"BABEŞ-BOLYAI" UNIVERSITY, CLUJ-NAPOCA

FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION

PhD School

A Research Regarding Israeli Succession Management in Teaching Organizations

A Long Abstract

Submitted by: Zohar Nir

Scientific Coordinator: Professor Univ. Dr. LIVIU ILIEŞ

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Table of Contents

List of Figures

Glossary

Due to unique concepts used in this study, which engages in the area between pedagogical content world and managerial–business world, below are the main concepts that I used in order to establish clear boundaries of interpretation:

The word that was used in this research	The academic source for this word	Synonyms
School Manager	Hughes (1988) Esp (2013)	School Principal Head Headmaster Head Teacher Instructional Leader Professional Leader (PL) Administrator
Succession Management	Rotwell (2010) Israel and Fine (2013)	Principal Preparation Programs (PPP) Training Programs School Principal Succession School Principal Development Professional Development
Teaching Organization	Little (1990) Yin (2013)	Schools Organization of Learning School Organization Organization of Teaching
Skills	Shuman, Besterfield-Sacre and McGourty (2005) Grissom and Loeb (2011)	Ability Competence
Qualities	Crilley and Sharp (2006) Arulrajaand and Opatha (2013)	Characteristics Features

Introduction

Research Goals

The research which was conducted in the educational-managerial area in Israel had an overarching goal: to develop a model for school succession management program compatible with managerial qualities and skills and management demands. This overarching goal will be accomplished following the completion of the following two goals:

- ✓ To explore expected school managerial qualities and skills according to the requirements of in-service school managers.

- ✓ To find the correlation between the four dimensions of succession management programs for school managers: level of school managers, need for school managers' training, prerequisites for training and best time for training in relation to qualities and skills.

Research Focus

The severe lack of managerial human resources in the Israeli education system, which is mirrored in the international education systems, induced the need for rethinking about the survival of young managers in the system alongside a great managerial retirement wave (Sarel, 2012). This research will show the results of the combined study that was conducted in Israel and examined in depth the issue of succession management programs as a significant factor in increasing school managers' survival and endurance in the teaching organization. School managers in the second decade of the millennium are not merely gifted teachers who rose through the ranks. Rather, they are CEOs of an organization with the holistic view of leading all parts of the organization to success. School managers' pedagogical starting point is no longer sufficient (Hughes, 1988).

Overall Context of the Research

The research ranges from approaches in the pedagogical world of knowledge to approaches in the management world of knowledge. To meet the existing standardization which examines an organization's achievements in an international perspective, school managers must acquire new bodies of knowledge that they do not acquire through common formal training. Education systems in Israel and abroad undergo a process of privatization and decentralization along with administrative autonomy. These are global processes which require a new perspective on the school manager's process of growth, professional development and a framework for training. This research will combine organizational-managerial aspects with the pedagogical-educational aspects, thus forming a worldview that is coherent and uniform, in order to show the development of instructional leadership on the one hand and managerial leadership on the other.

Research Problem and Gap in Knowledge

The role of the school manager is the most complex, significant and important in our society, and has a direct impact on pedagogical practice, pupils' attainments and the organizational school spirit. Succession management is what ensures school managers' success in many areas such as: pedagogical, economic, marketing, social, political, research and more. The challenge facing educational policy makers around the world is the development of effective succession management programs for school managers and their professional development, so that they can cope with challenges of school leadership in the 21st Century (Sarel, 2012; Oplatka, 2007a). There are, therefore, two fundamental views in managing schools: those who see the educational manager as primarily pedagogical, and those who see the manager as an administrator first and foremost. Until the 1960s, the terms *school manager* - a man of the Torah and principles, *head master* - the head teacher, "first teacher", were used to refer to a pedagogical school manager. Since then, the terms *administrator, manager* were introduced, reflecting business management concept.

A thorough perusal of succession management programs gives rise to four major issues, the primary being the fact that these programs fail to yield the expected outcome (Lashway, 2003; Hess and Kelly, 2006; Oplatka, 2009).

Problem No. 1: Insufficient Managerial Reserve

The school manager's role was previously considered a significant educational role, i.e. the school manager was an educational leader. Moreover, the school manager was an object of admiration. Eventually the role became very systematically complex: a managerial role, even political, focusing more on management of school as a system and less on its pedagogical leadership. School managers have to cope professionally with different areas, which often encompass conflicting interests. Moreover, they are required to simultaneously manifest varied knowledge, abilities and skills so as to eventually lead the teaching organization to the goals for the achievement of which it was established (**Sergiovanni,** 2002). School managers are crucial in leading the institution of which they are in charge (Smith and Andrews, 1989). They work under conditions of high uncertainty, instability, and under a wide umbrella of pressure, often obliging them to act towards the accomplishment of conflicting goals (Sandholtz and Scribner, 2006). A review of the literature yields the following categories which indicate difficulties in the school manager's work and, consequently, show the lack of response to open management positions and a shortage of school managers (Bengtson, Zepeda and Parylo, 2013; Gronn and Lacey, 2004; Fenwick and Pierce, 2001; Million, 1998; Richardson, 1999).

Essence of the school manager's work: (1) School managers are expected "to do more with less" in terms of time and resources – the weekly working hours amount to 80 hours including evenings, weekends and holidays (ERS, 2000; Yerkes and Guaglianone, 1998); (2) The expectations from school managers are inhuman – an impossible work load; (3) School managers are constantly working under pressure - changing rules / guidelines / instructional programs in a fast, demanding and inconsiderate way; (4) Changing occupational/conscious focus – teachers promoted to the position of school manager change the focus of their work from pedagogical to administrative – in being responsible for the proper operation of the school, even though they are also expected to be involved in pedagogical issues. (According to; Spears, 1953; Neagly and Evans, 1970; Olson, 1967: Francett, 1961; Govender, 2013).

The school manager's work in the face of the socio-economic reality: (5) School managers operate in the reality of expectations and demands for increased

accountability and decreased autonomy and authority (Stricherz, 2001; Vergan, 2006) -Increased political interference within the school as well as having to deal with global standards, social problems and violence in the schools; (6) "Everyone manages the manager" – inspectorate, the district, and the parents (Thompson, 2007); (7) Family considerations - investing time in the organization at the expense of being at home is also a factor in shirking management positions (Coleman, 2005); (8)School managers are expected to manage the school's budget and to market the school - they are not well versed in that field. Moreover, being intensively preoccupied with this issue significantly distracts them from their development as educational leaders; (9) School managers' wages are not consistent with the scope of their work and the responsibilities that they undertake - school managers' wages are 5% higher than those of a senior teacher (Ministry of Education, 2013). (10) Political interference and trying to determine corporate policy / force an agenda (Richardson, 1999); (11) Lack of support from all of the bodies surrounding the school manager - teachers, parents, local authority, and the law.

