SECTION 2
PROFESSIONAL SELF-DEVELOPMENT

Studying Section 2 should take you about 17 hours.

Section 2 addresses all three key questions. After studying this section you should:

• have a better understanding of the nature of professional learning and of the relationships between management theory and practice;
• appreciate the role of reflection on practice in professional self-development and be able to begin to reflect on your own work context and management practice;
• be able to do an initial self-assessment of your management development needs using criteria derived from the course material studied so far or from other sources.

All the readings for this section are in Reader 1, Part 1.

2.1 INTRODUCTION

This section of the Study Guide engages you in the issue of professional self-development and looks in more detail at reflection on practice as a key process in professional development and improvement. Some of the readings are quite theoretical, and you may find some of the ideas presented in this section difficult to grasp immediately. However, these ideas provide the foundations for professional learning and development. You will find that spending time at this stage trying to understand the ideas introduced here will pay dividends for your study of the rest of the course, and particularly for the assignments through which you integrate your professional practice with the course material.

In this section, as in others, the activities are designed to help you to relate the concepts, theories and procedures presented to your own work context and management practice. You will find that the activities in this section will help you to achieve the aims set out above. In particular they should help you to build up a classification of 'skilled behaviours' and 'deliberative processes' (concepts explained by Eraut in Chapter 3 of Reader 1), which should help you in assessing your own management development needs and in undertaking the assignments.

You should continue to bear in mind the three key questions posed in Section 1 as you work through this section and the rest of the course. Consider what each reading adds to your understanding of these three key questions. This will be useful for your assignments and for reflection on practice.

2.2 THE PERSONAL DIMENSION

Section 1 drew your attention to personal development as an inseparable part of professional development in management (and in teaching, for that matter) and to the importance of the interpersonal dimension.

Reading 1

This theme is further developed in Chapter 1 by Whitaker in Reader 1. Drawing on the major writers in humanistic psychology Whitaker considers what characteristics are required of effective managers and leaders in order to create organizational cultures in
which individuals take responsibility for their own work and its development in ways consistent with organizational goals.

As you read, make notes on:

- McGregor's X and Y theories;
- multiple forms of intelligence and the qualities associated with them;
- the issues of motivation, human potential, self-concept and empowerment;
- the importance of managers taking account of the life cycle and the stage that individuals have reached, and checking on how they are coping;
- the implications Whitaker derives from humanist psychology about the characteristics needed for an educational organization to motivate people to work effectively.

Activity 1

(This activity relates to key question 3: how do individuals improve?)

From your experience, what attributes does a person need to possess or develop in order to be 'self-actualized' (Maslow's fifth element in his hierarchy of personal need) and capable of continuous personal and professional development? To what extent do your views agree with Whitaker's?

2.3 EDUCATIONAL MANAGEMENT AND THE ROLE OF THEORY

Whitaker argues that the process of continuing professional and personal development depends on a supportive organizational culture. Senior managers have a particular responsibility for establishing and maintaining such a culture. I now address more fully key question 1 'What are leadership and management in education?' and in doing so I consider the role of theory in relation to practice. Bennett (Reader 1, Chapter 5) provides a justification for management in education, while acknowledging the existence of hostility among some educationalists to the concept and practice of management. 'Managerialism' (see Kydd, Reader 1, Chapter 9) is a term often used in a critical sense to refer to a set of values and practices that seek to control teachers and learning processes by subordinating them to the power of managers, who reflect the values of business and the marketplace and who operate at a distance from the teachers and lecturers whom they manage.

Bennett outlines two basic approaches to management, broadly classified as 'cerebral' and 'insightful'. Bennett includes in the category of cerebral all broadly rational approaches to management, from Taylor's 'scientific management' to its modification by the later humanist school. Some models of management within the cerebral approach, in particular Taylor's 'scientific management' and its modern counterparts, are associated with the concept of 'managerialism'. The cerebral approach is much broader than 'managerialism' as defined above and need not be related to it at all. The chief characteristic of the cerebral approach is rationality. Rational behaviour is purposive behaviour designed to meet some clearly defined ends. A rational approach to management or to decision making has three distinct sequences:

1. organizational goals, objectives and priorities are agreed;
2. alternative ways of achieving the objectives are assessed;
3. the best means of achieving the objectives are then selected.

