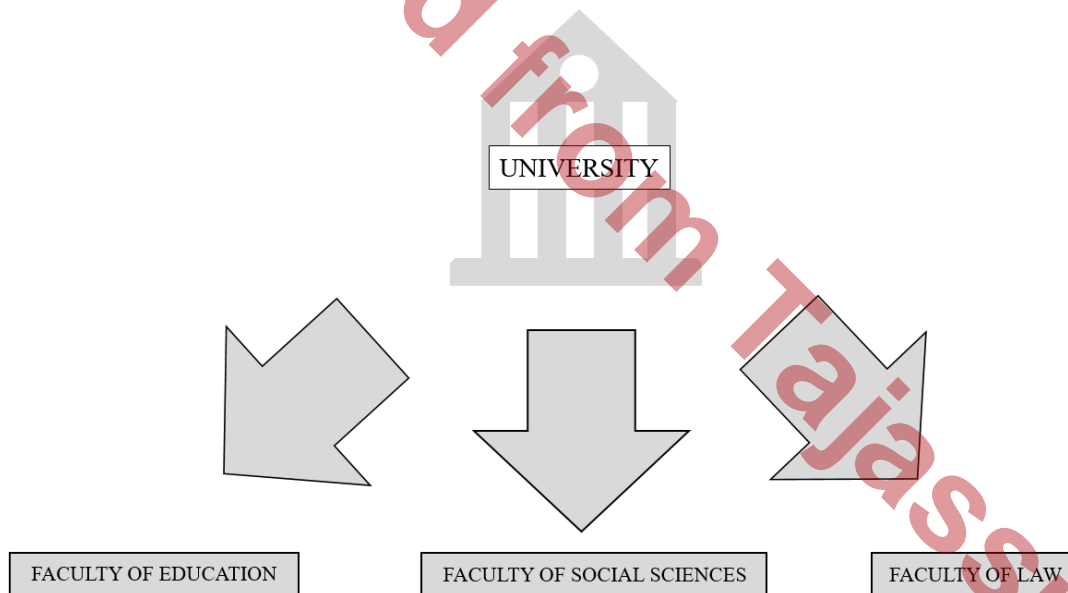


Figure 1: Example of hierarchy and division of labor in a university system. Long description.

Scientific Management Theory

In the modern world of technological advancement, it is no surprise that the push for understanding within organizations is the key to success. When looking at the sport of baseball in 2019, compared to the sport of baseball in 1999, there is a great influence of statistical probability and analytics introduced to the game, compared to a decade earlier. This is due to the popularity of Sabermetrics, which is the application of statistical analysis to baseball records to evaluate and compare the performance of individual players.. This idea relates to **scientific management theory**, developed by Fredrick Taylor. It helps to improve an organization’s

level of task completion through scientific, engineering, and mathematical analysis. Much like how Sabermetrics cuts through the aesthetics of baseball and focuses on the numbers, scientific management theory cuts through the aesthetics of production and focuses on the increase of production and value.

This theory can be used in learning organizations due to its ability to be mathematically savvy to produce the best results for an institution. Colleges and universities may use statistics such as graduation rates, acceptance rates, and research tracking to develop, change or keep their current methods, in addition, the use of the statistics helps to compare against other institutions.

The scientific management theory is closely related to the definition of management discussed in chapter one. The theory can be harsh, as employees are considered more widgets than humans. However, Henri Fayol came along and developed the six roles of management. This brought in a more humanistic approach to the understanding of scientific management, allowing humans to be humans and focusing more on managing situations and using people to help in the process. The six roles of management are as follows:

1. Forecasting
2. Planning
3. Organizing
4. Commanding
5. Coordinating
6. Controlling

Behavioral Management Theory

In the mid-twentieth-century, one theory was presented that has worked to completely remove itself from scientific theory. **Behavioral management theory**, also known as the social science movement, uses the concept that all approaches to the workplace should be in the best interest of both company and workers[3]. This theory was developed by Chester Barnhard, in the 1940's, as a way for workers to be viewed as psychological and social beings[3]. Essentially, there is no separation between 'human being' and 'worker' as they are one in the same, and that, by following this concept, it would lead to success within a workplace.

