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**A CASE STUDY OF THE PHILOSOPHIES,
POLICIES AND PRACTICES OF
EDUCATIONAL MANAGEMENT AT THE
CHURCH COLLEGE OF NEW ZEALAND**

A thesis presented in partial fulfilment of the
requirements for the degree of
Master of Education
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SEMITI KOROI LEQAKOWAILUTU

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“Vinaka vakalevu na nomudou veivuke ena sasaga oqo.”

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ABSTRACT

This thesis explores the Educational Management practices at the Church College of New Zealand (CCNZ) in Hamilton. It has examined, analysed and presented answers to the research question which is: *How effective is the LDS Church College in following both the philosophies and policies of the LDS Church Board of Education and those of the Ministry of Education in New Zealand?* This college belongs to the Church of Jesus Christ of Latter-Day Saints, a church that is also known as the LDS Church. The research was done through a case study approach because of the need to use a mixture of methods. Some of these methods are personal observation, use of current and historical data, semi-structured interviews, study of relevant records and documents at the Church College, the New Zealand Government through the Educational Review Office (ERO) and from private sources.

The thesis initially looks at the Educational Management in general before it examines how management principles are applied at this Church College. I have arranged the various management positions at Church College into three groups. The first group is the Top Management that includes two people, the New Zealand Country Director and the Church College Principal. The second group is the Middle Management consisting of the Deputy Principal, the Assistant Principal, the Director of Finance and the Physical Facilities Director. The third group is the First Line Management that includes the Deans, the Heads of various Academic Departments, two Supervisors at the Physical Facilities Department, the Head Boy & Head Girl and finally, the Dorm Parents. Through interviews, I have examined their areas of responsibility and how they are fulfilling their management roles.

While exploring the Church College historical background, I discovered that a number of LDS Church schools were built and operated in New Zealand before the existence of CCNZ. The LDS Church built these earlier schools because of the lack of educational facilities in New Zealand at the time. These schools were eventually closed down when the number of state schools increased to the point where the LDS Church schools were considered by the church leaders to be unnecessary. However, a few years later, the Church Mission President in New Zealand at the time persuaded the church leaders in Salt Lake City to approve the building of another school to be used to educate future church leaders in New Zealand. This was the beginning of the existence of the Church College of New Zealand in Hamilton.

This thesis has analysed and produced evidence that the Church College is meeting the initial objectives of educating future church leaders in New Zealand. First, the school is producing the biggest number of full-time missionaries in the country when compared to the numbers from other church units in New Zealand. Second, many of the LDS Church leaders in New Zealand today were educated at Church College. Third, the Maori and Pacific Islands students' exam pass-rates at Church College are much higher than the national figures. The Church College is succeeding in educating their students both spiritually and academically. The balance between these two is creating good leaders in the church and in the society.

The 1997 ERO Assurance Audit Report clearly states that the college is meeting its obligation to the Ministry of Education in New Zealand. It is also fulfilling the

expectations of the LDS Church Board of Education by teaching religious education on campus. The Church College is successful in educating Maori and Pacific Island students. The exam pass rates for Maori and Pacific Island students are higher at Church College than the national figures. Finally, the management and administration of Church College is of high quality and that they are very effective and efficient in following both the philosophies and policies of the LDS Church Board of Education and those of the Ministry of Education in New Zealand. This conclusion was confirmed by most of the research participants as well as documents from the Educational Review Office.

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CHAPTER ONE

INTRODUCTION

This thesis is a case study of the Church College of New Zealand (CCNZ) in Hamilton and how it applies the philosophies, policies and practices of both the LDS Church Board of Education and the Ministry of Education in New Zealand. My main objective for this case study is to investigate and learn about the Educational Management and Administration of this Church College in Hamilton. The research was carried out at CCNZ with the approval of the LDS Church Board of Education in Salt Lake City, Utah, USA. I have considered the extent to which the school's management meets the Ministry of Education requirements in New Zealand, that is, the requirements of the New Zealand Curriculum Framework and of the New Zealand Qualification Authority. Because the Church College is part of the LDS Church Educational System (CES), I have also analysed how the philosophies, policies and practices within CES apply to CCNZ.