In contrast, insightful approaches apply when goals are unclear and/or qualitative, impressionistic information is used and intuition is relied upon.
Reading 2

You should now read the first part of Chapter 5 by Bennett in Reader 1, up to Two competence-based models of management. Think carefully about how these two approaches to management relate to McGregor's X and Y theories, discussed in Whitaker, and to right-brained and left-brained thinking. You should also consider how Bennett's discussion of managerial effectiveness extends that provided by Whitaker.

Bennett introduces some concepts commonly used in discussions about management. Make sure you have understood:

- theories-in-use and espoused theories;
- assumptive worlds;
- single- and double-loop learning.

Activity 2

Make a note of your main management activities for a week and classify them according to one or more of the taxonomies of the processes that constitute management (i.e. Gulick and Urwick's, or Mintzberg's).

Here is an example provided by a primary headteacher, who commented that the above frameworks miss out the role of lead teacher.

Plan. Together with the County Link and the Chair of the Governors’ Finance Committee I looked at the budget for next year and considered how we would organize the school with reduced staffing. I discussed with the maths co-ordinator how we might review the teaching of maths and we planned an in-service day to start the process.

Organize: I arranged for the music adviser and library adviser to give inputs to various children in school at the same time.

Command: I told one person to see that their children recorded neatly and dated their work.

Co-ordinate: I arranged for parents to have the use of the TV room for one afternoon to prepare handicrafts for sale at events.

Control: I am not very good at this. I expect responsible adults to follow agreed rational procedures without being checked all the time. I control informally as I am aware of what goes on and formally when I have to speak to someone about something.

The issue of theory in relation to practice, which Bennett discusses, is of vital importance. A theory refers to a relationship between a set of abstractions or concepts. There are several distinct types of theory.

1 Predictive theories. These relate cause to effect and can be tested against empirical evidence. They are of the form: 'If X happens then Y will or is likely to occur.' For example, Whitaker uses humanist psychological theories in this way to argue that how an organization is managed determines the extent to which its members are empowered, motivated and therefore effective in their jobs.

2 Theories as metaphors. These are theories used in the social sciences to enhance understanding by the use of simile and metaphor. In his well-known book Images of Organization, Gareth Morgan (1986) uses different metaphors for different forms of organization. For instance, an organization run along Taylor's 'scientific management' lines is likened to a machine. In Section 3 you will come across more metaphors to help understand organizations, such as organism, culture, collegium and political system.
3 *Normative theories.* These are recommendations or principles setting out what should happen. They reflect values and ethical principles.

4 *Personal theories.* As Bennett explains, personal theories are 'assumptive worlds', which guide people with respect to what they consider to be 'good' or 'appropriate' actions. They depend both on values about how one should behave and on the assumptions one makes about how other people react. Thus personal theories can be cause-and-effect abstractions or moral principles that guide action.

Personal theories are distinct from the other three types of theory in being private. Predictive theories, theories as metaphors and normative theories are publicly available in publications, lectures and discussions. For example, Whitaker's arguments derive from the public domain of knowledge: they form part of an academic subject matter, are supported by academic research and diffused through writing and lecturing. This type of knowledge Eraut (Reader 1, Chapter 3) calls *public propositional knowledge.*

As Bennett notes, personal theories are derived from a number of different sources, including the three kinds of theory already listed. People also learn from experience what they expect to happen in similar circumstances in the future and what is morally acceptable to those around them or concurs with social norms. Individuals may or may not be fully aware of and acknowledge their personal theories. Espoused personal theories may therefore differ from the actual theories that influence a person's practice. Personal theories are an important consideration in situations of change. If future events are completely different from people's past experience then they are likely to feel confused because their personal theories no longer offer guidance.

Bennett makes the important point that management theory and practice are integral to one another. The management practice of individuals is necessarily influenced by their personal theories, which reflect their values and their assumptions about how people within organizations behave. Therefore it is incorrect to argue that theories are impractical and have no applications to practice. Personal theories underpin practice, though they can induce ineffective management - for example, if a manager assumes that McGregor's X theory of human behaviour always applies. However, other types of theory, such as predictive theories, which come from the domain of public propositional knowledge, may be irrelevant and have no useful application to a particular management situation. An important aspect of effective management is having sufficient knowledge and understanding of management theory and being able to select appropriately from this body of public propositional knowledge so as to inform management practice in a specific context.