The school manager's work in conjunction with government agencies' policy: (12) The bureaucratic system of the Ministry of Education and their supervision system require a lot of paperwork, a non-feasible schedule, unfocused staff development courses, short- and long-term training and more, are a burden on the school managers (New Teacher Center, 2002, in Feiman-Nemser et al., 2012); (13) School managers are frustrated since they cannot reward / fire teachers (Johnson, 2002); (14) Unclear government policy makes it difficult to decide to take the lead (Thompson, 2007).

The school manager's work - professional development: (15) Teaching itself is demanding, and teachers express lack of motivation, feeling stress and exhaustion already while being teachers. This situation is the direct cause of their unwillingness to be integrated into the management grid (Sarel, 2012); (16) Inadequate succession management programs; (17) Promotion of women in the system over men (Pirouznia, 2013). The consequence of this shortage of prospective school managers leads to the appointment of inadequate personnel; school managers on the verge of retirement, who are tired and burnt out, remain in office with a minimum sense of belonging; and the distance between the head of the pyramid and its base increases (Oplatka, 2007b).

Problem No. 2: Lack of Standardization in Identifying Management Candidates

School managers are managers who grow (mostly) within the teaching organization. This process begins with the promotion of the teacher - teacher, assistant manager, deputy school manager, and school manager. A minority of the school managers does not rise from within the school, but are "dropped" from other non-educational frameworks (Update - Summary Report, 2009).The candidate identification phase is a critical step in the training process, in terms of both the identifier and the identified. From the moment of identification there are many changes on both sides. The school manager identifying the teacher, beginning the transition from "teacher to school manager", recommends the teacher for a succession management program. The identified teachers start changing their agenda and worldview, going into high gear in the process of professional socialization so as to acquire resources, especially knowledge at this point, required for getting through their training (Kwan, 2012). A research conducted by Myung, Loeb and Horng (2011) shows that school managers are able to effectively identify and encourage teachers with strong leadership potential to enter the route of school manager training. However, additional succession management programs and planning professional and administrative development of prospective managers may help to ensure that teachers are selected on the basis of their leadership ability. There is ample evidence that the process of identifying a candidate is still being studied. Candidate's identification is still coincidental and unplanned and the issue of teachers' professional development associated with their succession management has not been sufficiently explored. Hence, research of structuring the management position training is insufficient (Spark, 2002).

Problem No. 3: Having Roles in the Education System Does Not Necessarily Predict Success in Management

Sources of management reserve mostly rely on teachers who are stakeholders in the schools. A survey of school managers conducted by Avney Rosha in 2009 found that 37% of all in-service school managers had also served as deputy school managers before. Another 29% of the school managers have served in other positions at the school. A common prerequisite for management is a successful experience as a teacher (Ministry of Education, 2013). One of the threshold requirements for the role of school manager in Israel is "*teaching experience of at least five years in teaching*

*institutions ... totaling at least 10 weekly hours in which the **teacher succeeded in his role**...*" (Ministry of Education, 2013**).**

Zvi Gal'on, a veteran high school manager, writes about educational leadership,

> *We will now consider the term 'pedagogical leadership'. In practice we mean didactic leadership of the staff. In concepts drawn from our teaching, it is leading and managing the main issue of the school's subject-matter coordinators. Today, subject-matter coordinators are usually teachers who were selected for that position due to **experience and seniority**, but **they lack the specialized training in their job** since the frameworks for succession management and training for this **do not exist here** yet. We have found, then, that everyone who claims that the school manager should be a pedagogical leader is actually asking that a manager **who was not trained for that position be brought in to lead the teaching staff**, **even though they do not bring any appropriate acquired knowledge but experience only.***

It becomes clear from the above that teachers who have experience are promoted to a managerial role. However, insufficient emphasis is placed on crafting managerial insights in reflective and constructive processes, namely there is no reference to the cognitive dimension of the job. This means that there is partial or no correlation between the success of the school managers on an intermediate level in the school and their success as leaders of a school as a comprehensive organization.

Problem No. 4: Dissatisfaction with the Succession Management Programs

The 1990's were a stepping stone between the "Scientific Era" and the "Post-Scientific Era -" The transition from an industrial society to a post-industrial society which is fundamentally more critical, harsh and complex made the existing succession management programs look irrelevant and anachronistic, and a radical reform was needed (Griffiths, 1988; Beare, 1989). The beginning of the 21st Century brought about the spirit of globalization and free economy, creating a new educational reality, based on organizational multiculturalism, employment insecurity, and disintegration of the traditional social (and family) structure. Moreover, it generated a change in the boundaries of morality by shattering the state's monopoly in the provision of social services while private organizations are taking charge (Lewis, 1993). School management experienced transition from the "common efforts" approach (dating back to the last century) to a change in the focus of the civilian control (the parents) and the weakening of the central government; from a bureaucratic to a decentralized

organization as well as the technological revolution (Louise and Murphy, 1994; Murphy and Louise, 1999). Review of the succession management programs shows three different routes for executive development along the continuum between academic-based (university) programs, and field / experience-based programs for different audiences:

1. **University-based programs** - Murphy (2001) maintains that focusing on academic knowledge means failing in the process, regardless of how effectively the content is taught, as teachers and students will eventually encounter the problem of bridging between theory and practice - the "bridge to nowhere". Daresh (2002) states that academic knowledge as a training method can constitute a language for coping with reality, but it may be both beneficial and confining. Research of succession management programs points to a number of weak points.

2. **Field experience program -** Barbour (2005) examined non-university-based programs, finding that the prerequisites for acceptance to the program and the nature of studies depend on the field. Hence, actually, learning derives from the learner's practice. The curriculum engages in minimum knowledge grounds ("dropped" educational leadership), and the program, it seems, will eventually produce good administrators, but no educational leaders.

3. **Combined university-based program and field experience program -** The main axis resides in the understanding between the teaching stage and the management one. There are many bodies of knowledge that are vital for this development. Nevertheless, it was found that engagement in theory alone, detached from the organization and work in it, undermines the quality of succession management. These programs combine practicum and imparting bodies of knowledge identified by the university as compulsory in the succession management process (Goldring, 2008). A serious disadvantage of the practicum is its local context, and the turning of a local model into a comprehensive role perception.

The succession management program is of the utmost significance and does not end upon the school manager's taking office. The incomprehensible situation, whereby retired school managers return to their positions and, on the other hand, suitable management candidates among teachers choose not to engage in management, requires immediate attention. The organizational school reality reveals that the development of outstanding teachers identified as prospective school managers who

have succeeded at minor management roles is insufficient. The school manager's leadership dimension, charisma and leadership skills are necessary, but certainly not enough for management. The reviewed succession management programs illustrated more disadvantages than advantages. On the continuum of university-based/experience-based programs, it seems that a combination of programs can lead to significant synergy (holistic view) in the professional development of school managers - practice and theory over a lasting period of time. These issues, presented as problems, raise the need for creating new succession management continuum, taking into account the notion that socialization is planned. Moreover, developing the professional-pedagogical expert together with the organizational one, attention must be given to other areas of knowledge which succession management programs have so far ignored or neglected. Regarding the school manager as an organizational integrator with knowledge in a variety of domains and a supported socialization process will reflect on the development of the new succession management program.