The Church College of New Zealand is a private Secondary School owned by the Church of Jesus Christ of Latter-Day Saints or the LDS Church. This Church College operates under the Church Board of Education in Salt Lake City (see Appendix 7). This Board is made up of the First Presidency of the Church (the President plus two Counsellors), most members of the Quorum of the Twelve Apostles, and selected General Authorities of the Church. Through delegation from the Country Director, the management of the school is done through the Administrative Council that meets on a regular basis. The Principal is the Chief Executive of the school and is the presiding authority in the Administrative Council.

Educational management is a professional undertaking that is of great interest to me and to many other people. The issue is a continuous concern and challenge to many academic institutions around the world. According to Neufeldt & Guralnik (1988), management is the act, art, or manner of handling, controlling, and directing a business or institution. In a more personalised sense, Newman, Warren & McGill (1987) refer to the same concept as the guidance, leadership and control of the efforts of a group of people towards achieving common goal(s).

The definitions of the two words 'management' and 'administration' from at least six dictionaries either have similar or different meanings. The source I have chosen to use is Sinclair's (1987) Collins Cobuild English Dictionary that gives the following definitions:

- Administration is the range of activities connected with organising and supervising the way that an organisation or institution functions.
- Management is the control and organising of a business or other organisation.

Rebore's (1985) definition of management is:

“Management can be defined as controlled action that leads to outcome.....In educational institutions, management is controlled actions because the mission of the school can only be achieved through the management of other professionals”
(p. 39)

One of the important words associated with management is “control”. As Morrisey (1970) explains it:

“Controlling comprises the activities the manager engages in to ensure that the work performed matches that which was planned.” (p. 102)

Anyone in a management team can try to control his/her subordinates towards achieving the organisational objective(s). However, this manager needs good communication skills in order to succeed. According to Miles (1975):

“The aim of any control system is to maintain behaviour in line with pre-set objectives, and the mechanism by which this is accomplished is communication”
(p. 97)

Baldwin (1996) has found that higher educational institutions have developed and used various models of management and leadership. Some institutions still use the traditional management and leadership style where the CEO is at the top while the teachers and support staff are at the bottom of the hierarchy. Other institutions are now using a new style that is opposite to the traditional one. This new style is closely related to Total Quality Management (TQM) where the CEO is at the bottom while other employees are at the top. The traditional management and leadership style in a commercial and educational environment can be symbolised by a hierarchical pyramid as in Figure 1. As described by Robbins & De Cenzo (1995), the first-line managers (also supervisors) are on the lowest level of management. The middle managers can be identified under various titles such as Heads of Department (HODs), Project Leaders, District Managers and Divisional Managers. Their roles are to manage other managers in the first-line level, and are accountable to the Top Managers. The Top Managers exist under various titles such as Presidents and Vice Presidents, Chancellors and Vice Chancellors, Managing Directors, Chief Executive Officers (CEOs), Principals and Chairpersons of the Boards. These are the ones who establish and control the direction of the organisation or educational institution.

The functions of management have changed over the years and they include planning, organising, leading, and controlling. Robbins & De Cenzo (1995) defines these functions as:

“Planning

Includes defining goals, establishing strategy, and developing plans to co-ordinate activities.

“Organising

Determining what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made.

