Does
Leadership
Matter?

IMPLICATIONS FOR LEADERSHIP DEVELOPMENT AND THE SCHOOL AS A LEARNING ORGANISATION

EDITORS: TIBOR BARÁTH AND MÁRIA SZABÓ

HUNGARIAN-NETHERLANDS SCHOOL OF EDUCATIONAL MANAGEMENT, UNIVERSITY OF SZEGED

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PDA – an optimal way to organisation development

Tibor Baráth, Györgyi Cseh

HUNSEM, University of Szeged;
Qualitas T&G Consulting and Organizational Development Ltd.

Introduction

In harmony with the main theme of the conference (i.e., the impact of leadership on learning efficiency), this present study examines what role leadership plays in school development. In order to explore this, we will analyse how thinking about learning has changed in Hungary, and what kind of development these changes have generated in the education system. We are going to give a brief overview of the support given to the leaders to realise the programmes in the case of some key development programmes. Finally, we shall describe a programme, the aim of which is to develop a network of institutions (the so-called reference institutions), whose members can efficiently foster the development of other kindergartens and schools by sharing and passing on their experiences and knowledge via network learning.

In the study, we will describe an integrated and complex organisation development model, which has been used in 80 institutions for preparation to fulfil the role of a reference institution. In this description and analysis, we will also emphasize how leaders can prepare for operating as a reference institution.

The change in the learning paradigm and the role of leadership in development programmes

The economic and social changes that appeared in Hungary after the turn of the millennium have exerted an increasingly stronger impact on the education system. Three factors need to be highlighted here. The first one being the expectation of the *world of work*, according to which it is necessary to create a kind of education and training that can focus and successfully adapt to labour market requirements (*Medgyesi*, 2006; *Fazekas, Köllő & Varga,* 2008). The other factor – which became a priority especially following the country's EU accession – is the creation of the system of *lifelong learning*, the development of the necessary knowledge and competencies, on the level of the individual and the organisation alike. Lastly, the third factor is the results of the *PISA studies (OECD PISA results*, 2000, 2003, 2006, 2009), which reflected that Hungarian students' competencies are ranked in the lower band of the middle range, i.e., they clearly lag behind expectations. According to the 2009 survey, certain steps forward have probably but not conclusively appeared, thanks to the very change of the learning paradigm and as a result of the learning development programmes.

Partly due to the impacts listed above, it was the development of learner competencies that have become the focal point of learning development. This was reflected in the fact that key *competencies for lifelong learning* have been integrated in the Hungarian national curriculum, in harmony with the recommendation of the European Union (*Recommendation…*, 2006). What also reflects the importance of competence development is that following the EU accession in 2004, several major programmes were launched that were aimed at targeting and successfully developing learner competencies (*HRDOP*, 2004; *SROP*, 2007).

Public education development programmes aimed at developing children and pupil competencies all focus on changing the fundamentals of learning processes and methods, applying and promoting individual development, experimental learning and interactivity. At the same time, what also emerges is the endeavour to promote organisational learning, the rapid and efficient application and spreading of individual knowledge within the organisation, together with the supportive, i.e., network learning of organisations. As a result, the change in learning, the direct and indirect

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impacts of globalisation and the labour market on the education system all had a natural effect on the leaders of institutions, thus facing them with new challenges. That is why it was necessary to prepare leaders for these new tasks. The programmes referred to above (HRDOP, SROP), although in various forms, all focused on preparing and supporting leaders. What those who planned the projects had in mind was that leaders play an outstanding role in the successful realisation of the projects, in achieving the necessary impact, and in ensuring sustainability.

Education development programmes and leadership

Next we are going to give a short overview of some projects, highlighting from what aspect and how they supported the leaders in the successful realisation of the project.

Vocational school development programme

As of the 1990s, vocational school development has been centred around the vocational secondary school. As a result of successful national as well as international projects, vocational secondary schools have developed and gained a large deal more popularity than before, and the number of their students has also increased (*Imre & Györgyi*, 2006). An involuntary result of these programmes was that the situation of vocational school training deteriorated, and despite the efforts and energy of those working there, drop-out rates have grown significantly, reaching one-third of all students. This was coupled with the fact that drop-out students had very low motivation, deteriorating school results and severe social tensions (*Liskó*, 2008).

   In response to the above-described problem, in 2003, the so-called Vocational School Development Programme was born. The three-year-old programme was realised between 2003 and 2006 and was aimed at both vocational schools as organisations and at teachers and students of these schools. The primary aim of the programme was to make these vocational schools ready to accept the changes, to make them prepared with programmes that would respond to these challenges and to make these institutions adaptable to the new circumstances. To this end, they focused on modernising the content of teaching as well on the methods applied, so that graduating students would have general skills and vocational competencies appropriate to set them out on a promising vocational career (*Jakab*, 2004).

The complexity of the programme is described in Figure 1, which shows the vocational school programme's system of components. In the programme, it was component D1, i.e., the self-developing school component that served the purpose of preparing the leaders for the tasks that arose during and after the programme.

GENERAL COMPONENTS		
Component „A" PUBLIC KNOWLEDGE AND VOCATIONAL FOUNDATION COMPONENTS	Component „B" VOCATIONAL TRAINING METHODOLOGY COMPONENT	Component „C" REINTEGRATION COMPONENT FOR THE DISADVANTAGED
Components „D1" and „D2" **SELF-DEVELOPING SCHOOL AND QUALITY DEVELOPMENT COMPONENT**		
THEMATIC PROJECTS		
Foreign language project (English and German)	Vocational school assessment and evaluation project	Vocational school career orientation project	IT in the vocational school project
SUPPORT BAND		
Tenders and applications	Conferences	Monitoring and related research	PR activity	Organisational and executory tasks

Figure 1: The structure of the Vocational School Development Programme
(Source: The components of the Vocational School Development Programme. http://www.szakma.hu/szfp/szfp1_program/index.php)

The term "self-developing" is a tell-tale sign, as the training of the leaders was aimed at enabling them to develop their institution in a sustainable and continuous manner. Therefore their training encompassed all important areas of school operation. The more than 150-hour-long modern theoretical training took place on several occasions and was followed by an intensive practical training part mainly built on group work and the experiences of the group members. The participants received tasks between the training sections that assisted them in the practical application of the theoretical knowledge learning and the development of cooperation between group members.

Preventing – Adapting – Caring (MAG) programme

The MAG (Preventing – Adapting – Caring) programme is a programme of the Dutch Foreign Ministry's Matra project, realised with the professional cooperation of the Hungarian National Public Education Institute[1] and the Dutch APS (National School Development Centre) and with the financial support of the HRDOP's Lifelong Learning Development Programme. The programme itself was launched in January 2004 and was completed in 2006.

The fundamental novelty in the MAG programme was that it targeted the prevention of student drop-out and diversion from the education system right from the start of the school. "The general aim of the Preventing – Adapting – Caring programme was to develop elementary schools into the scenes of successful learning for all children, with special attention to those disadvantaged children who are threatened by social exclusion. In order to fulfil this aim, the MAG programme targeted three levels at the same time, so this way class teachers, institution leaders and local education leadership representatives can all simultaneously be involved" (*Bognár*, 2005).

The programme developers knew precisely from school development research that the right scene for pedagogical changes, innovation and influencing learners is the classroom itself. At the same time, however, in order to make this influence take place, we cannot ignore innovation, an organisational culture that supports development and leaders who support the changes. Therefore, it is the school that means the development environment for teachers, while it is the maintainer and the local environment that mean the development environment for the institution (*Kállai & Szabó*, 2007).