Theory plays a vital part in the process of personal development and improvement, especially when double-loop learning is involved, since this requires a re-examination of the assumptions and values on which practice is based. Reflection as a means of improving practice encourages us to make our theories-in-use explicit to ourselves and to assess them against our espoused theories. Reflection on practice may lead us to change espoused theories and/or to make theories-in-use closer to espoused theories. In order to reflect on and reassess personal theories we need more than personal experience. We also need to use ideas obtained from public propositional knowledge. This is why it is essential for your management development that you integrate the public propositional knowledge you gain from E838 with your practice so as to build up a wider and possibly amended range of personal theories.
2.4 PROFESSIONAL KNOWLEDGE AND ITS ACQUISITION

The next three readings address the question: how do individuals improve their professional practice (key question 3)? Answering this requires you to think about what knowledge is required for effective professional practice and how it is learned. The reading by Michael Eraut is a key article as it sets out the foundations of professional learning on which E838 is based. Eraut distinguishes two basic forms of knowledge that are relevant for professional practice: public propositional knowledge and personal knowledge.

Public propositional knowledge is necessarily explicit as it is available to all and is transmitted openly through writing, broadcasting and speech. Personal knowledge comes in two forms; explicit and tacit. It is explicit when the individual is able to articulate what he or she knows and communicate it to others. It is then personal propositional knowledge.

Personal knowledge is tacit when individuals are not fully conscious of what they know. Eraut makes the important point that much of what skilled artisans or professionals do that makes them competent or expert cannot be explained by them. For example, I can touch-type - badly - but I could not tell you the order of the letters on the keyboard. Similarly, teachers and managers are not fully aware of all the skills and behaviours they are using when in action in the classroom or in a meeting.

The importance of tacit knowledge in professional practice poses problems in learning how to perform skillfully. One is that if expert practitioners themselves do not consciously know what it is that makes them experts, it is difficult for them to pass on to others their skill or knowledge of how to practise effectively. One solution to this problem is the traditional apprenticeship model of 'sitting next to Nellie' - that is, observing and learning skills by working under the tutelage of a skilled practitioner. Another problem arises when existing ways of doing things are actually dysfunctional. However, if people are not conscious of what aspects of their knowledge are blocking their path to improvement then it is very difficult for them to 'unlearn' the dysfunctional behaviour. Tacit knowledge therefore needs to be made explicit in order to both diffuse good practice and correct bad practice. Reflecting on one's actions is an important process in making implicit knowledge tacit, and hence for turning it into personal propositional knowledge.

Practitioners act on the basis of personal knowledge, and this is acquired both through experience and through learning public propositional knowledge. The literature on leadership and effective educational organizations reviewed in Section 6 is an example of this. Public propositional knowledge becomes personal propositional knowledge when it is understood by practitioners and used in their work. This distinction between public and personal propositional knowledge is crucial for the kind of study you are undertaking - a university course as part of professional development. The knowledge we provide in E838 is public propositional knowledge: only you can turn it into personal propositional knowledge. To do this requires reflection.

Eraut, in common with many others, argues that professional education courses that divorce the acquisition of public propositional knowledge from practice are ineffective compared with management programmes that succeed in integrating the two. This integration can be done only if the professional learner mixes periods of work with periods of studying public propositional knowledge and then uses the latter in their work setting. A key role for public propositional
knowledge is to contribute to the conceptual frameworks that professional people develop as their personal theories-in-use. These conceptual frameworks (or theories) also provide mental structures for reflecting on practice. Theoretical perspectives help in interpreting, understanding and deciding on how to practise management. This is a two-way relationship. Practice helps individuals constantly to develop and reform their theories-in-use.

A part-time programme of professional development has the great advantage of providing opportunities for the interaction between public propositional knowledge and experience which is needed to build up a repertoire of personal professional knowledge that underpins effective practice. This is why the assignments on E838 are so important: they are a vital means by which you make the public propositional knowledge in E838 personal by combining it with other personal knowledge built up from your own experience. The framework for professional development shown in Figure 2, Section 1, should help you in this.

Reading 3
You should now read Chapter 3 by Eraut in Reader 1. This is an important article and you should make sure you understand the concepts and the analysis. In particular, make notes on:

- public propositional knowledge;
- personal knowledge (propositional and tacit);
- Eraut's classification of the four processes by which knowledge contributes to professional performance. As you will be expected to use Eraut's classification of these four processes you should note them carefully.

In Reading 2 by Bennett your attention was drawn to the importance of people's assumptive worlds and the theories-in-use that inform their behaviour. Eraut makes essentially the same point, for example with reference to the importance of assumptions and personal frames of reference in influencing how information is acquired and interpreted. This point will crop up again, particularly with reference to communication (Section 5) and strategic management (Section 8).