The idea of behavioral management is about understanding the idea that managers should comprehend human or worker needs within an organization. Many theorists wanted to find out how the use of behavioral management theory would function within workplaces. One of the main theorists being Elton Mayo, and his groundbreaking experiment: The Hawthorne Studies, which will be discussed further in chapter ten about communication. The Hawthorne experiment essentially used special privileges, pay rewards, even company provided lunches in ways to increase employee psychological well-being, and eventually employee productivity[3].

Behavioral management theory had a great impact on learning organizations, as it provided a new view on how administrators come into learning organizations. There are two factors which are integral to the introduction of behavioral management within learning organizations, such as administrators at colleges and universities[3]:

1. Administrators can emerge from different disciplines (i.e. business, social sciences, and the arts), not specifically from education.
2. Along with specialized knowledge of education, administrators must have an **interdisciplinary** grasp of social sciences, such as economics and government.

In most education faculties, both undergraduate and graduate students develop content that is considered interdisciplinary (i.e. covering multiple branches of knowledge and understanding). This allows educational administrators the ability to take on a more holistic approach, which will lead to a better understanding of the 'human-worker'. Even when administrators and professors develop courses, interdisciplinary theory is used in development (Figure 4).

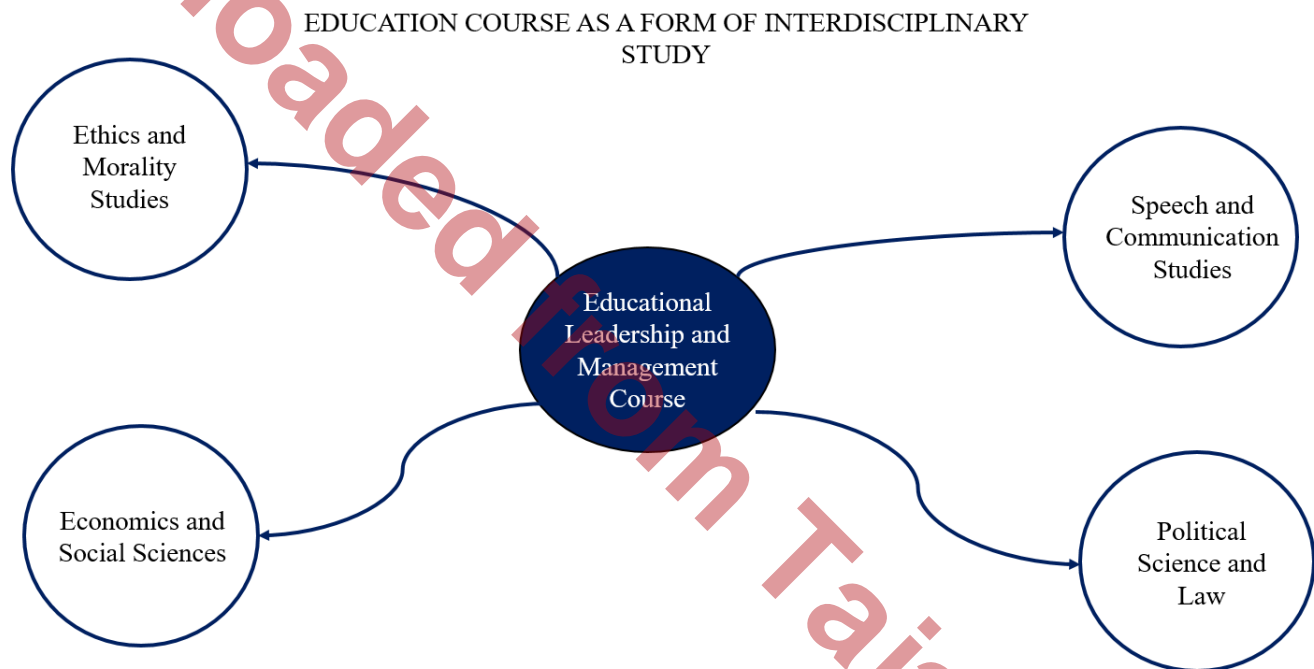


Figure 4: Education course as a form of interdisciplinary study. Long description.

