DEVELOPMENT ASSESSMENT MODEL FOR MIDDLE MANAGER IN MANAGEMENT AND LEADERSHIP IN SCHOOL

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1.0   Introduction

Nowdays we always wants good results from our educational area. We always concern about what will effects our outcomes. Leaders in school are the main factors that will stimulate the best condition for our expectation. Leaders face complex demands perhaps greater from the past. These conditions determine the best management and leadership education practices necessary for development of successful management and leadership behaviour. This research will focus the management and leadership for the middle manager in school. This research will construct a model for assessment the middle manager in school based. It may help to ensure the effectiveness and important rules of the middle manager.

1.1   Statement of the Problem

Whether the instrument develop can assess the management and leadership among the middle manager in school.

1.2   Objective of the Study

To examine the effectiveness of management and leadership using the instrument develop from the MLQ and LBDQ for assessment model for the middle manager.

1.3   Research Questions

  I.   Does the instrument for assessment model suitable for the middle manager.
 II.   Is there a difference in effectiveness of management and leadership for middle manager besides the top manager.

1.4   Scope of the Study

This study will examine the instrument for assessment develop from the MLQ and LBDQ which always used for the top manager. The study will proposed "Guru Kanan Mata Pelajaran" which the main middle manager that effect directly towards the education system. The school area will in Johor Bahru.

1.5   Significant of the Study
        Leaders skills and presentation always gives the major impact to the school achievements. There always a different opinion between the top management and the

middle manager; this study will try to finds the instrument that will be use to make assessment for the middle manager in school.

2.0   Literature Review

2.1   Theoretical framework

Management Quality has a strong impact on customer satisfaction, employee satisfaction and the efficiency, productivity and development of the organization. The overall responsibility for management quality lies with executive management, but they often leave it to the HR function to put policy, programs and processes (methodology) in place. But policy and programs must be implemented in the line organization, mainly through middle managers (managers of managers).

Middle managers who fill this role address all critical success factors pertaining to management quality. They are role models who interpret and represent the established management policy and make it alive to their reporting managers and their staff. They are key persons in communicating and tracking different kinds of goals and in making information flow up and down. Their responsibilities include:

- identification of candidates for management positions
- appointment of new managers
- introduction of new managers
- management development, in particular coaching of managers (development within the framework of regular and daily activities)
- motivation of managers
- termination of unsatisfactory management (though an excellent job in the areas mentioned above should minimize the need for terminations.)

The LBDQ that will be applied and rearrange were related with the XYZ model (Figure 1), which has three dimensions. It is the X dimension that focuses on the Behavioral School of leadership.

X Dimension runs from Transactional to transformational leadership, as studied by Burns (1978) and Bass (1985). The debate rages, is this one dimension or two? This is a classic dualism in leadership studies. Burns looked at modal thinking (the means over ends reasoning) in the early stages of development and held these leaders to be "transactional" in their behaviors. Transactional leadership "requires a shrewd eye for opportunity, a good hand at bargaining, persuading, reciprocating" (Burns, 1978:169). A "transformational leader," on the other hand, "recognizes and exploits an existing need or demand of a potential follower... (and) looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower" (p. 4). Eventually transformational leaders were thought to engage in behaviors that changed the game, even changed the world.

Y Dimension runs from the Will to Server to the Nietzschean Will to Power. Again, is this one dimension or two? The Will to Power is specifically excluded from transaction and transformational leader theory by both Burns and Bass. I therefore treat it as a second dimension of leadership. It is quite silly study leadership as just a well to serve; many leaders pursue power, some are able to do good things with it, others are swallowed by power. Nietzsche wrote about Will-to-Power (WTP) and Thus Spoke Zarathustra (TSZ) as having something to do with the will to initiate and implement a goal as well as the more macro construct of Darwin's theory of natural section, the

power to transform the inherited advantages from generation to generation and WTP is also a Will to Truth (TSZ, pp. 28, 113). The WTP is a will to overcome the small people, "they are the superman's greatest danger" (TSZ, p. 287). And the superleader is not satisfied with the happiness of the greatest number of workers or consumers (TSZ, p. 287). The Super leaders sees the abyss with the eyes of an eagle and grasps the abyss of poverty and misery with the talons of an eagle (TSZ, p. 288).
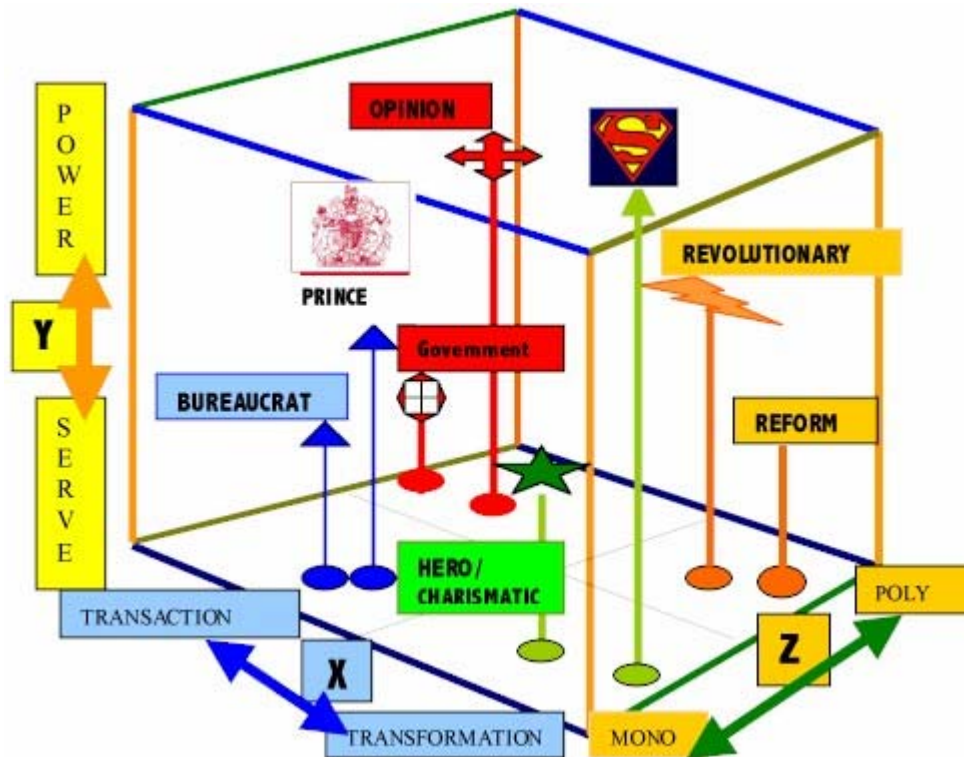