Research Boundaries

What – The theoretical framework is set within six simultaneous content cycles: the school manager, the school as an organization, succession management programs, adult learning theories, theories of career management, and management of teaching organizations.

Where - The research was conducted in Israel and encompassed a rich geographical distribution.

Who - A total of 91 school managers and role-partners in cross-sections of different ages (pupils to mayors and supervisors), different demographics, and different streams of religion, ethnicity, nationality, gender, seniority, and education.

How – The mixed methods research includes a qualitative part, consisting of semi-structured in-depth interviews conducted with 41 school managers and role-partners, and a quantitative part consisting of 50 randomly selected school managers who responded to questionnaires.

When - from December 2011 to July 2013. During this period, various respondents were interviewed, the questionnaires were administered and collected, an analysis of the findings was carried out and conclusions were drawn, including the development of a new succession management model.

The following chapter discusses the theoretical perspectives of the research and introduces theories and studies pertaining to five key areas: management theories, teaching organizations, educational management and succession management programs for managers of teaching organizations. These will constitute the theoretical background for succession management programs designed for managers in teaching organizations.

Key Words: School Manager**,** Succession Management**,** Teaching Organization**,** Managerial Skills**,** Managerial Qualities**.**

I. Literature Review

This research which deals with the construction of a succession management course for school managers is based on five content areas that constitute the ideological foundation for its existence:

I.1 The School Manager

'School managers' were selected as a component in the conceptual framework because their succession management is the focus of this study. In his book "Leadership and Management in Education" (Chen, 1999, pp. 307-306), the author writes that the notion that the school management can be entrusted to one of the teachers who will "Take the plunge" and study the role of school manager from accumulated experience after the appointment, has long been accepted in many places. In Israel, the school manager is perceived as a teacher first and then as a management position holder. Until the end of the 1980's there were no significant differences between the education and succession management programs designed for school managers and those of other teachers (Chen, 1999, pp. 307-306).

It turns out that the situation is not substantially different from today. The person fulfilling the role of the school leader is referred to by different names in different countries. The names reflect the importance and the role perception: in the United States it is called the "school manager" role- of the first degree or importance. This expresses the pedagogical importance of the leader. In the UK the name expresses a formative pedagogical function: head school teacher or head teacher (headmaster, head teacher), the first among teachers who guides. In Israel the role is

called "school manager" and until now it has not been perceived as a managerial role, but mainly as a pedagogical one. School managers in Israel have rarely had to deal with management issues per se especially in the past few years.

Regulations published by the Israeli Ministry of Education (2013) define the requirements for the recruitment of school managers. The Ministry of Education (Chen, 1999) requires that only those who have no less than a 5-year teaching experience can fulfill this role (Ministry of Education, 2013). Furthermore, a school manager must teach at least six hours a week, even if the toll is high in terms of managerial burden. Today, school managers must function in a new reality, which offers elements of autonomy, and the transition to self-management is either partial or complete. This also involves re-shaping of school policy and plan of action. Managers need to spend a lot of time on content areas about which they do not have sufficient knowledge, i.e. relentless financial and budget organization of the school for the present and future. On the other hand they have to engage in essential pedagogical content areas, such as leading the school "credo", meeting the needs of pupils and school staff, and so on. All these should be done with full accountability and comprehensive control procedures. Hence, they are entrusted with the burden of numerous tasks together with huge accountability The succession management process of school managers still relies more on the pedagogical foundation and less on management elements per se. Rethinking the school managers' role entails an interest of examining the structure of the school and attempting to understand the changes in the teaching organization over several periods of time both in Israel and worldwide. Nowadays, various types of educational structures fill the educational pluralistic space, namely, bureaucratic (traditional), democratic, anthroposophist, and those which are linked to one particular perception or another, whereas the school manager's role remains traditional.

I.2 The School as an Organization

The school organization as a component in the conceptual framework is the initial environment, in which the school manager operates and motivates. Knowing the school organization means understanding the extent of the manager's functional versatility in order to develop a proper succession management program.

The school was once considered the only educational institute and served as an exclusive socialization agent of government in accordance with the provisions prescribed by education authorities (Alboim-Dror, 1978; Inbar, 1990). During recent years, there has been a significant change in the school' concept. Emphasis was placed on the organizational elements. The tendency is to consider schools as organizations such as business or public service organizations (Rubinstein 1995; Bottery 2006). The school organization goals are determined in general terms and its products are not clearly defined. Some of the products are measureable, i.e. grades, while most products cannot be measured because they are intangible educational purposes, for example: socialization, moral values and behavior, etc. (Alboim-Dror, 1978). Moreover, the concept of productivity in education is not clear (Hodgkinson, 1991). Hence, in a state of uncertainty, managers find it difficult to set up processes for accomplishing the goals. Thus, the succession management process of managers in the organization becomes even more important. The school as a hierarchical organization is gradually shifting towards a structure where the scope of control is wider (inverted pyramid structure). As a result, new roles are formed in the school as additional tasks are entrusted to the organization. The school as an organization has underwent a structural change, wherein the frameworks of activity and areas of responsibility have expanded both in scope and diversity. Today, the school is an organization responsible for its own pedagogical and financial processes, unlike in the past where these areas of responsibility were held by the regulatory level. Setting organizational goals, establishing processes, developing corporate culture and integration within the environment - all affect the employees of the organization and, first and foremost, the school manager and the management team (Caldwell 1993; Levacic, 1995). Social and political processes taking place in Western countries and Israel, including the democratization of social services, economic development and privatization, as well as processes of isolation on the basis of religion, nationalism and ideology, resulted in decentralization in education (Bolam, 1993; Brown, 1990; Caldwell and Spinks, 1988). These factors entail reorganization of the school (Caldwell, 1993; Dimmock, 1993). The need arising from the implementation of global organizational reforms and changes in focus in the school manager's role requires a new approach to training and shaping the appropriate manager for the next millennium.