Human Relations Theory

Now that the worker has become less of a product with no needs, to a human worker with needs and desires, it is surprising that it took until the twentieth-century to realize that the people who work in a factory do not become less of a psychological being inside or outside the factory. Mary Parker Follet developed the **human relations theory** with regard to employees having a more satisfying life, and they can solve conflicts through a process of democracy and conversation. There are six points in which democratic problem solving happens in human relations theory:

1. Listening to each other's views
2. Accepting other view points
3. Integrating viewpoints in pursuit of a common goal
4. Coordinating must be achieved in the early stages

5. Coordinating must have reciprocal understanding

6. Coordinating is a continual process.

Within learning organizations, we have seen the advancement of programs to help with human relations inside the walls of the establishments. From seminars discussing productivity, improving morale, and good ethical actions, to open meetings where brainstorming happens, the impact has given employees a chance to offer a holistic influence on organizations.

The idea of human relations draws comparisons to Abraham Maslow, and his theory on self-actualization (Figure 5), which was discussed in chapter one. Human relations theory allows employees to develop a sense of self-awareness to understand their places within a company and their influence.

Q.3 Discuss in details the concept, types and sources of conflict in education organization.

Conflicts are natural in all walks of daily life – both at workplace and home. Thus, conflict is ever present and both charming and maddening. But conflict is a complex and big subject. There are many sources of conflict. Conflict occurs when individuals or groups are not obtaining what they need or want and are seeking their own self-interest.

Sometimes the individual is not aware of the need and unconsciously starts to act out. Other times, the individual is very aware of what he or she wants and actively works at achieving the goal. It would be better to identify conflict at an early stage and come to an understanding.

The concept of conflict is controversial. Psychologists and sociologists have given different meanings. It is being defined as a process by few, an obstructive behavior, and goal incompatibility by others. Conflict can be expressed as:

Conflict is a process, where perception (real or otherwise) leads to disruption of desirable state of harmony and stability in an interdependent world.

Characteristics of Conflict:

1. Conflict is a Process:

Conflict occurs in ‘layers’. First layer is always misunderstanding. The other layers are differences of values, differences of viewpoint, differences of interest, and interpersonal differences. It is also called a process because it begins with one party perceiving the other to oppose or negatively affect its interests and ends with competing, collaborating, compromising or avoiding.

2. Conflict is Inevitable:

Conflict exists everywhere. No two persons are the same. Hence they may have individual differences. And the differences may be because of values or otherwise, lead to conflict. Although inevitable, conflict can be minimized, diverted and/or resolved. Conflict develops because we are dealing with people’s lives, jobs, children, pride, self-concept, ego and sense of mission. Conflict is inevitable and often good, for example, good teams always go through a “form, storm, norm and perform” period.

3. Conflict is a Normal Part of Life:

Individuals, groups, and organisations have unlimited needs and different values but limited resources. Thus, this incompatibility is bound to lead to conflicts. The conflict is not a problem, but if it is poorly managed then it becomes a problem.

4. Perception:

It must be perceived by the parties to it, otherwise it does not exist. In interpersonal interaction, perception is more important than reality. What we perceive and think affects our behaviour, attitudes, and communication.

5. Opposition:

One party to the conflict must be perceiving or doing something the other party does not like or want.

6. Interdependence and Interaction:

There must be some kind of real or perceived interdependence. Without interdependence there can be no interaction. Conflict occurs only when some kind of interaction takes place.

7. Everyone is inflicted with Conflict:

Conflict may occur within an individual, between two or more individuals, groups or between organisations.

8. Conflict is not Unidimensional:

It comes into different ways in accordance with degree of seriousness and capacity. At times, it may improve even a difficult situation.

Concept of Conflict Management:

‘Conflict management is the principle that all conflicts cannot necessarily be resolved, but learning how to manage conflicts can decrease the odds of non-productive escalation. Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in your environment.’ All members of every organisation need to have ways of keeping conflict to a minimum – and of solving problems caused by conflict, before conflict becomes a major obstacle to your work.

Types of Conflict:

Conflicts can be of different types as described below:

On the basis of involvement:

Conflicts may be intrapersonal (conflict with self), interpersonal (between two persons) and organisational. Organizational conflict, whether real or perceived, is of two types -intraorganizational and interorganizational. Interorganizational conflict occurs between two or more organizations.

Different businesses competing against each other are a good example of interorganizational conflict. Intraorganizational conflict is the conflict within an organization, and can be examined based upon level (e.g. department, work team, individual), and can be classified as interpersonal, intragroup and intergroup.