Figure 1 The XYZ Model

Z Dimension from participation is monophonic (single voice) to (polyphonic) involvement in leadership. Some leaders cultivate one voice, their own, and other leaders are more pluralistic, able to create polyphonic and more participative leadership.

Mintzberg's (1973, 1975) classification of managerial roles. Mintzberg did observation studies of five chief executives, and found that they did not divide their time into planning, organizing, influence, lead, and control. Rather the manager played ten fragmented roles in a high interruption environment. Half of these managers' activities lasted less than nine minutes and are very transactional.

Interpersonal roles

1. figurehead
2. leader
3. liaison

Information roles

1. monitor
2. disseminator
3. spokesman

Decisional roles

1. entrepreneur
2. disturbance handler
3. resource allocator
4. negotiator

Out of the Box Interpretation - Leadership is theatre, and the leader is suspended in a web of ten scripted roles. Some leaders use these roles with more persuasive power than others to influence spectators and other actors. The point - it is not transformational leadership until the leader changes the script of the organization.

The Multifactor Leadership Questionnaire for Teams (MLQT) is a short but comprehensive survey of 50 items that measures a full range of leadership styles as these are expressed in a team's actions. This instrument complements the Multifactor Leadership Questionnaire (MLQ) used in 360degree feedback for individual leaders.

The MLQT is often a good place to start with a work group since it provides valuable feedback to the whole team about how its members see the group performing leadership functions. The MLQT provides a "snapshot" at a micro level of the extent to which a team sees itself to be supporting and practicing the Full Range Leadership Model. It also introduces the members of the team to the concept of the Full Range Leadership Model as shown below.

The Leadership Styles

I. Transformational Leadership

    a. Idealised (Attributes)

    b. Idealised (Behaviours)

    c. Inspirational Motivation

    d. Intellectual Stimulation

    e. Individualised Consideration

II. Transactional Leadership

    a. Contingent Rewards

    b. Management-by-exception(Active)

    c. Management-by-exception (Passive)

III. Non-Transactional Leadership

    a. Laissez-Faire

IV. Outcomes of Leadership

    a. Extra Effort

    b. Effectiveness

    c. Satisfaction

From this the instrument will develop to be used suitable for our social demographic.

3.0   Methodology

3.1   Design and procedure

i. The intent of this study will determine the instrument for assessment develop from the MLQ and LBDQ which always used for the top manager.
ii. This study will use quantitative design.
iii. A correlation design will be use for the quantitative design in this study
iv. The dependent variables are the participants' score in each leadership skill area of MLQ
v. The independent variables are gender, the school area and formal leadership training or activities that the principal had taken .
vi. Data collection from the State Educational Board will be use to interpret the relationship and outcome.

3.2   Participant

i. Male and female "Guru Kanan MataPelajaran" in Johor Bahru school, Johor.
ii. Purposive samples will be select in order to obtain responses from each group (Cummins, 1995)

3.3   Instrumentation and data analysis

i. In order to gain a comprehensive look at the aspects of leadership and management this study will use the multifactor leadership questionnaire (MLQ form 5x) and the LBDQ .
ii. This study will develop the instrument using the MLQ and LBDQ to the middle manager school.
iii. Reliabilities for the questionnaire will be collect after the pilot study to make sure that the questionnaire suitable for our middle manager.

3.4   Assumptions and limitation/conclusion expect through this research

i. The study will determine the effectiveness of management and leadership using the instrument develop instrument from the MLQ and LBDQ for assessment model for the middle manager.

ii.   The limitation for these study are consist of school area in Johor Bahru only.
iii.   The study only referring to the management and leadership for the middle manager in school only.

3.5   Research planning and schedule

NO	PHASE	ACTIVITY
1	PHASE ONE (6 months)	Starting the research, choosing a general topic, narrowing the topic and collecting information
2	PHASE TWO (12 months)	Recording information, organizing ideas and analysis
3	PHASE THREE (12 months)	Writing, documentation and presentation

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