All these induced special attention to leaders in the MAG programme. The institution leaders (2 leaders from each institution) took part in the programme for four years on a regular basis, they met on 3-4 occasions for 1-2 days, and with the guidance from trainers they analysed, and tried to handle and find solutions to the tasks that arose in the MAG programme.

1 Today called Education Research and Development Institute (Oktatáskutató és Fejlesztő Intézet). [Author]

The introduction and establishment of competency-based training in public education – HRDOP and SROP

The development of programmes supporting the introduction and establishment of competence-based education fitted well in the group of programmes targeting the realisation of lifelong learning, thus it was a key priority of the Hungarian National Development Plan. The programmes were based on the widely-spread interpretation of the concept of competence, i.e., knowledge, skill and ability, attitude, and on a targeted, tailor-suited development of competencies via cooperative techniques. The developments encompassed the elaboration of a new type of teaching materials, teacher training programmes that assisted the application of these materials and the introduction of the programme vertically from kindergarten to secondary education (*Pála*, 2009). The programmes reached in total over 1000 institutions.

Leaders were obliged to take part in two 30-hour training programmes within the framework of EU projects. The content of these two training programmes were precisely defined, however, they differed from each other in the HRDOP and SROP programmes. What they had in common was that they prepared the leaders to fulfil the tasks that arose during and after the completion of the project, i.e., in order to ensure sustainability. As part of the HRDOP project, the two training programmes were centred around change and project management, while in the SROP programme – when leaders were likely to have considerable experience as a result of their participation in the previous programme – the two programmes that had been separate before were integrated, while the other training programme prepared the leaders to be able to fulfil tasks related to the institutional organisation of competence-based training. During the SROP programme, a process consultant provided on-site assistance for the leaders in their work.

The Springboard ("Dobbantó") programme

Finally, it is worth mentioning the latest programme, launched in 2009 by the Public Foundation for Equal Opportunities of Persons with Disabilities *(Fogyatékos Személyek Esélyegyenlőségéért Közalapítvány)*[2]. The Springboard programme is aimed at helping a special group with special needs find their way back to the world of education or work, i.e., a

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2 The programme is to end this year. At the conference one of the workshops concentrated on introducing the content and the methods of the Springboard programme. In this volume, a short overview can be found on this workshop.

group of 15–25 year-olds who are permanently and seriously disabled in their learning, but whose disabilities do not originate from organic causes of cognitive functions or behaviour development.

The programme pays special attention to leaders, since the creators of the Springboard programme[3] themselves believe that leaders and leadership have an outstanding role in the institutionalisation and sustainability of the programme. In order to assist the leaders, a method completely new in the field of public education, was used, i.e., the involvement of coaches. The coaches were responsible for providing personal support to the leaders, for establishing a reflective leader behaviour, for planning the decisions and interventions necessary for leaders to make during the programme and for monitoring the results.

A comparison of leadership support

Next we are going to briefly compare the leadership support forms given in the various programmes. These are summarised in Table 1.

Table 1: A comparison of the support forms given to leaders

Name of programme	Support persons	Form of support	On-site support
Vocational School Development Programme (SZFP)	Leaders together	150 lesson training, tasks at home in between meetings	None
Preventing – Adapting – Caring (MAG/seed) programme	Leaders (2 persons)	3-4 occasions annually, one-two day training, consultation; in the meantime tasks at home	None
Competence-based training development in the HRDOP/SROP programmes	Leader	2x30-lesson further training	Process consultant in the institution in the planned time framework, 40–90 lessons
"Springboard" (Dobbantó) programme	Leaders (in practice, rather the leader)	Leader coaching	A coach visits the institution every second week

3 For the objectives of the programme, go to:
http://fszk.hu/index.php?option=com_content&view=category&id=68&Itemid=117

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A common feature of the programmes listed above is that the leader support took place along set forms and timeframe defined in the programmes, while during the realisation process, the trainers, the instructors and the coaches had to adapt to the special features and expectations of the institution and the leader. The content flexibility was coupled with a rigid format, and the basis for accounting was the precise number of hours set for the given activity. This meant that the various forms of leader support were realised in a flexible manner but within rigid frameworks.

The programmes assisted the leaders in the successful completion of their institution development tasks with various emphases and various methods. In all cases they dealt with the *committedness of the leader*, without which the success of the programme and the success of the development are both impossible. The developments as well as the conscious and targeted leader support of the programme are all based on commitment. In order to realise this, leaders had to learn to create a balance between trust and control. During the realisation, a key element was the encouragement and *motivation of teachers*, which received credibility through the committedness of the leader. Another key element was how much the leader could promote the *sharing of knowledge* within the organisation, whether they could establish the appropriate forums and system for this. Finally, one of the leader activities with fundamental importance was the evaluation of the programmes, and the integration of development and innovation into the everyday operation of the organisation.

Reference institutions in the Social Renewal Operational Programme *(SROP[4])* 3.2.2 project

Project overview

According to the executive summary of the project, and in accordance with the priority axis entitled "Providing quality education and ensuring access for all" of the Social Renewal Operational Programme, the objectives of the project are the following:

➢ The primary objective of the programme is to establish a regional and territorial level network cooperation between public education

4 The name of the programme in Hungarian is TÁMOP, Társadalmi Megújulás Operatív Program.

institutions, and to establish networks capable of providing development services.

➢ The establishment of the network serves the purpose of lifelong learning via developing key competences, the tool for which is disseminating and applying competence-based teaching. The network operates in order to support quality education, to increase opportunities, and to provide equal access to services promoting the mitigation of regional differences.

➢ Network building is aimed at enhancing cooperation between various territorial levels (small territories, counties, regions) and players (institutions, maintainers) under the principle of subsidiarity, in order to improve the quality and efficiency of public education.

➢ The principle objective of the programme is to establish a network of institutions that is capable of providing relevant services for other public education institutions in the long term, thus it can promote the realisation of the public education reform programmes as well as network learning (*Territorial cooperations, associations, network learning*, 3–4.)

In the project, one professional service provider in each of the seven Hungarian regions received the opportunity to organise professional territorial cooperation and network building. The project defined 8 tasks for them, a priority task of which was to establish and operate a network of reference institutions.

An explanation of what reference institutions are, tasks and expectations

According to a central definition, reference institutions are unique, example-setting institutions that are coherent in their operation, have children-centred pedagogical and organisation innovational experience, which they can apply and transmit in their services. The field or activity that the actual institution can set an example in can be rather varied. Exemplary fields that reference institutions may operate in may be the following for instance:

➢ Information and Communication Technology application
➢ Application of pedagogical integration/receptive pedagogical practice
➢ Application of competency based educational programmes

➢ Application of reform pedagogies

➢ Institutions operating under a self-developed alternative programme

➢ Altruist school (second chance schools dealing with drop-out students to compensate students' disadvantages)

➢ Schools operating on the basis of a comprehensive principle and with a uniform programme

➢ Uniform Therapeutical Pedagogical Methodology Institution serving integration purposes

➢ Example setting institutions operating under small regional cooperation

➢ Institutions with competency based programmes in the field of art education

➢ Institutions working with eco-school/kindergarten programmes

➢ Example setting institutions operating in the field of developing economic culture

➢ Institutions operating with talent-cultivation programmes

➢ Institutions operating in accordance with public collection pedagogical programmes

➢ Higher education practice institutions

➢ Others

It is obvious from the list above that all institutions that could achieve something outstanding (in terms of development/adaptation or operation) had the opportunity to apply for the title of reference institution. Successful applicants had to fulfil centrally defined tasks, such as service provision to other public education institutions (demonstration lessons, lesson visits, mentoring, joint programme development, organising regional conferences and workshops, etc.), and information transmission between the centre and the institutions.