I.3 Succession Management Programs for School managers

Succession management programs for school managers were selected as a component in the conceptual framework because acquaintance with these programs while considering existing models can assist in designing a new succession management system. This will bridge the gap within the unbearable **reality in which, on the one** hand, school managers cannot deliver the expected outcomes, and on the other, they lack proper training to help them provide those outcomes. The succession management program is at the academic center stage. It appears that the succession management program is the heart of the process and therefore it is important for the school manager's success. It is generally believed that the role of succession management programs is to produce managers that are properly prepared for their role (Hess and Kelly, 2006). This, in turn, may lead to the success of pupils at school and improve school pedagogy. The training should also provide candidates with the capacity for high self-awareness, systemic thinking and creativity, enabling them to design ways for dealing with the complex day to day problems, and understanding of the process of monitoring and evaluation of pupils' performance (Walsh, 2012). Studies of succession management programs point to a number of vulnerabilities, mainly the low ability of these programs to sufficiently prepare the candidates for leading the school as a dynamic complex and changing framework (Tighe and Rogers, 2006). Murphy (2001) refers to the approach to training as "bankrupt". Succession management programs are grounded in the assumption that adult learners (teacher / junior manager / school manager) can learn different frames of knowledge, based on adult learning theories.

I.4 Adult Learning Theories

Adult learning theories were selected as a component in the conceptual framework because building an appropriate program must take into account the fact that learning processes are implemented by adults and therefore discussing adult learning is relevant to this study. Knowles (1990) refers to adult learners as "a neglected species", noting five premises for adult learning: adults are motivationally affected once they are content with satisfying their needs (respecting needs); adult learning is a long term process (LLL); learning from experience is a significant learning channel (based on life experience); adults need to lead their own learning (autonomy); and

individual variation increases as one gets older (recognition of the differences between learners). Adult learning contains the following aspects upon which training programs must be based in order to achieve optimization: cognitive elements (a challenge, a need to know, vision), emotional elements (motivation to learn, autonomy and independence, relationships, need for support) and behavioral factors (based on past experience, practical orientation, involvement). Adult learning is therefore a basis for the development of training programs, which constitute a significant element in managing the learners' career.

I.5 Career Management

Career management was selected as a component in the conceptual framework because the study involves teachers' career management until they become school managers and views this as an active, unnatural transition which requires a deep psychological and sociological understanding, to create the finished product, a strong, solid and confident manager, leading the organization to success.

A- Trait and Factor Theories - psychological theories: these approaches assume that a perfect match between the individual traits and the professional factors will lead to a perfect professional choice. This approach was pioneered by Parsons (1909). Five basic assumptions underlie the Trait and Factor Theories (McCrae and Costa, 2012): Professional development is primarily a cognitive process, during which the individual uses rational thought in order to make decisions, choosing a profession is an independent event (i.e., not related to past or future events), there is one correct solution, which is the best for all those who decide to make a decision about a job, a certain type of people fit a certain type of work and each person has a profession that is most appropriate for them (Mischel, 2013).

B. Career Stages Theories - sociological theories: role perception- rights, obligations, expectations, knowledge and required behaviors, etc., is constructed through interactions between individuals' perceptions and expectations of themselves for the role, and the environment's perceptions of the role. Accumulated research knowledge associated with the development of adults, increased the interest in the various stages that adults pass during their professional life (Super and Hall, 1978; Crites, 1978; Super 1957). The model conceived by Super (1957) shows the process

of professional development as stages that characterize the development of any professional career. The main idea of the model is that people go through stages in their professional career, during which they experience changes in needs, attitudes towards the profession and the organization that they work in. Teachers' professional development is not linear; it has ups and downs or different tracks for the same person. Downey and March (2006) view the entry of a new manager into an organization as a process of adjustment between the manager and the organization. According to them, the process of joining the team and constructing the manager's position as the team leader consists of four distinct stages which are: "becoming", "joining", "perceptions" and "leaving". Optalka (2007a) found four main stages through which people progress; the steps are distinct from one another, each stage characterized by attitudes and behaviors, patterns of relationships, developmental needs and unique aspects of work. Thus, employees change their attitudes toward the job and their professional behaviors as they move from one career stage to another.

I.6 Management of Teaching Organizations

Management of teaching organizations was chosen as a component for the conceptual framework because the study deals with the designing of a succession management program that will be tailored to the school organization's administrative framework. Understanding the processes and changes applicable to it will determine the design and content of the school manager's succession management program.

A- The traditional hierarchical structure: Mintzberg's management approach (1975) argues that the organization is self-managed by its very existence and regardless of the position of manager. Mintzberg's main insights are that managers are overloaded at work, so their work is superficial and shallow, relying on the hard-core of the organization and department managers. Additionally, managers do not spend enough time planning, are mostly busy with 'putting out fires', reactive more than proactive. Consequently, Mintzberg concluded that there are three major role types: Interpersonal roles – the manager deals with actions that only have an indirect connection to the operational results of the organization; Informative roles - collection, transfer and delivery of information related to elements outside the organization; and decision-making roles - initiative, handling conflicts and resources allocation. Hence, the perception of management is determined in terms of the

manager's roles. The Open Systems Approach (1978, in Lawrence, 2012) and Dependency Approach (1967) view the organization as an open system, connected to its environment and dependent on it. Another approach is the Human Relations Approach, based on the Norton Studies by Mayo (1932, in Amaratunga and Baldry, 2002), Herzberg (1950), Argyris' Theory of Factors (1976), and McGregor's XY theory (1958). At the base of which is the inclusion of employees in decision-making, an organic approach upon which were designed open, democratic organizations, which relate to the employee's needs. An approach that views customers as a significant factor in the development of the organization is the TQM approach- Total Quality Management (1945).

B. Self-management: providing the administrative responsibility to the school is based on the principle that quality education requires organizational efficiency. The root of the idea is in knowing that there's a difficulty in the centralized state policy regarding its ability to provide services, compared to the private sector. Another dimension that this organizational approach has developed is the principle of partnership: involving the operating and affected factors (i.e. customers) in the institutionalization, planning and decision-making processes as those who know the local needs better. The expected advantages of this management approach are: greater flexibility in the utilization of funds, increased involvement of the different partners in the process of decision making, eliminating bureaucratic centralized control, increasing innovation, creativity and entrepreneurship, control and the ability to allocate resources to achieve the organization's goals and greater autonomy in decision-making. In Israel, the educational reform was manifested in decentralization processes that were not accompanied by legislation (Gibton, 1997). Managers have to deal personally with these processes and, as a result, they need to establish their own relationships with various elements in society. From a position of being subject to authority, both in theory and practice, by the education authorities, namely the Ministry of Education and local authorities (Compulsory Education Act , 1948, 1953), to a position in which the school and the school manager are the focus of the relationship. This is a system of competition and rivalry, as well as of cooperation. This situation increases the level of freedom for the school, but also provides less protection and support. Therefore, greater pressure is applied on the school and it now has to deal with complex problems (Caldwell, 1998; Chen, 1995; Inbar, 1995). In this

new situation school managers become a more significant figure, and so does their impact. However, they are also under heavy pressure and difficulties.