As one of E838's three dimensions is the interpersonal one, it is important to note Eraut's singling out of skilled behaviour as an important aspect of professional performance. He defines it as: 'a complex sequence of actions which has become so routinised through practice and experience that it is performed without much conscious thinking'. This is both a strength of expert practice and a potential weakness when routines become dysfunctional. Change can require 'unlearning' certain routines.

Eraut's examination of deliberative processes picks up on themes we have already met:

- the importance of context and situation in deciding on appropriate courses of action;
- the need for alternative theoretical perspectives;
- the divergence of actual practice from the linear rational view of problem solving;
- the value of team work.

The meta-processes of self-knowledge and self-development are important for reflection on practice. They are particularly important for gaining feedback and using it to reduce the gap between espoused and actual theories.
Activity 3

Use Eraut's fourfold classification of acquiring and interpreting information, skilled behaviours, deliberative processes and meta-processes. Over the next few days jot down examples of your personal engagement in the four processes. Note occasions on which you acquired and interpreted information, used a skilled behaviour, engaged in a deliberative process or had to direct yourself.

Here is the response of a primary headteacher to this activity.

**Acquiring and interpreting information**

I received the comments of inspectors and interpreted what they were saying in the light of my knowledge of the performance of the staff. They did not make reference to individuals but I needed to be clear about their meanings.

**Skilled behaviours**

As the inspectors completed reporting back to the staff there was a deathly silence. I immediately jumped in and said we would not discuss what they had said but we would go away and reflect, saving comment for a meeting already scheduled for this. I am convinced that we needed a digestion period and was commended by the inspectors for this intervention. The act was not premeditated. It came as the result of handling staff meetings over a number of years.

**Deliberative processes**

I planned the agenda for the follow-up meeting with considerable care, thinking how to approach each aspect of our discussions in turn so as to focus forward and not allow for recriminations. I planned what I needed to say to individuals and how to say it. I took on board what I needed to hear and laid plans to make changes.

**Meta-processes**

Much of what happened above could only be done as I engaged in higher levels of thinking in order to manage the changes required. What did we need to do to address the issues raised by the inspectors? What was priority? What had they misunderstood and therefore what could we justify in our present practice? My thought processes were certainly working overtime as I sought to discuss delicate matters with individuals and staff as a whole.

Reading 4

The discussion of the nature of professional learning is taken further in Chapter 2 by Jarvis in Reader 1, which you should read now. This is not an easy article: the argument is sophisticated and needs careful studying. It develops the points made by Eraut and is highly relevant to the issue of how one learns about educational management and how to manage.

After reading Jarvis you should be clear about the following:

- The nature of pragmatic or practical knowledge; the two dimensions of practical knowledge and how it is learned.
- The significance of reflective learning compared with non-reflective learning and non-learning. You should in particular study the different routes through Figure 2.1 of reflective skills and experiential learning, because you will be using these learning processes in your assignments for E838.
- The six ways of learning practical knowledge.

Which of Jarvis's nine categories of learning are consistent with either single-loop learning or double-loop learning (see Reading 2)?
Jarvis distinguishes three kinds of knowledge: rational-logical, empirical and pragmatic. The last is gained by a person through action - it is what is perceived to work in order to achieve a particular result. Therefore pragmatic or practical knowledge is necessarily forged from the link between theory and practice. Jarvis echoes Eraut in stressing that practical knowledge is learned through experience. Jarvis distinguishes two types of practical knowledge: knowing how to do something and being able to do it: these are not synonymous. As noted by Eraut, being skilled at something does not necessarily mean that one has explicit knowledge of how it is done. Hence Jarvis refers to being able to perform a skill as tacit knowledge, which it is not easy to transmit to others. Jarvis goes on to distinguish three types of learning: non-learning, non-reflective learning and reflective learning, each with three categories, making nine types in all. With reflective learning 'individuals are able to stand back, make decisions and evaluate their own learning'.

There is an important distinction to be made between reflection *in* practice and reflection *on* practice (Eraut, 1994, pp. 142-52). Reflection in practice is the rapid response to the specific context and situation that skilled professionals continually make in undertaking their work, selecting skilled behaviours, routines and processes from their repertoires. This resonates with Mintzberg’s characterization of management as fragmented episodes in which information processes are pivotal. The further along Dreyfus's five stages of development (novice, advanced beginner, competent, proficient and expert) a professional is, the wider the personal repertoire and the more marked the ability to select appropriately. However, this is done mostly unconsciously and 'pre-conscious learning' occurs through these processes of thinking about actions, which result in the development of a body of tacit knowledge within practitioners' minds (Jarvis, Reader 1, Chapter 2).