The selection of reference institutions

As can be gathered from the above, reference institutions have a greater experience in development and innovation than other public education institutions, and their operation is example setting in one or more fields. This means that the professional objectives in relation to their selection were also rather complex and high. According to expectations, reference institutions are required to:

➢ apply pedagogical methods deploying procedures that ensure receptive and individual development;
➢ apply the contents and methods of competency based teaching and education in their pedagogical work;
➢ operate with an open educational environment culture;
➢ have their leaders and teaching staff committed to the process of becoming and operating as a reference institution, and to fulfilling these tasks;
➢ operate as self-developing institutions, deploy self-assessment systems and have their own internal and external forms of relations;
➢ apply ICT tools and methods as specified in their pedagogical programme;
➢ have an organisational culture characterised by team work and horizontal as well as vertical cooperation between teachers;
➢ have a statement from the maintainer that guarantees the possibilities of operating as reference institutions;
➢ be in operation in the defined reference field for at least four years;
➢ assume the tasks of providing services in the fields of in-service training, mentoring, visiting and supervising.

The list above shows that those institutions applying for reference institution status must meet high professional requirements, and the tasks they assume to impose a high degree of responsibility on them. New types of tasks have also emerged for these institutions, which might necessitate new structural, organisational, operational procedures and processes to establish and apply.

Therefore it is only natural that an institution applying for a reference institution status goes through a pre-qualification and a qualification procedure, and can only become reference institutions if they meet the requirements set to them during the qualifying procedures. During the qualifying procedure, the assessors first examine the applicant institution's documents (legal operation, professionalism), then in the course of an on-site inspection they examine the conformities to the reference field criteria. If it is deemed necessary, the institutions are required to draw up a development plan in response to the on-site audit findings.

Based on the relevant professional expectations from reference institutions, and as a result of the novel and complex tasks, it is most

probable that successful applicants need targeted preparation, which entails simultaneous and coordinated organisational and leadership development. Directly or indirectly, the requirements described above all depend largely on the quality of leadership. The leadership itself is the primary source that shapes the organisational culture, which then influences teacher motivation, aspiration and as a result, the quality and character of the teachers' work.

Introducing the applied model, i.e., Process Diagrammatic Approach (PDA)

Next we are going to describe a complex organisation development model that enables us to diagnose reference institutions, to define their optimal operation taking into consideration the objectives defined in the project, and to draw up targeted development plans based on the discrepancies between the diagnosed and the optimal status. The model integrates the information relevant to the organisation (strengths, weaknesses, organisational efficiency indicators, etc.), the competencies of the organisation's key players and decision-shapers, upon which change and development is possible to be executed.

A theoretical background – models used in the PDA
The development capacity of organisations and their achievements all depend on the competencies of the people comprising the organisation, especially those of the management together with the characteristic features of the organisational, i.e., the organisational culture and climate. A typical feature of learning organisations, which are gaining increasing prestige in modern society, is that they are capable of effectively transforming individual knowledge into organisational knowledge and conveying organisational knowledge (and practices and culture) effectively to the members.

Process Diagrammatic Approach (PDA) is based on Role Diagrammatic Approach (RDA), with the help of which it explores personal competencies that can be utilised in order to develop the organisation. The examination of an organisation – company, institution – can be matched with the RDA dimensions, thus it is based on the competing values framework model

developed by Quinn-Rohrbaugh. The model helps us explore the basic features of an organisation's culture and efficiency, and the results can be integrated in the PDA model. This can be joined with the SWOT analysis prepared for an organisation's examined area or entire operation.

Role Diagrammatic Approach – a model for understanding, interpreting and efficiently deploying worker competencies

Role Diagrammatic Approach (RDA) is a model built on professional and empirical knowledge, which can be applied in the field of human relations and human resource management. It is a tool that can be used to harmonise personal competencies and organisational expectations.

We provide a brief overview of the model and its dimensions based on the description elaborated by the developer of the model (*Harten & Wolbers*, 2005).

RDA is an integral model of describing the behaviour of human beings which is based on the holistic view of mankind. It does not only pay attention to effective behaviour but also to ineffective behaviour. RDA includes more than 30 000 words and expressions to characterise the different kinds of behaviour. It results in a very fine-tuned description of people, jobs, etc.

Next we are going to describe three RDA dimensions, which, from the aspect of our examination, are the most important ones.

Dimension 1: Dynamic – Stable

A dynamic personality is typically extraverted, can handle and manage constant changes and variations well, and focuses mainly on external matters and the outside world. A stable personality on the other hand is more introverted, finds repetition and consistency important as these ensure safety and security, and prefers focusing on internal matters. The horizontal co-ordinate axis denotes this dimension.

Dimension 2: Relation-oriented – Content-oriented

A relation-oriented person prefers to work with other people, his/her relationship with other people is of utmost important to him/her. On the other hand, a content-oriented person finds work in itself important, and prefers to focus on the task rather than the person performing it.

This dimension is denoted by the vertical coordinate axis. These two

dimensions draw up four quadrants, which denote the main orientation of one's personality.

Dimension 3: Leading – Operational

In the RDA model, all four quadrants comprise two axes which are related to the roles a worker can fulfil in an organisation. According to research, leading and operational roles can be differentiated alongside the axes.

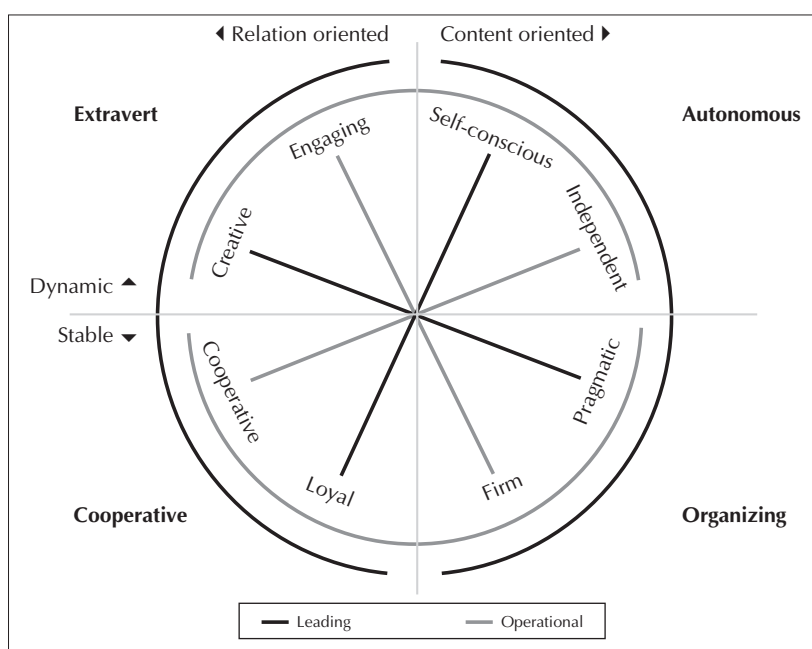The eight axes of the model are as follows (leading axes are highlighted in bold):

Figure 2: RDA axes

The axes of the RDA:

Behind a certain axis we can find the words and expressions which refer to someone's personality and also to the behaviour that is often related to a certain kind of performance. Following this, we will briefly describe each axis of the RDA based on the above-mentioned study from Harten and Wolbers.

Axis 1 Engaging: having the ability to build and maintain relationships, good presentation, attentive, having interest in others, sensitiveness, openness and listening well.

Axis 2 Creative: humour, positive attitude, enthusiasm, fond of others, enjoying life, capable of motivating and inspiring others, involvement, to get the best out of someone.

Axis 3 Cooperative: team player, focuses on being together and understanding others, aimed at experiencing closeness, tight relationships, sympathetic.