This literature review is the integrative prism of thought for developing a succession management program that will be tailored to current needs and will be based on managerial components which are necessary and unique to the education system and the school in particular. This will be performed through the deep exploration process conducted among managers and stakeholders regarding the role boundaries, its nature and its expectations.

II Research Approach: Mixed Methods Research

This type of research is innovative in that it adopts a mixed methods approach for the collection of data in response to the research questions and in order to accomplish the research goal. The main thrust of this mixed methods approach is to build a research structure that will facilitate putting out feelers for identifying and identifying needs. In order to attain a more comprehensive worldview, I used a mixed methods approach which takes into account the personal professional world of each school manager and his/her colleagues together with a general statistical overview, all in order to create a combined label. Lincoln (2010) does not essentially negate the quantitative paradigm or the mixed methods methodology while she defines three main challenges that qualitative researchers face today: exploration of the sensitive self-other connection, the issue of accumulated knowledge and the possibility of comparing. Furthermore, the research is exploratory in its examination of qualitative components which serve as grounds for the quantitative research and connects insights on a linear continuum between the qualitative and the quantitative research stages.

This study makes use of the exploratory method for developing the quantitative research tool on the basis of the qualitative data- In the final event, the qualitative study not only enables the creation of a database, but also opens the dynamic learning situation surrounding the phenomena- This concept is best explained by Brubacher, Case and Reagan, (1994): *"...There is no single model of inquiry, and that researchers best viewed as a dynamic, rather than a static, process that seeks to take into account the incredible complexity of human social settings..."* (p. 23).

II.1 Research Questions

✓ What are the expected qualities of an appropriate school manager according to the requirements in service?

✓ What are the expected management skills of an appropriate school manager according to the requirements in service?

✓ What are the correlations between the four dimensions of succession management programs for school managers: level of school managers, need for succession management programs for school managers, viability of succession management programs for school managers and best time for succession management programs for school managers in relation to qualities and skills?

II.2 Research Variables

✓ Independent variable: structure of school managers succession management program modules.

✓ **Dependent variables:**

Need - the manager's need for succession management – identifying the gap between existing and required knowledge.

Level – manager's level – expressing existing knowledge

Timing of succession management – the time <u>to start</u> acquiring the required knowledge

Viability of succession management- the extent to which the lacking contents can be learned.

II.3 Research Hypotheses

II.3.1 Hypotheses regarding the differences between skill areas and qualities

Level of school managers

✓ The demonstrated pedagogical management skill level will be higher than the demonstrated general management skill level.

✓ The demonstrated pedagogical management skill level will be higher than the demonstrated financial management skill level.

✓ The demonstrated social qualities level will be higher than the demonstrated task-oriented qualities level.

Need for training

✓ The need for learning general management skills will be higher than the need for learning pedagogical management skills.

✓ The need for learning financial management skills will be higher than the need for learning pedagogical management skills.

✓ The need for learning task-oriented qualities will be higher than the need for learning social qualities.

Viability of training

✓ Viability of learning general management skills will be perceived as higher than the viability of learning pedagogical management skills.

✓ Viability of learning financial management skills will be perceived as higher than the viability of learning pedagogical management skills.

✓ Viability of learning task-oriented qualities will be perceived as higher than the viability of learning social qualities.

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Timing of training

✓ Timing of learning general management skills will precede the timing of learning pedagogical management skills.

- ✓ Timing of learning financial management skills will precede the timing of learning pedagogical management skills.

- ✓ Timing of learning task-oriented qualities will precede the timing of learning social qualities.

II.3.2 Hypotheses regarding the differences between the need for and level of skills and qualities

<u>**Need versus level of skills**</u>

- ✓ The need for human resources management skills will be higher than the demonstrated level of human resources management skills.

- ✓ The need for financial management skills will be higher than the demonstrated level of financial management skills.

- ✓ The need for learning pedagogical management skills will be lower than the demonstrated level of pedagogical management skills.

- ✓ The need for learning general management skills will be lower than the demonstrated level of general management skills.

<u>**Need versus level of qualities**</u>

- ✓ The demonstrated level of social qualities will be higher than the need for learning social qualities.

- ✓ The demonstrated level of personality qualities will be higher than the need for developing personality qualities.

- ✓ The demonstrated level of task-oriented qualities will be lower than the need for learning task-oriented qualities.

- ✓ The demonstrated level of knowledgeability qualities will be higher than the need for learning knowledgeability qualities.

III. Research Design

III.1 Research Population and Sampling

Ninety-one school managers and stakeholders –- participated in this research according to the following details: 41 school managers and stakeholders were interviewed, and in the quantitative research stage, 50 school managers were investigated. In the qualitative stage school managers' selection was based on the snowball model, whereby one school manager recommended another, and in the quantitative stage, questionnaires were mailed to a large number of school managers. Returned questionnaires were without any identifying details, thus anonymity was maintained.

III.2 Research Tools

The main research tool used in the first stage was a semi-structured interview (Smith, et al., 2009, pp. 62-63). This type of interview enabled participants to tell their narratives in their own words and answer specific questions asked during the interview for clarification. The new suggested questionnaires comprised of three parts: part 1 (expression of stance towards career development) – 68 items divided into seven categories, the items being measured on a Likert scale of 5, 5 being the highest and 1 the lowest rating. Part 2 (expressing career development information)- 68 items divided into seven categories, the subjects noting which topics, in their opinion, can be developed and taught in the course of succession management programs. The scale used here was yes/no (binary 1 or 0).

III.3 Research Reliability and Validity

As a rule, qualitative research is of a high validity and low reliability, whereas quantitative research is of low validity and high reliability. The combination of both approaches raises the reliability of the qualitative research and the validity of the quantitative research. The mixed method ensures a more comprehensive generalizability.

III.3.1 Triangulation

The research is multi-staged. The qualitative stage is one layer, a pillar stone upon which the next quantitative stage rests. In the first stage, empirical data was gathered and validated in the second stage as well. Between the two stages, there was an

overlap of topics being checked, and in both stages the research participants were altogether different. From the vantage of the multiple stages in which the research was conducted with cross-questioning of similar elements, having the explicit purpose of enhancing the reliability level of the presented evidence.

III.4 Research Ethics

Ethical principles are very important as demonstrated by the study of Busher and Jem (2007: 110-111). The study, based on face-to-face interviews with school managers, opened with clear conscious declarations made by the interviewees who agreed to participate in the study, scrupulously guarding their privacy and honor, as noted above. In the present study, all the participants will be referred to by the first letter of their name.

In accordance with the request of the Head Scientist of the Ministry of Education, the researcher was granted permission to conduct the study in two stages and the following data was sent to him to publicize: the researchers' name academic institute under whose auspices the study is being conducted, background of the researcher, objective of the research, methodology and sample as well as main conclusions drawn from all the evidence presented in the study. Needless to say, the demand did not include the names of the participants, dates or contacts of meetings with the participants, and so forth.