Interpersonal conflict-once again-whether it is substantive or affective, refers to conflict between two or more individuals (not representing the group of which they are a part of) of the same or different group at the same or different level, in an organization.

Interpersonal conflict can be divided into intergroup and intergroup conflict. While the former— intragroup— occurs between members of a group (or between subgroups within a group), intergroup—occurs between groups or units in an organization.

On the basis of Scope:

Conflicts may be substantive and Affective. A substantive conflict is associated with the job, not individuals, while an affective conflict is drawn from emotions. Substantive conflicts may be over the facts of a situation, the method or means of achieving a solution to the problem, ends or goals, and values. Thus it includes task conflict and process conflict in its scope.

Procedural conflicts can include disagreements about factors such as meeting dates and times, individual task assignments, group organization and leadership, and methods of resolving disagreements. Unresolved procedural conflicts can prevent work on collaborative projects. Substantive conflict can enhance collaborative decision-making. Substantive conflict is also called performance, task, issue, or active conflict.

On the other hand, an affective conflict (also called as relationship or opposite of agreeable conflict) deals with interpersonal relationships or incompatibilities and centres on emotions and frustration between parties.

Affective conflicts can be very destructive to the organisation, if remains unresolved. Relationship conflict comes under the scope of affective conflicts. An affective conflict is nearly always disruptive to collaborative decision-making. The conflict causes members to be negative, irritable, suspicious, and resentful.

For example, when collaborators disagree on the recognition and solution to a task problem because of personal prejudices (e.g. prejudices stemming from strong social, political, economic, racial, religious, ethnic, philosophical, or interpersonal biases) they are seldom able to focus on the task.

The two concepts are related to each other. If one could make a distinction between good and bad conflict, substantive would be good and affective conflict would be bad. Substantive conflict deals with disagreements among group members about the content of the tasks being performed or the performance itself.

Conflict Resolution

Organizations that promote a culture of peace among, between and within ethnic, tribal, racial, religious, faith, sectarian, caste, and cultural groups in countries around the world.

Cultural Studies

Organizations, centers, university departments or programs that engage in the study of cultural issues and conflicts in countries around the world.

Dialogue

Organizations that promote dialogue among, between and within ethnic, tribal, racial, religious, faith, sectarian, caste, and cultural groups in countries around the world.

Diaspora Association

Diaspora organizations or associations representing or supporting ethnic, tribal, racial, religious, faith, sectarian, caste, and cultural groups in countries around the world.

Ethnic Group

Organizations representing or supporting ethnic, racial, or caste-based groups in countries around the world.

Ethnic Studies

Organizations, centers, university departments or programs that engage in the study of ethnic, racial, tribal, and caste related issues and conflicts in countries around the world.

Immigrant Group

Organizations representing or supporting immigrants from different countries around the world.

Indigenous Group

Organizations representing or supporting indigenous peoples or traditional communities in countries around the world.

Mediation

Organizations that promote mediation among, between and within ethnic, tribal, racial, religious, faith, sectarian, caste, and cultural groups in countries around the world.

Religious Group

Organizations representing or supporting religious, faith, or sectarian groups in countries around the world.

Religious Studies

Organizations, centers, university departments or programs that engage in the study of religious, sectarian, and faith related issues and conflicts in countries around the world.

Tribal Group

Organizations representing or supporting tribal groups in countries around the world.

Preventing conflicts

- **Be credible.** Credibility is built from the first day of class and is continually judged throughout the term. On the first day, establish your credibility by providing some background information about your experience with the subject matter, your experience as a student, your research, etc. Show that you are focused and prepared. Keep this up throughout the term by coming to lectures prepared and sharing your lecture goals with your students. Organization, enthusiasm, solid knowledge of the content, and fairness all help to build and maintain credibility. Finally, you do not need to be perfect to be credible. If you make a mistake or don't know the answer to a question, acknowledge the situation and focus on ensuring that the students get access to the required information as soon as possible. Defensive reactions tend to build conflict instead of preventing it.
- **Set clear expectations.** Provide expectations from the start, both by writing them in your course outline and stating them in class. You can describe the goals of the course and outline roles for you and your students. You can also clearly emphasize your expectations for student behaviour and the consequences for prohibited behaviour, stressing mutual respect as a rationale for any ground rules. You can also include University policies towards certain behaviours (e.g., plagiarism) in your course outline.

