

6 MANAGEMENT MODELS	10 EDUCATIONAL LEADERSHIP MODELS	MAIN FEATURES	UPSIDES	DOWNSIDES
<b>Formal</b>	<b>Managerial</b>	Primarily focused on goals achievement. Efficiency monitored by external hierarchy.	High level of monitoring.	Goals imposed by external agency. Unrealistic scenario due to the poor link. Teachers may resist achieving the formal goals.
<b>Collegial</b>	<b>Participative</b>	Involvement of the pedagogical team in decision-making.	Overall agreement on the goals.	These organisations are very normative and may be slow in decision-making because of the need for consensual agreements
	<b>Distributed</b>	Promotion of high-quality relationships.	Principals are responsive to staff's needs.	Misalignment may occur between the Principals, who are eventually accountable to the Ministry of Education, and the collegial organization.
	<b>Teacher</b>			Effectiveness significantly depends on the proactivity and attitudes displayed or withheld by staff.
<b>Political</b>	<b>Transactional</b>	These systems appreciate the conflict among players as promoters of their independent objectives achieved through bargaining and negotiation.	As it is based on <i>do ut des</i> philosophy, it implies that all players involved in the negotiation may benefit from the exchange.	Staff are not engaged beyond the immediate gain.
	<b>Transformational</b>	The school leader is a key component of this process.	Thanks to the staff's transversal personal commitment, it ensures greater productivity. Its efficiency lies in the eight dimensions identified by Leithwood: school vision, school goals, productive school culture, intellectual stimulation, individualized support, best practices and organizational values, high-performance expectations, and participation in school decisions	
<b>Subjective</b>	<b>Postmodern</b>	Characterized by a prevailing interest in the goals of individuals rather than in the institution's ones.	They penly recognize and value the staff's different cultural backgrounds, skills, and talents, hence the individual agency.	Organization's blurred nature.
	<b>Emotional</b>			Few operative guidelines.
				Lack of analysis framework.
<b>Ambiguity</b>	<b>Contingency</b>	Lack of clear goals and overall unpredictability.	Responsive skills shown by contingent leaders who are called to ongoing analysis of the current scenario and act accordingly.  <i>Tinkering and kludging</i> process that allows change without pain.	These organizations cannot grant operational stability and consistency, which are vital for the schools.
<b>Cultural</b>	<b>Moral</b>	Ruled and driven by a defined set of monocultural values and beliefs that all stakeholders are requested to profess and act upon.  The Principals must display <i>moral leadership</i> consistent with organizational culture, which is ultimately supported by specific rituals and symbols.		The imposition of the school's culture on staff members and the possible dimming of rituals and symbols over other school components.