The researcher respected the demands set forth by the Israeli education system, ensured the reliability of the evidence, conducted the triangulation and abided by the accepted and more stringent ethical principles. The next chapter presents the findings as they emerged from the various research tools.

IV Findings

1. School managers and their stakeholders point to common skills and qualities.

2. The total assessment of the skills was higher than those of the qualities.

3. The declared "level" is higher than the "need" with all variables. The correlation among all skills and qualities is positive, significant and strong.

4. The "level" of "need" and "viability" of pedagogical management skills is higher than the "level" of general or economic and general skills. The "viability" of learning economic skills is higher than that of "pedagogical skills.

5. On the "need" dimension – no correlation was found between skills and qualities. Positive internal correlations were found between some of the skills and between some of the qualities. <u>The correlation between qualities is stronger and more significant than the correlation between skills</u>.

6. The "need", "viability" and "timing" in the task-oriented qualities are higher than the social qualities, respectively.

7. Training school managers prior to taking office (timing) is perceived as relevant to the training of skills and qualities, and most significant for a small number of skills and qualities.

The findings represent a variety of topics which have to be addressed when developing a succession management program according to the proposed model. The general level which was observed and examined was perceived as high in comparison with the other dimensions which were examined. School managers wrote and talked about the existing succession management frameworks and the gaps between the theoretical aspects that are taught (mostly pedagogical) and the reality in the field (mostly administrative). They are, however, still captive in pedagogical and social perception which outweigh administrative ones. A statement of a high "level", and at the same time, low "need" does not mean that the examined variable and its importance are not to be discussed in the new succession management program. The discussion chapter will set down the findings in the theories underpinning this research, and, finally, after conclusions have been drawn, a new succession management model will be developed.

V. Discussion

This chapter relates to the findings from the different research stages. The order of the findings is consistent with the order in which the research was conducted, first the

qualitative findings, and then the quantitative findings. The chapter will be divided into two parts. The first part will include the findings in their order of appearance in the Findings chapter whereas the second part will discuss the analysis of the unique sub-categories upon which the new succession model will be based (Appendix 1 details the decision-making process for the unique sub-categories). The discussion revolves around the central axis of the research questions. It illuminates the facts found in relation to the existing literature on various issues as well as interpretation on the basis of the reviewed literature.

V.1 Part 1 - Discussion of Research Findings

Discussion of finding 1: managers and stakeholders specify the common management skills and qualities.

The conclusion arising from this discussion is that succession management is based on formulating bodies of knowledge regarding skills and qualities. In case they are innate or acquired, it would be appropriate to establish, expand and improve them in order to shape managers who are optimally adapted to their role. The conclusion is in line with the existing literature.

Discussion of finding 2: management skills were considered of higher importance than management qualities

The conclusion arising from the discussion of this finding is that management skills are perceived as more important and more attainable than managerial qualities and traits. This conclusion supports the existing literature on the importance of imparting skills and qualities.

Discussion of finding 3: the declared level is higher on all variables than the need. A positive significant correlation exists between all the qualities and all the skills.

The conclusion emerging from this discussion is that managers feel confident in their level of knowledge and proclaim a high level in all the investigated variables, a sort of managerial omnipotence,- yet, they express a need to fill in gaps and adapt their knowledge to the requirements of the changing reality. This conclusion extends is in line with the literature regarding the connection between stated managerial knowledge and declared managerial need.

Discussion of finding 4: the level of and need for pedagogical management skills is higher than the level of and need for acquiring general and financial management skills. The feasibility of learning financial skills is higher than that of pedagogical skills.

The finding refutes the hypothesis that the need to acquire general and financial management skills is greater than the need to acquire pedagogical skills. The conclusion emerging from this discussion is that the transition from teaching to management is characterized by gradually moving from familiar aspects of a teacher's role (e.g., pedagogical aspects) to the less familiar aspects – such as general and financial aspects. This conclusion adds to the existing literature with regards to career development from teacher to manager.

Discussion of finding 5: in the dimension "need" – no correlation was found between qualities and skills. Internal positive correlations were found between some of the skills, and internal correlations were found between the qualities. The correlations between the qualities were more significant than correlations between skills.

The conclusion emerging from this discussion is that the manager's personality is viewed as a complete personality, that is, its components support each other in creating a coherent holistic unity.

Discussion of finding 6: the necessity, the viability and timing in task-oriented qualities is higher in relation to social qualities.

The finding corroborates the hypothesis. The conclusion emerging from the discussion of this finding is that the manager's personality is perceived as an exacting, task-oriented rather than emotional personality, that is, a manager is expected to work proactively in order to achieve results. This conclusion supports the existing literature as it attributes great importance to the performance, leadership domain of the school manager.

Discussion of finding 7: Succession management before managers assume their role ("the timing of training") was perceived as relevant to training in skills and qualities and especially meaningful in a limited number of skills and qualities.

The finding corroborates the hypothesis. The conclusion drawn from the discussion of this finding is that it is important to produce a long-term succession management process for managers in order to shape managers suitable for the demands of the field which will operate out of internalizing and understanding the changing school reality. This conclusion supports the existing literature.

V.2 Part 2 - Analyzing the Sub-Categories whose Inclusion in the Proposed Succession Management Model was Debatable

Generally speaking,

> *pedagogy is viewed in this study as a relatively adequate and safe area of activity in the feeling of the manager; adequate, but not always essential and challenging, and not as an area that can be allocated with a proper amount of time*" (Survey Avney Rosha, Katz et al., 2008, p. 62).

Many issues which constitute school managers' agenda are on different levels of knowledge for them, pedagogy being the most prominent. The change in focus from teacher to manager transfers a rich and varied pedagogical prism, based on learning over time, internalization and implementation. Other issues (the sub-categories in this study) are sometimes lacking. There is no statistical justification for including the following sub-categories in the succession management model. Managers did not acknowledge them as essential for learning (in terms of need and viability). Discussion of these findings stems from critical views of the literature on results and their inclusion in the succession management model in spite of the majority decision.

VI. Conclusions

Conceptual conclusions - Teaching organization management - a new construct for succession management programs

On the conceptual level, the findings lead to the development of a **new perception of succession management, grounded in** two key vertical axes: management skills and management qualities. These are based on existing qualities and Role Theories and extend the understanding that there is a combination between the dimensions of the role - qualities and skills - and learning. When a role consists of a collection of expected activities, qualities and skills which allow unique actions and learning - the process of acquiring bodies of knowledge depends, inter alia, on time, continuity, consistency, and coherence. Regarding adult Learning Theory, the concept advocating that a person can be trained to perform actions while changing the focus of thinking according to the starting point and the target point, is not a passive or inert process but rather a deliberate, accurate, optimized and learned process.