- **Develop rapport.** Students work better when they feel that their instructors care about them; therefore, try to reduce anonymity and use students' names whenever possible (e.g., in lectures and when grading assignments or papers). Be present a few minutes before and after class to answer questions and chat with the students informally.
- **Use a dynamic teaching style.** Good presentation and facilitation skills as well as enthusiasm for your teaching are assets that will keep students' attention focused and help prevent distracting classroom behaviour such as lateness, talking, sleeping, etc. Using interactive teaching methods also helps to prevent distracting behaviours by involving students in the lecture.

Q.4 Explain the strategies of managing educational resources.

Change management is the systematic approach and application of knowledge, tools and resources to deal with change. It involves defining and adopting corporate strategies, structures, procedures and technologies to handle changes in external conditions and the business environment. Effective change management goes beyond project management and technical tasks undertaken to enact organizational changes and involves leading the "people side" of major change within an organization. The primary goal of change management is to successfully implement new processes, products and business strategies while minimizing negative outcomes.

This article discusses the management of large organizational changes that may have far-reaching impacts on the organization and its workforce, including the following topics:

- The nature and extent of organizational change.
- The business case for a systematic approach to change management.
- The roles of management and HR during major change initiatives.
- Steps to take in managing organizational change.
- How to overcome common obstacles encountered during organizational change.
- Legal and global considerations in managing change.

This article also highlights some of the special issues and challenges in implementing certain types of major organizational change, including mergers and acquisitions, downsizing, bankruptcy, business closure, outsourcing, and changes within the HR function.

Background

To keep pace in a constantly evolving business world, organizations often need to implement enterprisewide changes affecting their processes, products and people. Change is a fact of life in businesses today. It can be difficult, and people often resist it. But to develop an agile workplace culture, organizations should follow a systematic approach to managing major change. Organizational development experts have established approaches for successfully navigating through change.

Organizational leaders must identify and respond quickly to market changes and unexpected challenges, but most are not in a position to create an agile culture. Yet agile leadership—from CEOs down to line-level managers—separates high-performing from lower-performing organizations. Companies that consistently

outperform competitors in profitability, market share, revenue growth and customer satisfaction reported much greater agility than lower performers. See Don't Just Adapt to Change—Lead It.

Business Case

The rate of major organizational change has accelerated dramatically in this decade. Global research and advisory company Gartner reports that the average organization has undergone five enterprise changes in the past three years and 73% of organizations expect more change initiatives in the next few years.¹

As change initiatives have become more frequent and widespread, the importance of managing individuals through change has gained credence. Major changes can affect organizations across all levels. Many corporate leaders have concluded that failing to manage employees through change can be costly: Employees who are dissatisfied with or upset by change are generally less productive.

An employer that is serious about change management should develop a communication plan, a road map for change sponsors, integrated training programs and a plan for dealing with resistance. See SHRM Foundation Report a Primer for Change Management.

HR should be involved in major organizational changes from the beginning and can assist by influencing the following:

- Improving employees' understanding of change.
- Increasing communication between management and employees.
- Identifying and mitigating risks.
- Enhancing employee satisfaction.
- Boosting trust between management and employees.
- Improving employee skills and proficiency through change-related training initiatives.

See How Leaders Can Help Employees Accept Technology Changes.

The Roles of Management and HR

Business managers who want to undertake major transformation to stay competitive must work with HR staff to gain employee acceptance and support.

Management's role

Having the right leadership and buy-in from the executive team is critical to unifying the organization behind a common strategic direction.

Another key is making sure all managers are equipped to coach their direct reports toward commitment. One-on-one conversations help individual team members analyze how the change will affect them, determine their level of commitment and choose how they will act. Questions managers should address with employees include:

- What is changing?
- Why is it changing?
- How will it affect your area?
- How will it affect you directly?

See Changing the Change Rules at Google.

Unfortunately, many managers are not adept at change management. The lack of change management skills among managers can make change initiatives difficult to achieve. A Towers Watson Change and Communication ROI Survey found that 87 percent of employers train managers on effective change management; however, only one-quarter of those employers found the training to be effective.² To increase managers' skills, HR should provide training that is tailored to the specific change initiative and the competencies necessary to lead successful change. See Leadership Critical to Organization Change Efforts and Senior Leader Accountability: Critical to Successful Change.