Axis 4 Loyal: compassionate, shows appreciation, sincerity in relationships, taking care of the wellbeing of others, patience, reliable, solid.

Axis 5 Self-conscious: aware of the qualities of his/her own as well as others', ready for action, shows initiative, representative, attentive and obliging, ability to improvise, flexible.

Axis 6 Independent**:** aimed at freedom, avoids to be claimed, wants "carte blanche" to make own decisions, clear to oneself and others, takes and gives space to move.

Axis 7 Pragmatic: matter-of-fact and practical attitude, sharp judgement, functional and result oriented, objective, face value, good at observing, critical, sees possibilities and limitations.

Axis 8 Firm: steadfast, careful and diligent, strong perseverance, goal and plan oriented, strives for well-considered choices and clear targets.

Function profile, job profile, organisational profile
The model enables us to compile so-called function profiles, i.e., profiles that are based on the characteristic features and competence expectations of jobs, professions or organisations. In order to be able to do this, first and foremost those competencies need to be defined that are indispensible for a person to operate successfully in a specific profession or job; or those organisational competencies that are typical for the given organisation's

operation. With the help of the identified and then weighted competencies and an established procedure, a characteristic profile of a job or organisation can be drawn up, which from then on may serve as a point of reference.

SWOT analysis – a strategic planning tool

SWOT analysis is probably well-known to all, but for the purpose of entirety, in Table 2 we are going to describe a possible method of how it can be used for standing a diagnosis of the external and internal relations of an organisation and for supporting strategic planning

Table 2: A SWOT

STRENGTHS	DEVELOPMENT AREAS
Internal, organisational	Internal, organisational
OPPORTUNITIES	THREATS
External, environmental	External, environmental

The Competing Values Framework model (Quinn and Rohrbaugh) – the system of organisational effectiveness and culture

The competing values framework model is one based on experience. When developing it, the objective was to come up with an approach and tools that can be used to assess in a complex manner how *effective an organisation is*. However, the model was not developed as a result of observing and analysing certain operating organisations, but it emerged from a systematic arrangement of criteria and techniques used by organisation specialists, assessors and researchers that had been used previously by these experts for assessing organisation performances (*Quinn & Rohrbaugh*, 1983).

The research findings proved that the researchers dealing with analysing organisation theory and effectiveness have a similar but for them implicitly existing theory for efficiency criteria, which can be demonstrated alongside two dimensions.

In accordance with previously articulated statements, the *dimension of organisational orientation* shows introversion-extraversion, micro-macro processes and the welfare of the individuals within the organisation as well as the entire organisation. The second dimension reflects the *relation of the organisation to changes*, the typical features of internal organisation, from controlled structures to flexibility. For our point of view, it is interesting to discover what *tools* and *processes* the organisation uses in order achieve its fundamental values and objectives. Originally, Quinn and Rohrbaugh named this the third dimension of the model.
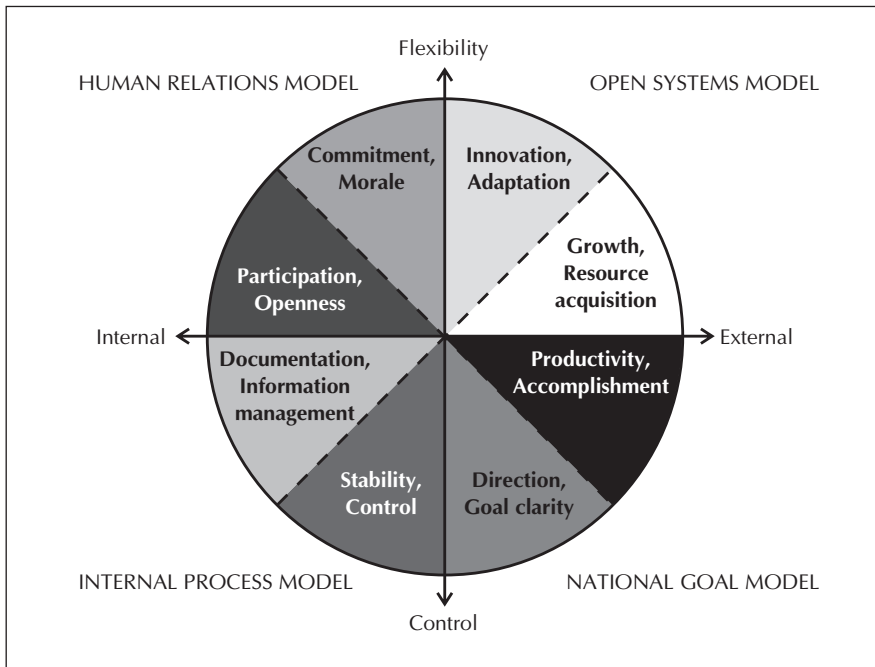

Figure 3: Effectiveness criteria in the competing values framework model (Source: Quinn et al., 1996, p. 12)

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Process Diagrammatic Approach – an integrated model
Next we are going to describe how the RDA, the SWOT analysis and the CVF model fit together.

EXTERNAL FOCUS

Strengths
(Axis 1, 5)

OPEN SYSTEMS MODEL   RATIONAL GOAL MODEL

◄ Relation oriented   Content oriented ►

Opportunities
(Axis 2, 3)

Dynamic ▲   *Threats*
                   (Axis 6, 7)

FLEXIBILITY   **CONTROL**

Stable ▼

Extraversion   Autonomy

Collaborating   Result oriented/ Precision

HUMAN RELATIONS MODEL   INTERNAL PROCESS MODEL
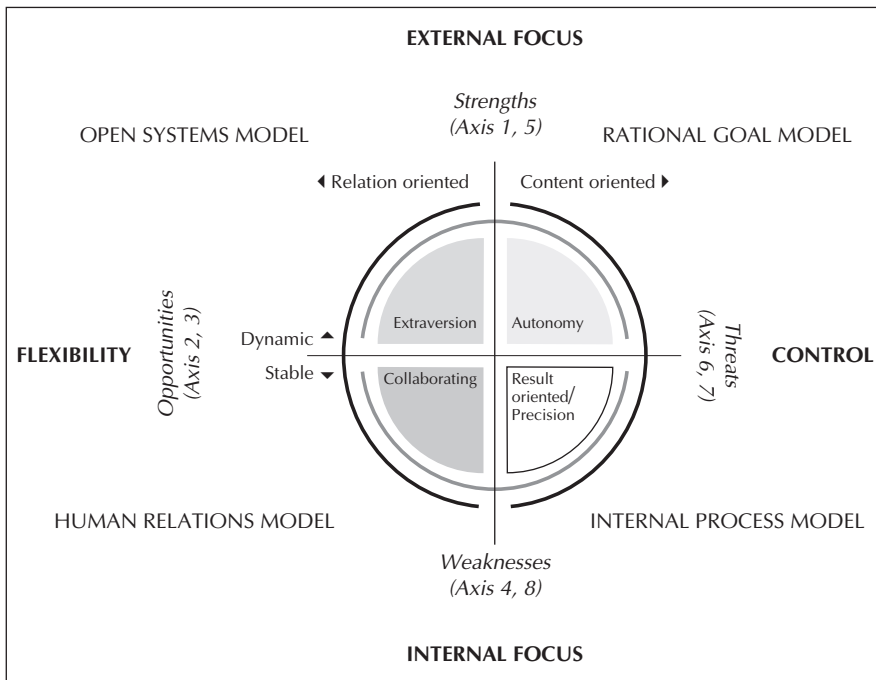
Weaknesses
(Axis 4, 8)

INTERNAL FOCUS

Figure 4: The connections of the Quinn-Rohrbaugh model (in capital letters) and SWOT (in italics) reflected to the RDA dimensions, with the axes

The innovative, open system model of CVF matches the extraverted quadrant of RDA, while the human relations model matches the cooperative quadrant. Similarly, if we examine the quadrants on the right, we can conclude the following: the autonomous quadrant of the RDA model matches the rational goal model of the CVF, and the result-oriented quadrant matches the internal processes model. We may well find matching pairs with the SWOT analysis model alongside the CVF dimensions. How an organisation relates to changes is reflected in the match we can make between flexibility and opportunities, while control matches with threats, organisational orientation (external or internal focus) can be matched with

strengths and opportunities. The SWOT areas can be matched with the RDA axes. The above clearly show that the three models briefly described previously can be closely linked, therefore they do not simply provide supplementary information about the individual and the organisation made up of the individuals, but their integrations results in a synergy. Next we are going to elaborate on this in more detail.