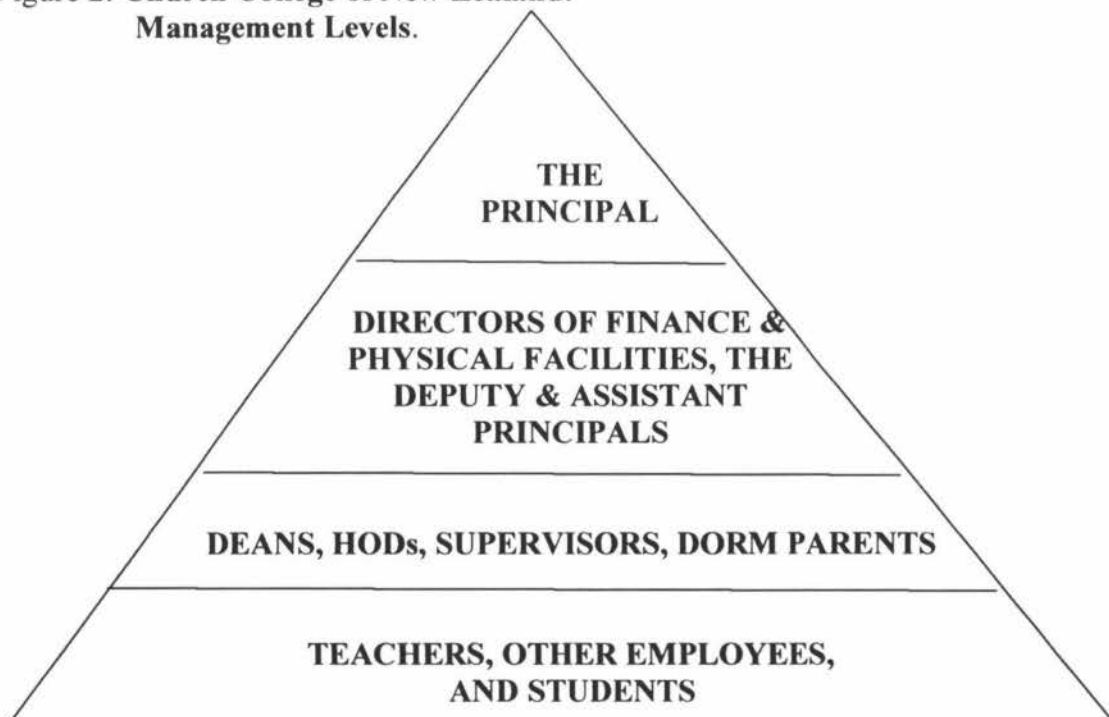
“Leading

Includes motivating employees, directing others, selecting the most effective communication channels, and resolving conflicts.

Figure 1: **Organisational Levels.** (Source: Robbins & De Cenzo, 1995)



Figure 2: **Church College of New Zealand: Management Levels.**



“Controlling

Monitoring activities to ensure that they are being accomplished as planned and correcting any significant deviation”
(p. 6).

These functions are used in both the commercial organisations and educational institutions.

As shown in Figures 1 & 2, management exists in several levels. Neuner et al (1972) have confirmed this by saying:

“Management activities are performed at several levels in any organisation. Titles held by managers vary considerably, depending on the nature of the work managed.” (p. 5)

The management levels at the Church College of New Zealand (CCNZ) are shown in Figure 2. At the top of the organisation is the Principal, who is responsible for the operation of the Church College. Those in the Middle Management level are the Deputy and Assistant Principals, the Director of Finance and the Physical Facilities Director. The group in the First-Line Management level includes the Deans, all Heads of Department (HODs), the Supervisor at the Physical Facilities Department, the Head Custodian and the Dorm Parents. Overall, the management of the Church College is simple, not only because there are only three levels to consider, but also because all managers work co-operatively together as expected by the Church Leaders. A different situation may exist in other institutions where there are more levels of management and people may not co-operate effectively for the benefit of all stakeholders. No matter what type and how many levels of management are needed, all institutions require effective and efficient management. Haynes et al (1975) conclude that:

“Every institution requires methods for making decisions; it needs ways to co-ordinate its activities, communicate information and ideas, and to evaluate its success in meeting objectives. Every institution requires management. “ (p. 4)

Personal Background

My interest in the Church Education System (CES) within the Church of Jesus Christ of Latter-Day Saints (LDS Church) goes back a long way. About two years before I joined the LDS Church in 1977, I was hired to repair a faulty electronic keyboard at the LDS Technical College in Suva, Fiji. I was so impressed with the neatness and the beautiful settings within the campus that I started to wonder who owned that college. Because I had never heard of a church called *The Church of Jesus Christ of Latter Day Saints* or *LDS Church*, when I left the campus after completing the repair work, the thoughts about this church also left my mind. About two years later, two Missionaries of this church taught me their beliefs and also about how and why they are different to all other Christian churches. I admit that I gave them a rough time but in the end I accepted what they were teaching me and decided to join their church.