HR's role

HR can play a dual role in change management by initiating and leading the change and by serving as a facilitator for changes that other leaders and departments initiated. See What is HR's Role in Managing Change? and HR Can Improve Employee Buy-In for Organizational Change.

The HR department performs a variety of functions associated with the communication, implementation and tracking of major changes. Most commonly, HR professionals assist employees by serving as a point of contact for questions and concerns and by explaining any impact on staffing. In addition, HR often coordinates meetings and communications about the change and related initiatives. Other common HR roles and responsibilities include:

- Providing initial employee communications about changes.
- Developing training programs.
- Preparing informational documents.
- Assessing readiness before the change.
- Analyzing potential impact.

HR can also play a strategic role in change management by calculating the post-implementation return on investment by identifying key performance indicators (KPIs) to be measured and by tracking and communicating these results.

By championing change, HR can help the organization increase buy-in, comfort and support for change across departments, thereby increasing the success of change initiatives. See Managing Organizational Change with an HR Department of One.

Steps in the Change Management Process

Organizations should systematically prepare for and implement major organizational change. John Kotter, a Harvard Business School professor, developed a well-known and widely adopted approach for managing organizational change. This approach, updated in Kotter's book Accelerate, involves the following eight stages:³

1. "Create a sense of urgency." Successful transformation efforts usually begin when leaders examine the market for changes that may lead to new competitive realities for the organization. These changes can stem from demographic shifts, social trends, new technology, market or competitor changes, or new government

regulations. The leaders should explain that a potential crisis or major opportunity is imminent, and they should encourage frank discussion throughout the organization. Creating a sense of urgency that the status quo is no longer acceptable is essential to gain the workforce's energetic cooperation.

2. "Build a guiding coalition." Once employees feel a sense of urgency, leaders should establish a group with enough power to lead the change. Members need substantial authority based on position, expertise, credibility and leadership, as well as effective management skills and proven leadership abilities. This coalition must learn to work together based on trust and set a common goal. Many guiding coalitions build trust through offsite meetings, joint activities and conversation.

3. "Form a strategic vision and initiatives." The guiding coalition should craft a clear vision for the future, motivate people to take appropriate actions and coordinate their actions. An effective vision is imaginable, desirable, feasible, focused, flexible and communicable, according to Kotter. Creating an effective vision takes time and can be a challenging process, but the end product provides a clear direction for the future.

4. "Enlist a volunteer army." Once the guiding coalition has developed the vision, its members should provide extensive communications about how the change will improve the business and how those improvements will benefit employees. Key elements in effective communications include simplicity, use of examples, multiple forums, repetition, explanation of apparent inconsistencies and two-way communication. The group should model the behavior expected of employees.

5. "Enable action by removing barriers." To empower workers to support change and act on the vision, change leaders should identify and remove obstacles. Four categories of important obstacles are:

1. Formal structures that make it difficult for employees to act.
2. A lack of needed skills.
3. Personnel or information systems.
4. Supervisors who discourage actions toward implementing the new vision.

6. "Generate short-term wins." Successful and enduring change takes time, which can be discouraging to employees at all levels of the organization. To maintain urgency, leaders should create conditions that support early successes and visible improvements. The key is to actively search for opportunities to score early achievements and to recognize and reward those who made these accomplishments possible. Good short-term wins have unambiguous results, are visible to many people and are clearly related to the change effort.

7. "Sustain acceleration." Until major changes are embedded in an organization's culture (which could take up to a decade), they remain vulnerable to resistance and regression. It is important to use the early successes as a foundation for larger challenges and to revise all systems, structures and policies that do not fit the change vision. HR can consolidate gains by hiring, promoting and developing employees who can implement the transformation vision. Additionally, the change process can be reinvigorated with new project themes and change agents.

8. "Institute change." The final stage in Kotter's model for successful change is linking the changes to two key components of corporate culture—norms of group behavior and shared values.

Another model for organizational change includes a four-phase change management process:

1. Define—Align expectations regarding the scope of the change as well as timing and business impact.
2. Plan—Understand how the change will impact stakeholders and design a strategy to help them navigate it.
3. Implement—Engage with leaders and associates to execute the change.
4. Sustain—Work with leaders and employees to track adoption and drive lasting change.

Q.5 Explain the significance of educational leadership. Also highlight the roles of educational leader.