Table 3: RDA-CVF correspondence

RDA	CVF
Quadrant I: Extraversion	Innovative, open systems model
Quadrant II: Cooperation	Human relations model
Quadrant III: Autonomy	Rational goal, competing model
Quadrant IV: Organisation	Internal process model

The innovative, open systems CVF model matches the first, i.e., the extraversion quadrant of the RDA model. This RDA quadrant is about the relations to others, flexibility and relation-orientedness. Thus we can see a complete match. Quadrant II of the RDA model is that of cooperation, and it matches the human relations model of the CVF. This quadrant is characterised by stable operation and relation-orientedness. Quadrant III is that of autonomy, which is described by content-orientation (goal), dynamism, prompt responses to external changes, just like the rational goal model of Quinn and Rohrbaugh. Finally, quadrant IV is the quadrant of organisation, which is stable, content-oriented, organised and mainly internally focused.

Table 4: SWOT-RDA correspondence

SWOT	RDA
If the focus of leadership is:	The best support team is:
opportunities	creative and cooperative (axes 2 and 3)
strengths	self-confident and engaging (axes 5 and 1)
threats	pragmatic and independent (axes 7 and 6)
weaknesses	committed and firm (axes 4 and 8)

The comparison of SWOT and RDA shows that if the leadership focuses primarily on opportunities, then a creative and cooperative team can assist

them best. If they explicitly intend to focus on the strengths, then self-confident and engaging colleagues are the most suitable to realise this goal. If the leaders are engaged in paying attention to threats, then they should ask pragmatic and independent colleagues for assistance. And finally, if they wish to eliminate their weaknesses, it is mostly committed and firm colleagues that can give them the best support.

Table 5: RDA-SWOT correspondence

RDA	SWOT
If the team is:	**Then the focus is on:**
creative and cooperative (axes 2 and 3)	opportunities
self-confident and engaging (axes 5 and 1)	strengths
pragmatic and independent (axes 7 and 6)	threats
committed and firm (axes 4 and 8)	weaknesses

This question can also be examined from the other aspect. If the RDA questionnaire shows that the colleagues are typically creative and cooperative, then the organisation should definitely focus on the opportunities. If there are mainly creative forces present within the organisation, they will be able to exploit the opportunities. If the team consist of self-confident and engaging members, they should focus mainly on their strengths so that they can be better, even the best. If the colleagues are mainly pragmatic and independent, the organisation has good chances to block the threats. And finally, if the workers are committed and firm, they will be able to eliminate or at least minimise their weaknesses.

Table 6 shows the correlation between SWOT and the competing values framework model, the interpretation of which can be self-explanatory from the above.

Table 6: CVF-SWOT correspondence

CVF	SWOT
If the organisation is flexible and open,	then they can exploit the opportunities.
If the organisation is goal and result oriented, i.e., has external focus,	then they can exploit and further enhance their strengths.
If the organisation is well-regulated,	then they can successfully block the threats.
If the organisation is human-centred and has an internal focus,	then they can eliminate their weaknesses.

Development on the basis of the PDA model

If we take the extra labels off the core figure (Figure 4), and insert in it the general theoretical picture of the ideal reference institution, then more or less we can demonstrate the main objective criterion of the reference institution as illustrated below, if we know the organisational RDA profile and the above described theoretical structures:
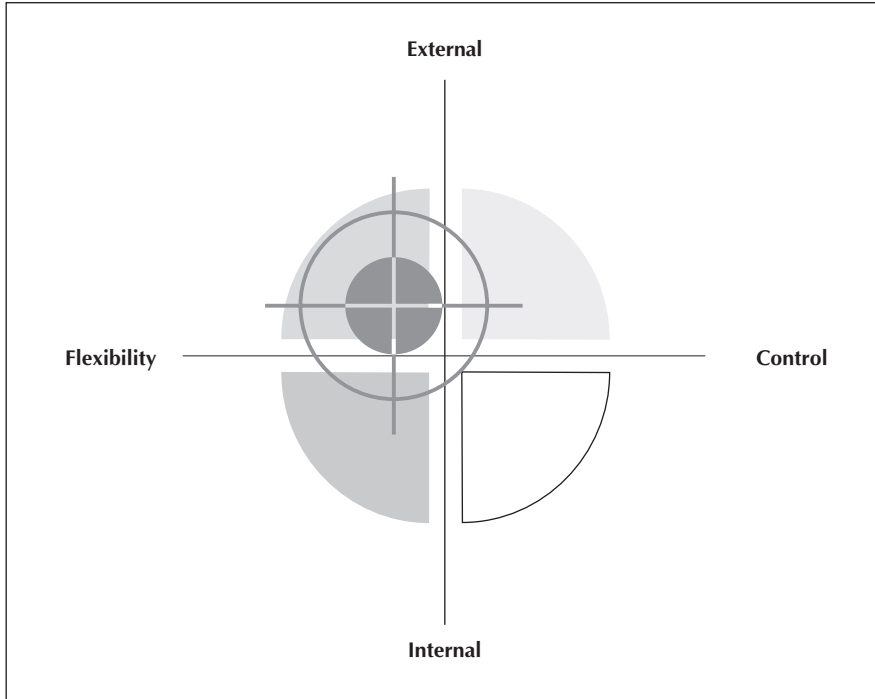
Figure 5: *The focal point of an ideal reference institution (against the RDA background and the axes of the Competing Values Framework model)*

The crosshairs in the picture of course do not represent an exclusion category, and it is also important that the outer ring stretches into the other quadrants. Those institutions that are able to communicate, popularise, disseminate and wish to sell their good practices can perform their task most effectively in that particular environment with such a focus.

Naturally, the Competing Values Framework model does not operate with exclusion qualities either. Here we can also say that the operation method illustrated in the picture is not necessarily the most ideal one if we consider the other "roles" of the institution. At the same time, this is exactly the same thing that poses the biggest challenge to the participating organisations, as the leaders and workers need to find a balance between fulfilling "everyday" functions and operation according to the requirements of the SROP 3.2.2 project.

This task requires closely linked strategic elements and systematic execution practice, taking into consideration the fact that the strengths and results of each member of the organisation make up the human resources with which the opportunities can be exploited and the objectives can be met.