A week after I was baptised into the LDS Church in September 1977, I attended a Leadership Training seminar at the same college and the nice thoughts I had about it

two years earlier suddenly came back to my mind. I have since taught Physics at that college on a part-time basis in 1983 and as a relieving Computer Skills teacher for about four months in 1993. From 1993 to the end of 1996, I worked as the Director of Physical Facilities at CES in Fiji.

My interest in the CES will always be strong and I have always looked at my participation within this Church Educational System as a privilege and a blessing to me. When I pondered upon what and where to do my research for this thesis, the first place that came into mind was the LDS Church College of New Zealand in Hamilton.

Church Schools Background

One thing I appreciate about the existence of Church Schools within the Church of Jesus Christ of Latter Day Saints is that each school covers both spiritual and secular knowledge. The spiritual knowledge involves the study of the scriptures used in the LDS Church that include the Bible (both the Old and New Testaments), the Book of Mormon, the Doctrines and Covenants, and the Pearl of Great Price. These four scriptural sources are known as the Four Standard Works within the LDS Church. The secular knowledge involves the study of courses under a normal New Zealand school curriculum. These courses include Maths, Science, History, English, Geography and so forth. This combination enables a graduate to be better prepared for this life and the teachers are continuously reminded and encouraged to teach diligently as mentioned in the following verses from the Doctrines and Covenants (1981) of the Church of Jesus Christ of Latter Day Saints:

“Teach ye diligently and my grace shall attend you, that you may be instructed more perfectly in theory, in practice, in doctrine, in the law of the gospel, in all things that pertain unto the kingdom of God, that are expedient for you to understand; of things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgement which are on the land; and a knowledge also of countries and of kingdoms.” (Doctrine and Covenants 88: 78-79)

These same verses were quoted in the Dedicatory Prayer of the Church College of New Zealand in April 1958, by David O. McKay, the Prophet and President of the LDS Church at that time. To further explain these two verses he said:

“We recognise in this divine charge that we are under obligation to teach the sciences, astronomy, geology, mathematics, and all others given by science, international relations, history, discovery, etc. But we also realise that we must teach Thy existence, Thy interest in Thy children, Thy Fatherhood, and our relationship to Thee.”

The Thesis Question

The issue of **school management** can be a complex one depending on a number of factors. Some personnel in school management may take things for granted and ignore

some areas of concern that may need their attention. Some people may be selfish enough to think only about what they are getting out of it and ignore the interests of other beneficiaries. However, there will be others who are there for the benefit of the students, the parents, the teachers, the support staff, the school, the community and the Country as a whole.

The important question that I have tried to find the answer to is:

“How effective is the LDS Church College in following both the philosophies and policies of the LDS Church Board of Education and those of the Ministry of Education in New Zealand?”

I consider the above question to be important because if I am involved in the management of any educational institution such as Church College, I will work hard towards making the answer to the above question to be ‘yes’ always. This affirmative answer will only come to pass if those in the management team(s) are both effective and efficient in fulfilling their duties as managers and administrators of the school. Two very important words here are; *effective* and *efficient*. The simplest definitions I came across some years ago in a Middle Management Course are:

- **To be effective is to do the right things**
- **To be efficient is to do things right.**

I have attempted to identify the styles of educational management that are being practised at Church College when compared to the LDS Church philosophies, policies and practices. I have also tried to identify how the management of Church College compares with other private or state schools in New Zealand. The issue of educational management has been covered extensively by many educators and writers in the past.

The prime purpose of any educational institution is to provide rich and varied learning experiences for the learners. The effective and efficient management of a school, college or university will lead to benefits in the education of the learners. To many people, the success or failure of the learners in a classroom of learning is the sole responsibility of the teacher. They have failed to see that the teacher is only at the tip of a network of personnel that include the Administrators, the Principal and Support Staff.

Going back to the concepts of effectiveness and efficiency, the right things for the LDS Church College of New Zealand in Hamilton are defined within the CES Handbooks, the LDS Church General Handbooks of Instructions, and by the Ministry of Education in New Zealand.