Executives around the world are out of touch with what it will take to win, and to lead, in the digital economy. Digitalization, upstart competitors, the need for breakneck speed and agility, and an increasingly diverse and demanding workforce require more from leaders than what most can offer. Although a significant segment of the current generation of leaders might be out of touch, they still have control — over strategic decisions, who gets hired and promoted, and the culture of their organizations — but not for long. The need for change is urgent, and time is running out for leaders who are holding on to old ways of working and leading. Evidence of this growing mismatch between how many organizations are currently led and how they should be led comes through loud and clear in this new, exciting report, “The New Leadership Playbook for the Digital Age: Reimagining What It Takes to Lead.” This global executive study and research report’s objective is straightforward: to explore how the changing nature of competition, work, and society is influencing the future of leadership. We surveyed 4,394 global leaders from more than 120 countries, conducted 27 executive interviews, and facilitated focus-group exchanges with next-gen emerging leaders worldwide. The findings are as sobering as they are inspiring. They serve as a warning for today’s leaders — as well as an invitation to reimagine leadership for the new economy. Today’s trailblazing leaders increasingly recognize that in order to credibly transform their organizations, they must credibly transform themselves and their teams. Some brief highlights of this evidence that concerned us include the following. Just 12% of respondents strongly agree that their leaders have the right mindsets to lead them forward. Only 40% agree that their companies are building robust leadership pipelines to tackle the demands of the digital economy. Only 48% agree that their organizations are prepared to compete in digitally driven markets and economies. While 82% believe that leaders in the new economy will need to be digitally savvy, less than 10% of respondents strongly agree that their organizations have leaders with the right skills to thrive in the digital economy. As we dug deeper into the survey data and interviews, it became clear that, in addition to a deficit of digital savviness, some cultural and behavioral leadership norms that worked well in the past are no longer effective. Worse, navigating the gap between past and present has created intractable tensions, undermining execution and leaving many organizations stuck in a state of cultural inertia. This explains why so many companies are slow, unresponsive, stodgily siloed, densely hierarchical, and excessively focused on short-term returns. Finally, we found that

many organizations are suffering from a series of blind spots and are holding on to leadership behaviors — such as command and control — that might have worked in the past but now stymie the talents of employees throughout their organizations. On the bright side, we identified a number of leadership teams that are embracing new ways of working and leading. For example, many of them are increasing transparency, demonstrating authenticity, and emphasizing collaboration and empathy. What’s more, we found powerful correlations between those companies that are actively engaged in digital transformation and their readiness to lead more effectively in the new economy. However, given what appears to be a state of continuous disruption, we also discovered something both heartening and validating: Certain leadership behaviors and attributes — honesty, integrity, inspiration, and trust — have withstood the test of time, regardless of the respondent’s country, age, cultural context, or industry. This report refers to those attributes as eroding, enduring, and emerging leadership behaviors. Together, the enduring and emerging behaviors are essential elements of the new leadership playbook. While identifying mission-critical leadership behaviors is important, it is insufficient as a means of reimagining leadership for the digital economy. In fact, we believe that is the easy part of the challenge. Great leadership teams pay attention to cultivating not only the leader competencies and skill sets needed to lead, but also the mindsets required to build authentic and passionate communities of leaders. These teams don’t simply rearrange the relationship between leaders and followers; they unleash the talents of every person to cultivate communities of leaders. On the basis of our analysis of global survey results and a sentiment analysis of our interviews, we identified four distinct yet interrelated mindsets that together constitute the new hallmarks of leadership in the digital economy: producers, investors, connectors, and explorers. The narrative thread connecting these mindsets is that they intentionally align efforts to bring out the best in colleagues and collaborators while measurably enhancing outcomes for customers, communities, our planet, and shareholders. In this report, we use case examples and executive interviews to show how commitments to these new mindsets pave the way for new leadership behaviors to take hold. Leadership teams that are charting a new course are reimagining what leadership should look, feel, and be like in this new and incredibly exciting world of work. They state unequivocally through powerful narratives who they are, what they stand for, and how they operate, and they are clear about the cultures and mindsets they aspire to create in their organizations by role-modeling those behaviors. This report is action-oriented. Readers can use our practicable findings and specific recommendations to develop a new generation of leaders excited and well equipped to lead in the digital economy.