The expected change in the transition from 'teacher' to 'manager' is a second order change which requires a new perspective of training and construction process based on accumulated life experience along with adjusted new needs which are translated into gaps in knowledge. In addition, the timing of learning is an essential component in the design of succession management programs. It reinforces the perception that action can be integrated with relevant content learning in order to maximize benefits. Regarding the development of contents for succession management programs, the findings lead to the development of a training approach which acknowledges the connection between the various components, creating and strengthening links between issues and, thus, enhancing their assimilation.

The emphasis in developing succession management programs is in leading managers to develop skills in various relevant and dynamic issues, rather than administrative elements. Development of succession management programs is viewed as flexible and changed according to the needs of the field. These changes should be examined every year and go through relevant adjustments simultaneously. Stagnation of these programs will lead to irrelevancy, non-cooperation and functional helplessness in the face of the required tasks.

Conclusions emerging from this study support the proposed new model for succession management programs, as shown in Figure A-1.
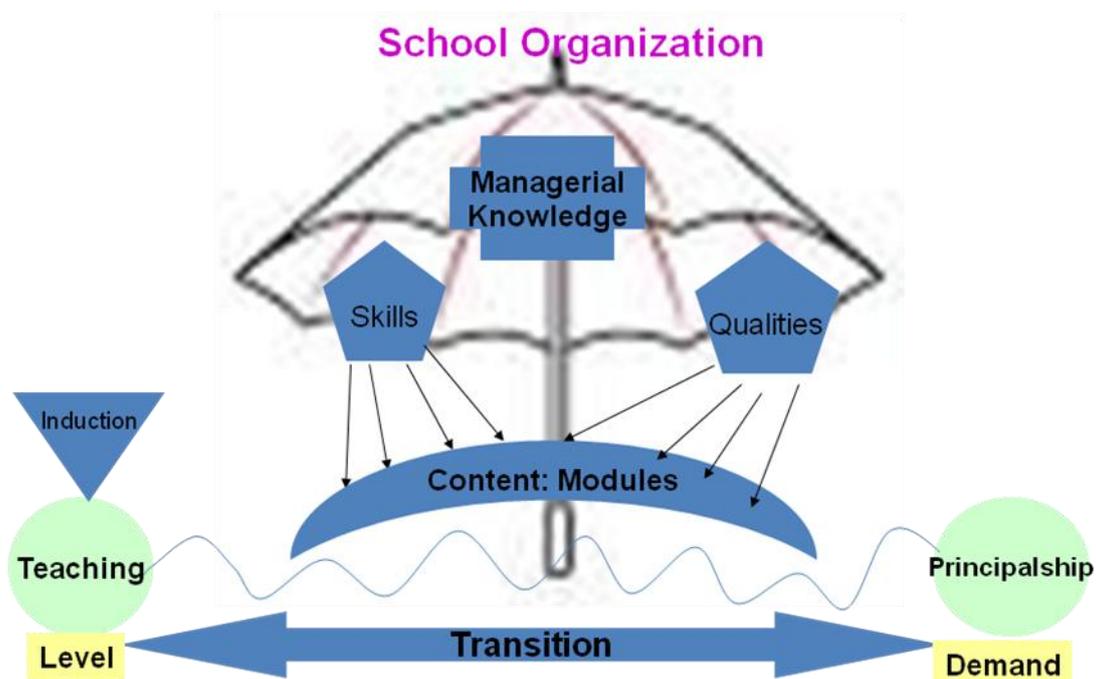
Figure 1: The proposed process of succession management program:
From Teaching to School managership: A lifelong succession management program
for school managers

Figure A-1 illustrates the following insights: (1) The succession management program is not a one-time event but a continuous process lasting from identifying the candidates to their years in office; (2) The transition from 'teacher' to 'manager' is an iterative, two-way transition. According to the new model, management must come from a background of teaching as well as draw on management skills and qualities. (3) The content of the succession management program, including skills and qualities, is based on the perception that they are subject to improvement and learning; (4) Combining development of managerial skills and qualities creates synergy grounded in management knowledge bases, supported by the school organization. (5) The transition from teaching to management is done over throughout one's lifetime (LLL – life-long learning).

The sweeping conceptual conclusion emerging from these insights is that school management is a holistic process based on management philosophy and multidimensional control of the organization. Therefore, the succession management program should encompass as much as possible the skills and qualities required for a long-term learning process.

VII. Recommendations for Further Research

Future research directions can be on various levels of relation:

1. Studies of candidates screening and selection indicate the lack of identification and classification mechanism (the literature often claims low standards of acceptance). This step is crucial for the manager's further development in training and career management in general (Lashway, 2003; Hale and Moorman, 2003). A study that will examine the entry filters (with respect to quality and time) may help in forming a more adapted generation of managers who will persevere during the training and work.

2. Examining the effect of the interaction between the "quality group" (management candidates) and the other teachers within the faculty lounge.

3. Repeated examination of the module contents, adapting them to school reality and the manager's work environment.

VIII.   Research Limitations

VIII.1 Limitations Relating to the Essence of the Research

1. This critical research offers an alternative to the existing succession management program approved by the Ministry of Education. Critique as a starting point is particularly problematic in centralized, bureaucratic systems in which it is almost non-existent. This could have created an initial antagonism, lack of cooperation and obstruction of the study. However, I have established a good relationship with the Chief Scientist of the Ministry of Education, who has supported and promoted the research.

2. Organizational Locality - the State of Israel has unique demographic qualities (various ethnic groups, customs, religions, cultures, etc.) especially in the southern periphery area, where the qualitative research was conducted. Findings collected largely represent the local reality as well as the national reality i.e. they rely on unique elements that are not necessarily worldwide. However, by reviewing the international literature and participation in international conferences, has broadened the horizons.

VIII.2 Limitations Relating to the Research Tools

1. Patton (1990) suggests the "snowball" method, whereby respondents recommend colleagues they feel will be suitable participants for the study. Initially I was keen to receive this information but then I hesitated: the technique undermines the anonymity of the interviewees since they may already be familiar with each other (Hyndman, 2013; Shlasky and Alpert, 2007) and may even seek to please their friends by participating in the study. Busher and James (2007) point out that this issue arises particularly in relatively small and close-knit research groups. Thus, at some point, I stopped asking for recommended participants.

2. The interview was semi-structured: on the one hand it focused on the issues under study while, on the other, it enabled elaboration and probing. The questionnaire was closed-ended with structured questions. Multiple measurement methods were

used in order to compensate for each of their disadvantages. Also, additional / missing details were finalized after the interview.

VIII.3 Limitations Relating to the Research Population

The study involved 91 participants (41 were interviewed and 50 filled-out questionnaires). By definition, this number produces an inherent inductive limitation, because it is a purposive convenience sample. However, since the first part of the research was qualitative in nature, using this type of sample was the most appropriate for this research. In the quantitative part of the research a random sample was designed, producing a 71% response rate.