Figure 6 shows the integration of the models described above in the PDA model, via which we will also outline possible ways of how organisation development can take place effectively.
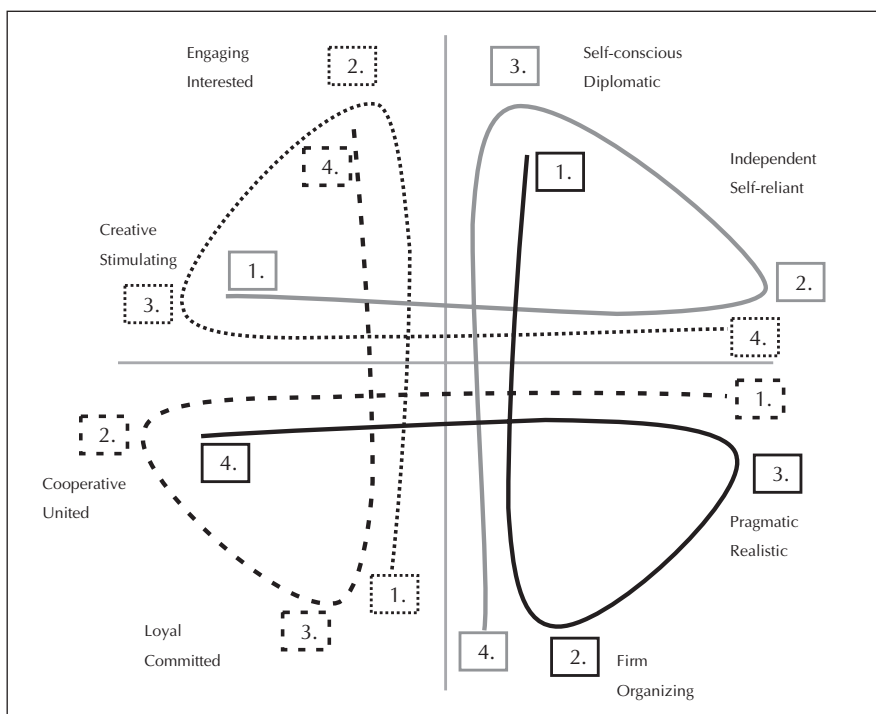

Figure 6: PDA development paths

Figure 6 illustrates that in terms of organisation development it is not the famous straight road of Euclid that is the shortest – as also stated by the Competing Values Framework model of Quinn and Rohrbaugh, where the biggest difference is actually between the organisational states positioned diagonally, and this is why a direct transition from one to the other is highly unlikely to occur. If an organisation wishes to move from a well-organised, disciplined status that is controlled alongside traditions towards (for example due to environmental challenges and changes) a more flexibly operating, open and more innovative form of operation (from 1 towards 4, see the dotted loop), then the right path to take is through the engagement of the people, through raising their interest, stimulating and activating their creativity. Similarly, the other "paths" can also be described and explained in detail.

With the help of the tools and methods examining the personal and organisational competencies integrated in the PDA model, the targeted development route can easily and effectively be defined, and personal and organisational objectives can be kept in harmony. The development programme that can be built on this provides specific procedures and methods for the execution of this task.

Organisation development with PDA

Next we are going to elaborate on the application of the model described in Chapter 3. Within the framework of the project referred to in the Introduction, we performed 80 institutional diagnoses and we prepared development recommendations for them. In this chapter we are going to describe the process of establish a diagnosis and we are going to discuss the development recommendations via the example of an actual institution.

What characterises an optimal reference institution? Defining the expectations

Firstly, in order to prepare the organisational diagnoses, we had to define a reference point: i.e., what characterises the reference institution that operates in an optimal manner. We defined the characteristics, in other words the expectations from the reference institutions, together with the

leaders of the SROP 3.2.2 project and the leaders of some institutions that applied for the status of reference institutions. In the course of a workshop held with the leaders, we together thought over and wrote down what makes an ideal reference institution. This was how we defined the point of reference. For the purpose of laying the foundations of the institutional organisation developments, this process was built on three key elements.

First, we prepared a SWOT analysis for the reference institution, its operation and conditions. The SWOT analysis served a double purpose and role. On the one hand, it provided the regional project management with some guideline to the realisation of the project, on the other hand, it showed the role of applying the SWOT analysis in later institutional examinations. This analysis already showed what later the CVF and the RDA clearly confirmed, namely that there was a strong presence of innovation but a clear lack of self-confidence and independence.

The next phase in the workshop was to think over with the leaders how to define the culture that characterises the reference institutions. In order to do this, we used the Competing Values Framework model, and we adapted Quinn's (1999) organisational culture questionnaire as an actual tool. We asked the participants to divide 100% up among four statements for each area of six. The four statements for each area were connected to a key element of the Competing Values Framework model. The workshop participants first thought this over individually, then via consensus discussion they defined the final result, which later served as a description of the optimal organisational culture for the reference institutions. The results are summarised in Table 7.

Table 7: The optimal organisational culture for the reference institution

Human relations model	Open system model	Internal processes model	Rational goal model
A	B	C	D
1. Dominant characteristics			
24.5	**32**	**32.5**	**11**
2. Leadership			
20	**33**	**30.5**	**16.5**
3. Organisational matrix material			
36.5	**33.5**	**14.5**	**15.5**
4. Organisational climate			
24	**41**	**16**	**19**
5. Success criteria			
31	**24**	**33**	**12**
6. Management style			
50.5	**25**	**16**	**8.5**
Total			
31.25	31.2	23.9	13.65
31	**31**	**24**	**14**

According to the data in the table, we can conclude that in the operation of the reference institutions, the human relations and the open system models appear with the same weight among the expectations.

It can be considered an optimal situation that in the case of reference institutions, the open system and the human relations model were in the focus. These organisations must be open to every new issue, method, practice and initiative. They must also pay attention to their environment and changes. At the same time, they must realise that they can only operate well as a reference institution if they appreciate and acknowledge the efforts of their colleagues' work and commitment, because it only through them and with their cooperation that they can show and pass on their good practice.

In the third phase of the workshop, the project managers and the leader representatives of the educational organisations becoming reference institutions defined the organisational competencies that a reference institution is required to have. The weighted system of these competencies was described with the help of the RDA.
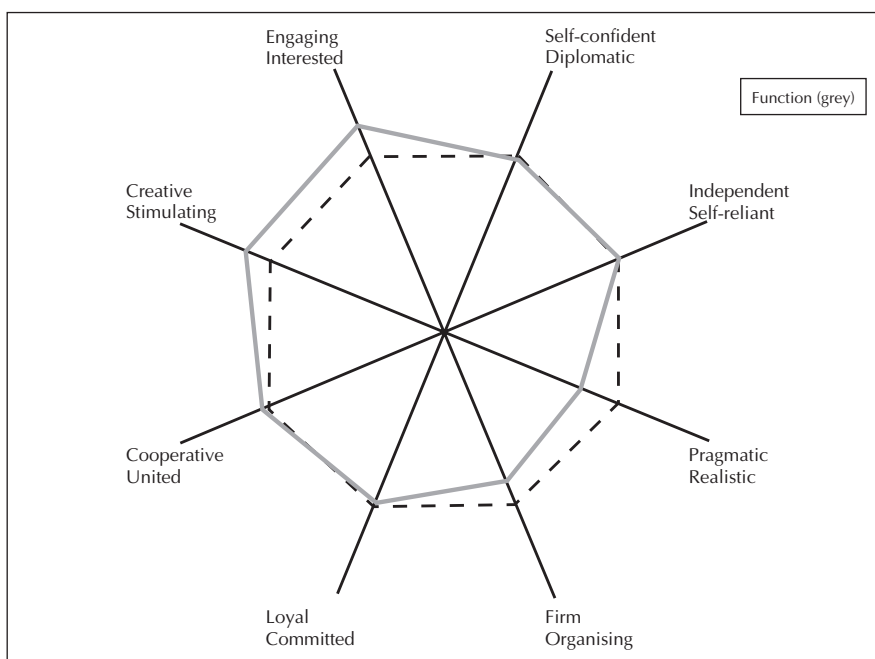
Figure 7: The RDA profile of an ideal reference institution

If we take a look at Figure 7, we can conclude that – taking into consideration the description detailed in chapter 3, especially Figure 2 – the organisation that best fits the criteria defined for the reference institutions is one that is dynamic, that places great emphasis on communicating with its environment – i.e., it is relation-oriented – it is proactive, is capable of encouraging other organisations, it can have an impact on them, and one that readily accepts new opportunities. At the same time, it performs its tasks in a cooperative environment, it can operate in a diplomatic and independent way, i.e., besides a strong extraversion quadrant, its cooperative and autonomous quadrants are also strong.

