

6 MANAGEMENT MODELS	10 EDUCATIONAL LEADERSHIP MODELS	MAIN FEATURES	UPSIDES	DOWNSIDES
Formal	Managerial	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.
Collegial	Participative Distributed Teacher	Involvement of the pedagogical team in decision-making. Promotion of high-quality relationships.	Overall agreement on the goals. Principals are responsive to staff's needs.	These organisations are very normative and may be slow in decision-making because of the need for consensual agreements Misalignment may occur between the Principals, who are eventually accountable to the Ministry of Education, and the collegial organization. Effectiveness significantly depends on the proactivity and attitudes displayed or withheld by staff.
Political	Transactional	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.
	Transformational	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.	
Subjective	Postmodern Emotional	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. Few operative guidelines. Lack of analysis framework.
Ambiguity	Contingency	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.
Cultural	Moral	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.