VIII.4 Limitations Relating to the Researcher's Position

1. The researcher is a former high school manager, familiar with the field of education, Ministry of Education guidelines and is involved with the field of pedagogy in Israel. He was also involved in formulating the curricula and supervising schools and school managers. These days the researcher is an inspector in the education system through an external company, and hence the level of involvement is very high. The position of the researcher is a participant-observer. During the three years of this research the researcher did not manage teaching institutions and has withdrawn himself from the field of pedagogy in order to produce the sterile space required for this work.

2. The researcher is a former political figure and is well known to the education department managers as a manager who rehabilitated schools that were on the verge of crisis. Whenever he encountered resistance in one municipality, he broke contact and moved to the next municipality.

VIII.5 Limitations Relating to Generalizability

The first part of this mixed method research is qualitative. By definition, qualitative research does not aim to generalize the findings on an entire population, but to illuminate the world of the individual. Sabar Ben-Yehoshua (2000) defines qualitative research as research with subjects rather than about subjects. This type of research ensures a mutual exchange between the researcher and the subject and narrows the power gap and asymmetry between the two. The use of triangulation in the research

aims to increase the validity and, therefore, its level of generalizability. Quantitative research in the second stage of the study enhanced its generalizability and also made use of statistical tools which examined the statistical significance of the various findings. The combination of methods led to an increase in generalizability.

IX   Contribution to Knowledge

IX.1 Filling the Gap in Knowledge

The open issue of shortage of managers in educational frameworks is increasing in Israel and around the world. Analysis and interpretation of this incidence refers to inadequate succession management programs (katz et al., 2008). The gap in knowledge is demonstrated on a number of levels: (1) Content of training - identifying managerial skills and qualities that are important and appropriate to a manager in a school organization; (2) Contents must be integrated, interesting, relevant and intriguing; (3) The timing of training - announcing that in the same organization there are several candidates for management who will start training each in their own time and according to their role. The aim is the prompt identification for the role in order to extend the learning time; (4) Duration of learning – from first identifying the candidate throughout their role as managers and until retirement; (5) Regular examination of organizational needs and variables in order to create and build a dynamic succession management program.

Filling the gap in knowledge will increase the period of time managers remain in their position, optimizing the system and maximizing pedagogical managerial benefits. Hence, the study fills the gap in knowledge and contributes to knowledge in the field of succession management programs for school systems

IX.2 Change in Perception

The model developed by this research constitutes a change in the perception of succession management programs in Israel, based on the belief that by adapting the content to the needs of the manager it is possible to produce suitable and effective

functioning. Also lacking is the conceptual framework which assumes that only after identifying candidates and their initiation into the position, it is reasonable to invest resources for the purpose of acquiring knowledge. A change in that aspect is converting to life-long learning as much as possible. The idea is combining the manager's strengths with those of the organization, based on the **Positive Organizational Scholarship** approach (Zifroni, 2006). Furthermore, the general outlook on the school manager's world is through the pedagogical prism (Katz, 2009). This study suggests a more informed and balanced way for understanding the nature of the managerial role, linking pedagogy and management, with emphasis on the manager as an effective organization leader. Thus, the emphasis during the succession management program is put on managerial economic and task-oriented skills and qualities.

IX.3 Changing the Policy of Succession Management in Israel

In recent years, the Ministry of Education addressed the needs of novice and veteran school managers and outlined the managers' succession management policy. Establishment of the "*Avney Rosha*" (headstones) institute as a centralizing, policy-making and teaching organization should produce a change in policy that views the suitable candidate as its target audience. Implementing this guiding principle requires investing resources in the development of position holders. The entire system, from the Ministry of Education to school managers, should acknowledge the ability of teachers to make the "quantum leap" at an early stage in their career and start their management career as early as possible.

IX.4 Originality

The model developed in this research is original since it views succession management as a long and continuous path during managers' term of office, while assessing their efficiency throughout many years and accumulating relevant and useful knowledge to be used in the present and future. This is a modular construction of skills and qualities according to needs and performance level.

IX.5 Innovativeness

IX.5.1 Intrinsic innovation

Dealing with managers' succession and development of a succession management program is highly relevant in these present times. Fink and Bryman (2006) assert that,

> *In general, the non-education literature emphasizes the need to connect goal setting, recruitment, development, accountability practices, and leadership succession (...) Yet in the public sector and particularly in education, leadership succession appears to be more serendipitou*s" (pp. 67-68).

The literature does not contribute much to the assessment of succession management programs in educational organizations.

IX.5.2 Methodological innovation

Development of research tools – the main research tool was a new closed-ended questionnaire uniquely constructed for this study, based on the findings arising from the semi-structured interviews of the first stage of the study. The questionnaire relies on the original Career Development Inventory Questionnaire developed by Lokan (1984), and consists of 72 items relating to two factors: stances on career development and knowledge about career development.

IX.5.3 Topical innovation

The general model arising from the study is innovative, the notion being that the outcome is foreseeable and, thus, it builds the process from the outset. The understanding is that succession management programs are not a one-time facilitator to the manager's role but just another stage in a continuous process of professional development. (4) Applicability– the model can serve for constructing succession management programs; it can generate a change in resource allocation and decrease resource wastage caused by high turnover and dropout of managers in whose training that the state has heavily invested.

X   Research Significance

X.1 In Israel

With constant educational and management policy revolutions, Israeli school managers are subjected to many changes in their roles. This situation leads to lack of continuity and coherence within the organization, and eventually, to frustration and frequently replaced school managers. The model proposed in this research seeks to

create a situation whereby school managers learn their role while on the job over a long period of time, from junior manager (coordinator, vice-school manager) to an actual management role, all the while being tested. They examine themselves as they progress and, thus, increase their chances of controlling numerous knowledge dimensions, functioning in different areas with combined experience and knowledge, and reaching the "throne" better prepared. "A custom school manager" identified early on may be able to develop motivated employees, demonstrate high pupils 'attainments, and better prospective school managers. The research seeks to introduce a change of the second order in the planning of school management reserves in Israel.

X.2 Worldwide

The situation whereby managers retire while teaching organizations are expanding is undesirable. The workload, conditions, accountability, and the attempt to measure the school as a business organization without coaching the manager on how to perform in this reality, is enough to impede managers. Existing frameworks of mentoring and training become available too late in the teacher or potential manager's development process. The idea of extending the training period, while understanding each manager's individual needs regarding local and demographic contexts, is the combination that may lead to the creation of an attractive role, which is already declining as a desirable profession due to the image of heavy workloads and low wages (compared to the business world). This can lead to the survival of managers in their role as a result of gaining a higher professional level and improved capabilities. Furthermore, it could maximize some economic benefits as a side effect to minimizing manager /mobility, waste of resources, hindered motivation and faculty lounge cohesion.

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