As a result of the workshop, a reference basis was drawn up both in terms of organisational culture, and organisational competence, to which comparisons with institutional profiles could be made later on. This way, the discrepancies between organisational competencies and the requirements from the reference institutions were easy to identify, which served as a basis for setting possible development directions.

Following the analysis of the institutional surveys and data, the results were presented and processed during the workshops as well, with the participation of the representatives of 8-10 institutions on each occasion. During the workshop, a consultant provided assistance in understanding and interpreting both the data as well as the development proposals.

Describing an institutional examination

In order to be able to prepare the institutional diagnosis and the development recommendations, data was collected from the reference institutions, which enabled the organisations to compare the data with the expectations articulated during the workshops.

In each organisation, the leaders as well as the key teachers of the institution filled in a RDA questionnaire. The individual questionnaire results were summarised, which resulted in formulating an organisational operation profile that characterised the entire organisation. This was based on the principle that the organisational competencies are represented by the formal and informal leaders within the institutions.

The organisational culture questionnaire was filled in by the same institution team, similarly to the way it happened during the leadership workshop. First the participants individually thought over the percentage values for the culture characteristics, then they finalised them via consensus discussion. The key figures of the organisation also filled in Quinn's organisation effectiveness questionnaire.

Finally, we asked the institutions to prepare the SWOT analysis for their own reference institution's operation, the key elements of which were taken into account during the analysis. All data were collected via the internet. The institutional feedbacks were based on the above information.

Development proposals through the example of one particular institution

Here comes an actual example based on the institutional feedbacks performed. First we examine the effectiveness of the organisation.
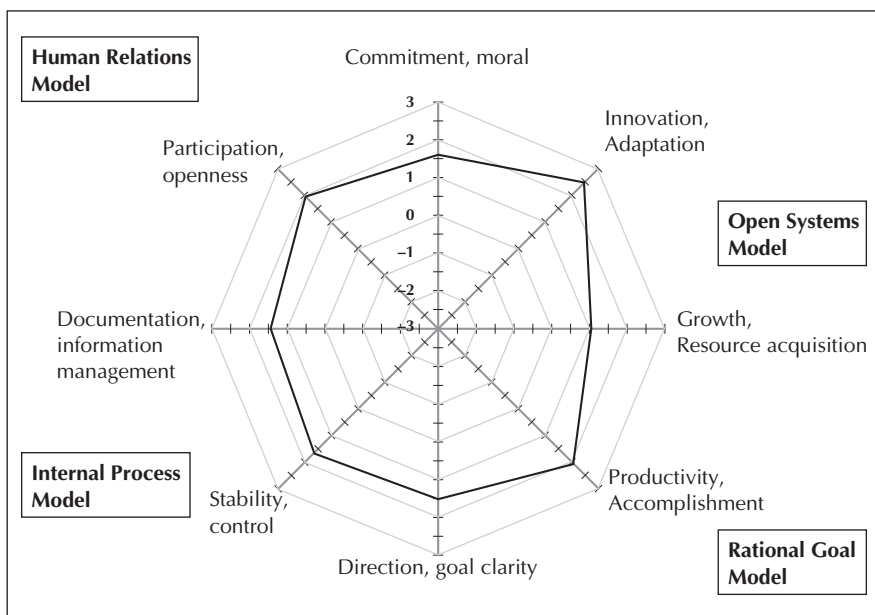

Figure 8: The effectiveness chart of an institution in the Competing Values Framework model

This organisation matches quite well with what is required from a reference institution as it operates innovatively, the extent to which it involves people in tasks and common work is appropriate as the high values show on the relevant axes. They pay attention to what novelties emerge in the field of education, be it any tool or procedure, which they try to acquire and apply. Performance orientation is very strong in this institution and the use of and seeking external support, i.e., resource raising is outstandingly low. This means that they "innovate" continuously, they are ready and open to new things, but the organisation itself is not open enough to its environment, it does not have close links with the outside world, as they do not use their innovations to raise resources, to share the innovations and they

pay little attention to informing their environment and making their environment acknowledge their work. The information related to the organisation's effectiveness is in accordance with the feedback received on the basis of the application of the RDA model.
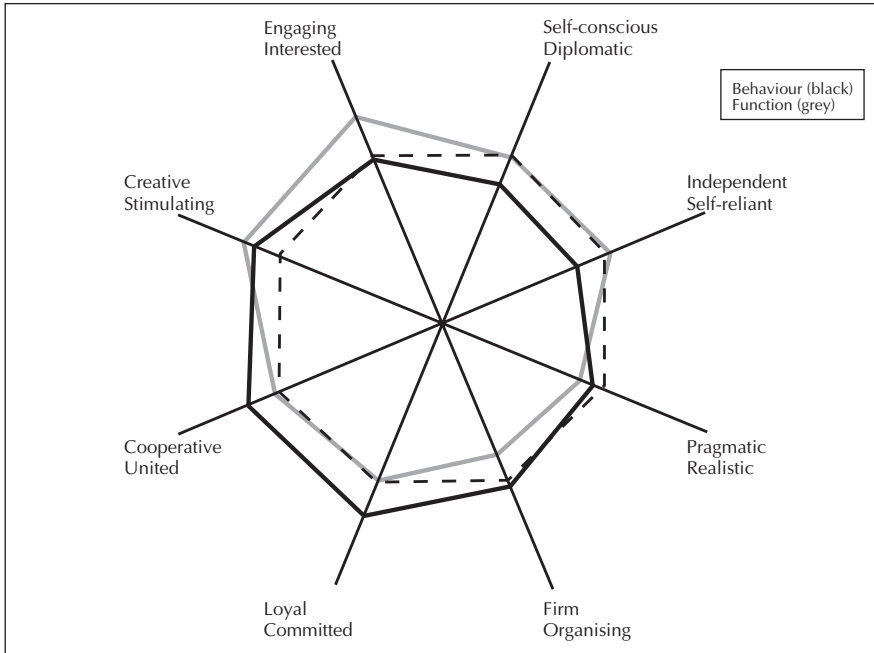

Figure 9: The RDA profile of an institution

In Figure 9, the black line shows the organisational profile. On the basis of the profile we can conclude that the institution is very committed to the programme. They organise the institution's life with a large deal of patience and endurance, and they are continuously working to achieve better results and preparing themselves for the tasks of being a reference institution. Their cooperative competencies are strong, they work well with others. However, they do not find being engaging and marketing very important, and motivation is of average importance. They have doubts about themselves but it can be the result of the fact that their environment does not see and know about, therefore does not acknowledge their efforts. The grey line shows an optimal operational profile, which shows that the institution has to

be more dynamic. This is reflected by the fact that the further we move to the right from the Creative axis, the independent axis should show an increasingly higher value. The difference between the two profiles serve as a basis for the development proposals, some of which we are going to elaborate on next.