In contrast, reflection on practice is deliberative and requires conscious monitoring of one’s actions. Often it is stimulated by a gap between the expected and the actual results of a particular action (or by the assessment requirements of E838!). This difference between reflection in and reflection on practice is indicated by the different routes through Jarvis’s Figure 2.1 for learning reflective skills and experimental learning. Reflective skills learning goes from experience straight to practice experimentation whereas experimental learning goes from experience direct to reasoning and reflecting. The crucial difference between reflection in and reflection on practice is that the latter requires time for the deliberative process through which evidence is gathered and analysed and for the further experimentation decided on the basis of this information.

**Activity 4**

Imagine that you are responsible for managing a change of practice in a school or college. What do you consider are the implications for this of Jarvis’s analysis of learning practical knowledge?

**Reading 5**

Read Chapter 4 by Bullock *et al.* in Reader 1, which is a practical application of the ideas on educational management development examined so far. The authors investigated the professional learning of educational managers at different stages of their careers. As you read, make notes on:

- the ways in which the management practices of experienced and less experienced educational managers differ;
- how these differences relate to the processes of professional learning examined by Eraut and Jarvis.

In relation to your own stage of experience in educational leadership and management, consider how far your experiences match or differ from those reported in the chapter.

(Activity 5 also asks you to make notes on this chapter, so you will need to look through that activity before you begin reading.)
Activity 5

As you go through the chapter in Reading 5, try to identify specific examples of Eraut’s four processes and note these in the grid below. You will find this useful when you come to consider your own repertoire of management processes for the assignments.

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2.5 MANAGEMENT COMPETENCES

The management competence movement emphasizes the importance of learning management on the job and being assessed on the quality of management practice. This approach therefore rejects an ‘academic’ approach to management development in which the subject matter of management is studied and assessed independently of the practice of management. The competence movement addresses aspects of all three key questions: what is management? what is effectiveness? how do individuals improve? It does so in one of two ways: by specifying either what constitutes satisfactory performance of the tasks of management or what the qualities of an effective manager are. Management development is the process by which the individual attains the required competences.
Reading 6

First, read the second part of Chapter 5 by Bennett in Reader 1, from Two competence-based models of management onwards. After reading this you should be clear as to the difference between the Management Charter Initiative (MCI) and McBer approaches to management competence. The MCI approach is classified by some writers as behaviourist and the McBer approach as generic.

Now read two further articles on management competences: Chapter 6 by Ouston and Chapter 7 by Cave and Wilkinson, both in Reader 1. Ouston relates management competences to school effectiveness research (which you will meet in Section 6) and provides a critique particularly of the behaviourist approach to competences. Chapter 7 is a practical exemplification of the generic approach to educational management competence, which concludes with a taxonomy of three elements of 'management capability'. These are:

1. knowledge about management functions and processes and the organizational context;
2. skills - which can be acquired through training and improved through practice;
3. higher order cognitive abilities, which determine appropriate action in the specific context.

While reading Chapters 6 and 7, and reviewing Bennett on competences (Chapter 5), make notes on the following questions:

- What are the differences between (a) the MCI approach (called 'behaviourist' by Eraut, 1994, pp. 169-77, and 'fundamentalist' by Ouston, Chapter 6) and (b) the McBer approach to managerial competences (called 'liberal' by Ouston and 'generic' by Eraut)?
- What is the knowledge base from which the competences are derived?
- What assessment procedures do the two approaches use?
- What are their respective strengths and weaknesses?

The following activity will help to consolidate your learning about managerial competences. It will also be helpful for your assignments.

Activity 6

Look back at the readings in Reading 6 and classify the specific 'competences' and 'capabilities' they include in their discussion according to the four categories listed below:

- competence in task performance;
- deliberative process;
- skilled behaviour;
- meta-process (Eraut)
- higher order cognitive ability (Cave and Wilkinson).

Note that there is no one correct classification as people will justifiably differ in their interpretations.

The next activity pulls together the ideas contained in the readings for Section 2 and could also be a useful discussion topic for a tutorial.