Excerpts from development proposals:

> ➢ Try to win even more external resources that could help you in your successful operations...
> ➢ As in your institution, the staff is rather supportive and enthusiastic, it would be useful, if built on this merit, you would involve them in planning how you could open up more to your external environment. Under external environment we mean all the factors that you might be in connection with already, but not yet in a profitable partnership relation. It is worth organising events where certain colleagues could show and present what novelties they use in their everyday work, then you could discuss it together. Similarly, we recommend you to open up more to higher-education organisations and parents. You can show them your developments and results. It is very important that parents give the support to the school, in fact it is indispensible for effective education. Nowadays parents tend to complain about having no time and drive at all for these things, well, it can be your job to make them feel motivated, make them feel that they are needed. Show them your results and your reward will be guaranteed. Sooner or later the parents will offer to give you their help. What you need in order to achieve this though is credible communication. So do not feel ashamed to say what you need. You can organise a family day when you collectively do something for the school, be it the school's infrastructure or its environment. All you need to do is let your voices be heard, and communicate with the school's maintainer, the place where you live, your partners. Let them know what values you can show off, and why it is worth supporting and choosing you.

As the teaching staff is very loyal and firm, they can eliminate or at least minimise their internal weakness area, which – according to the SWOT analysis – is the area of talent support. Look around and see if you can find any invitation to tender or grant with which you can raise funds for this task. Get in touch with a talent supporting school that is closest to you, or use the funds available in the SROP 3.2.2 project to buy best practices for talent support.[5]

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5 Excerpts from an institutional feedback report

When preparing the organisation diagnoses, we experienced something very interesting: the Competing Values Framework model pointed out that the effective operation area and the area with low effectiveness were the same in the case of the majority of the institutions. Innovation, performance and stability were the areas that were effective in the operation of the institutions, while the areas with low effectiveness were external support, setting objectives and documentation. If we treat these uniformly as one, we can see that without setting specific objectives, these people work very hard to get better results. They are innovative, but their innovation is not communicated and shared, not presented to their partners and their environment, they do not document these, i.e., their innovation is very person-dependent and related to certain teachers who have learnt how to do that given task. Besides a continuous appearance of new things, they also strive for stability and security in other areas of operation. This is what they need in order to deal with the large number of innovative novelties. The RDA model shows similar results. According to these, the teachers in the institutions are very loyal and firm. Their relation with others is very good (cooperation and committednes), their attitude to others is average (paying attention to others, motivation). They are at an average level when it comes to motivating others (children, adults) and winning them over regarding certain issues and for doing tasks. Sometimes they are a little pessimistic in experiencing certain situations. They do not have much confidence in themselves or in the abilities of others, and they work alongside clear-cut instructions.

Conclusions, leader responsibility

The PDA as an organisation development model – with the consideration of the assessment results and in accordance with the expectations – is capable of gradually leading an organisation to a new and stabile state.

The constraints of this study do not allow for a deep analysis where the match between the organisation and the leader can be examined. However, the model has this capacity also, as both the CVF and the RDA deal with the leader, the leader's activities and behaviour in detail. The model shows the following connections between leader roles, competencies and organisation models:
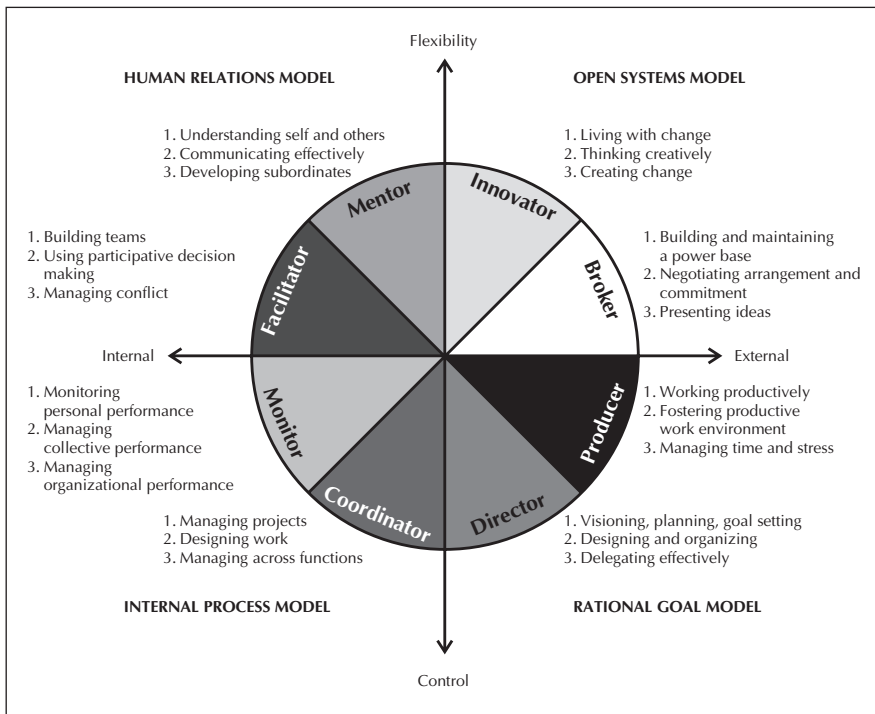
*Figure 10: The Competing Values Framework model and leader roles and competencies
(Source: Quinn et al., 1996, p. 16)*

If we compare this with the organisation's experiences, we can conclude that in the institutions examined the leaders' weak point is that they cannot act as brokers, managers and evaluators (observers), as their shortcomings strongly determine the weaknesses of the organisation. However, they are good innovators, producers and coordinators. This clearly proves that organisation development must strongly be linked with the development of the leaders. Therefore the following roles must be developed in the case of the leaders:

Broker
"Leaders as a brokers work mainly on the external acknowledgement of the organisation. They work on building the institution's image, they try to

make the organisation more recognised, they try to win others and raise resources for the organisation. They are shrewd politicians, experts with influence and persuasion who link the organisation with its environment and who are spokespersons at the same time." (*Baráth*, 1997, p. 44; adapted from *Quinn et al.,* 1996, p. 19)

Monitor
"During monitoring leaders must get information on what is happening in certain departments and sub-units, they must be able to judge whether the individuals have followed the rules relevant to them and whether the sub-units have carried out their tasks. Information collection is based on facts, data and their analysis. Leaders must also be able to monitor administrative tasks, to overview and comment on routine and everyday information, to ensure continuous documentation of organisational tasks and activities." (*Baráth*, 1997, p. 42; adapted from *Quinn et al.,* 1996, pp. 17–18)

Director
"As director they define clear-cut expectations, which can be transmitted through the processes of objective setting and planning. Leaders are decision-makers who define problems, choose between the possibilities, set goals and targets as well as tasks and roles, articulate the 'rules of the game' and shape the organisation's policy, evaluate individual performances, give support through education and training, and give direction." (*Baráth*, 1997, p. 41; adapted from *Quinn et al.,* 1996, pp. 16–17)

From an RDA aspect, we can conclude that leaders need to be developed in the following areas: they obviously need to be more dynamic and to react quickly and flexibly to changes when their environment changes.

They must learn to see what is valuable in others, and they must be able to encourage them to use these values. They must be encouraged to have a positive attitude to life. They must be aware how important it is for an organisation to see what the future might bring and to have relevant objectives. After defining the vision and the objectives, they need to find the way, the methods and the techniques with which the objectives can be met.

As leaders and managers they must be able to show a relation-oriented attitude and sensitivity when it comes to making their subordinates associate

themselves with the tasks and requirements. They must learn to bring the best out of their colleagues and see to it that their conflicts and differing viewpoints be solved constructively. They must learn to keep up a strong team spirit and to make everybody feel part of the processes. They must learn what motivates their colleagues, and find solutions to the problems and tasks.

They must learn to trust their colleagues more and be aware of their skills and abilities. They must develop their initiative and be made aware that without realistic and achievable goals there is nothing that would push the institution forward. They must create an atmosphere at work which is based on mutual respect and trust in each other's abilities.

In all, and this has been confirmed by the study, we can conclude that organisation development needs to go hand in hand with the preparation and development of leaders. Targeted organisation development requires a targeted leader development, which is in line with the project objectives and which takes the actual present state into consideration as well.

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