Activity 7

Develop and write a short critique of both the behaviourist and the generic approaches to management competence. Show how each approach relates to particular aspects of the analysis of the nature of professional knowledge provided by Bennett, Eraut and Jarvis. Also, indicate any weaknesses in either approach that are due to its failure to address key aspects of professional knowledge and its acquisition.
2.6 PROFESSIONAL CAPABILITY

As you will now be aware, there are a number of difficulties with the 'competence' approach to defining and assessing effective management. Two in particular concerned us in developing this course. The first problem is that behavioural competences are atomized. The approach therefore fails to take account of the holistic nature of management and the need to employ a range of meta-competences in deciding on an appropriate action in a specific situation and context. As the work of Eraut, Jarvis and others in this field shows, effective practice draws on different types of knowledge. A pure behavioural competence approach assumes that all types of professional knowledge will be revealed in performance: therefore knowledge and understanding can be assessed by means of evidence taken from performance alone. The second problem is that assessing both behavioural and generic competences has to be done either in the workplace for the former or in a simulated work environment, such as an assessment centre, for the latter. This process can get very elaborate, generate an enormous amount of paperwork and require a good deal of time from qualified assessors, all of which will greatly increase costs.

One way of resolving these difficulties is to work with the broader concept of professional capability. This concept refers to the capacity to perform effectively rather than to the performance itself and hence is able to encompass a much richer range of knowledge and qualities than the behavioural competence approach. Eraut defines capability as the qualities that enable performance of the professional job and role and that also provide the basis for developing future competence. This definition covers the following categories of capability:

- underpinning knowledge and understanding of concepts, theories, facts and procedures;
- the personal skills and qualities required for a professional approach to the conduct of one's work; and
- the cognitive processes which constitute professional thinking.

(Eraut, 1994, p. 200)

Another advantage of assessing professional capability rather than competence is that it does not need to be assessed solely in the workplace (Eraut, 1994). Applying Ouston’s critique, professional capability is likely to be more valid as a set of criteria, though possibly less reliable, than behavioural competence. (Valid means that the criteria accurately reflect the phenomenon being measured or assessed. Reliable means that the criteria will be interpreted in the same way by different people.)

2.7 VALUES AND DILEMMAS IN EDUCATIONAL MANAGEMENT AND THE ROLE OF REFLECTION

The final reading brings together a number of themes examined in this section: reflection as a process for improving practice; the practical realities of being an educational manager; the distinction between espoused theories and theories-in-use; and the qualities required to be an educational leader managing in the context of contradictory social pressures and competing values.

Reading 7

Now read Chapter 8 by Möller in Reader 1, which describes an action research project in which a group of headteachers was engaged in reflecting on the practice of educational leadership. Möller analyses their responses through the concept of dilemmas. She defines a dilemma as a choice in which there are conflicts of objectives and/or values. A given situation may be seen in relation to several dilemmas. By definition ethical principles do not provide clear guidance in these situations or there
would be no dilemma. There may be a conflict between different values, such as that between valuing a culture of teacher collaboration and respecting the rights of individual teachers to put their own beliefs into practice. On other occasions morality may be 'suspended' when the wish to avoid undesirable personal or organizational consequences of an action takes precedence over ethical principles.

As you read, make notes on:

- the similarities between Mintzberg's view of what being a manager involves and what is described here;
- the different types of dilemma that Møller distinguishes;
- the role of values and ethical principles in dealing with dilemmas.

**Activity 8**

Write a short statement (about 300 words) on your own values as an educational manager. How difficult do you find it to put these values into practice? Can you think of any dilemma from your own practice that involved competing values or a conflict between an ethical principle and other considerations?

### 2.8 CONCLUSION

At this point you should reflect and make notes on what this section has added to your understanding of the three key questions:

- What are leadership and management in education?
- What are effective leadership and management in education?
- How do individuals improve and become more effective?

The emphasis in Section 2 is very much on the individual and his or her professional development as an educational manager. You have been introduced to some conceptual analysis of what constitutes professional knowledge and how it is acquired. In particular, the importance of a deliberate process of reflection on practice, buttressed by a supportive organizational culture, has been stressed.

Having done the activities in Section 2 you should now be in a position to attempt your own self-analysis of where you are as a manager, what your development needs are and how you can best address these using the resources provided by E838. The framework in Figure 2 at the end of Section 1 should provide some guidance.

At this point it would be useful to turn to the booklet *Reflecting and Reporting on Management Practice: a guide to the assignments*. Here you will find the assignments you need to complete and guidance on how to do this. This guidance includes the audio-cassette 'Preparing to write your assignments', which you can usefully listen to at various points in your studies. *Reflecting and Reporting on Management Practice* also contains a summary of the theory of experiential learning, on which the concept of reflection on practice is based, together with a case study describing one person's attempt to carry out the process of reflection on their own practice.