Fidler & Bowles (1989) use more complex definitions as follows:

“Effectiveness is concerned with achieving objectives” (p.79)

Schools such as CCNZ normally set their goals and objectives within the framework provided by the Handbook and if they achieve them at the end of the academic year, then they have been effective. In other words, they must have done the right things in order to get the desired objectives. Some of these objectives may take longer than a year

but the important thing is the achievement of the objectives at the end of a specified time.

Fidler & Bowles' (1989) definition of 'efficiency' states that:

"Efficiency can be defined as achieving the objectives at the lowest possible cost or achieving the maximum output for a fixed amount of resources"
(p.79)

This means that the objectives are achieved by following the best possible courses of action. As far as CCNZ is concerned, the administrators will be efficient if they closely follow the philosophies, policies and cultural values of CCNZ. They also need the support and co-operation of the teachers, the support staff and the students under various circumstances. These administrators must be more than just Managers, they must also be good Leaders. To be a leader one needs other people as followers or subordinates. As Hellriegel et al (1995) describe it:

"A leaderinspires employees with a vision and helps them cope with change."
(p. 343)

This means that a leader must start by stating a direction or vision of what they want to achieve in the future and then develop the strategies that will help them move in that direction. As far as school leadership is concerned, Fidler & Bowles (1989) state that:

"One of the principal requirements of a leader is that he or she has a 'vision of success' for the school and is able to communicate this vision and refine it in consultation with others in the school." (p.270)

The leader needs to be in front and lead others effectively and efficiently. The LDS church has always emphasised the need to lead by example at home, in the church, at work, and within the community. At CCNZ, the front-line leader is the Principal and he must work out ways in which everyone can work collaboratively towards achieving the objectives of the Church College. Leadership can also be a facilitating role in which the leader can delegate some responsibilities to others in the school but he/she is still accountable for the end-results. The Principal at CCNZ can delegate some of his responsibilities to others in the Administrative Council but in the end, he is still accountable to the Country Director for all those responsibilities.

By contrast, a manager's role is different to that of a leader. As described by Hellriegel et al (1995):

"A manager is a person who directs the work of employees and is responsible for results." (pp. 342-343)

To be effective, the manager must know how to control the employees and the tasks that need to be done in order to achieve the goals or objectives of the organization. He/she must know how to handle complexity through planning and budgeting and allocating resources that will help in achieving those goals.

The roles of leadership and management are separate but a person can both be a manager and a leader. A manager (or administrator) in school for example, has dual roles. The first role is about human control similar to the role of a leader. He/she is concerned about people and how they work together for the benefit of the school. The second role of the manager is about the control of material resources in order to get the best results for the school. The Principal at CCNZ would fit better into this dual role than just being a leader because apart from the human resources, he is also accountable for finance, exam results, and the development, upgrading and maintenance of physical facilities.

There are a number of management and leadership styles available and the choice of which one will work best for a particular school is very important. This has been emphasised by Fidler & Bowles (1989) when they state:

“It is important that the management style and the culture of the organisation work in concert. Inconsistencies are likely to be more destructive than any management style.” (pp.271-272)

Two elements that Benton (1978) says should be included in a management philosophy are:

1. “The creation by management of an organisational climate in which people are motivated to contribute to the formulation and execution of organisational goals.
2. A constant search by management to improve organisational effectiveness,”
(p. 43)

Benton (1978) also thinks that a successful manager should have the following four characteristics:

- **Visionary:**
He/she must be able to see further ahead and abroad in order to be aware of what is happening and what ought to be happening.
- **Enlightened:**
Be imaginative and have innovation. The manager must also be a very good communicator.
- **Productive:**
He/she must expand the values of both the physical and human organisational resources.
- **Courageous:**
Must be prepared and committed to move forward despite oppositions to his/her effective and efficient management style.

If team-work is used in management, then the strengths of team members must be recognised and used for the benefit of all stake-holders. Some schools and TAFE Colleges are using the Self-Management Team (SMT) approach that involves total participation and commitment from all members of the team. In other words, the

concept of Total Quality Management (TQM) is used and practised here. Although SMT is not officially practised at CCNZ, I have explored their leadership and management styles and assess how effective and efficient they are in fulfilling their responsibilities.

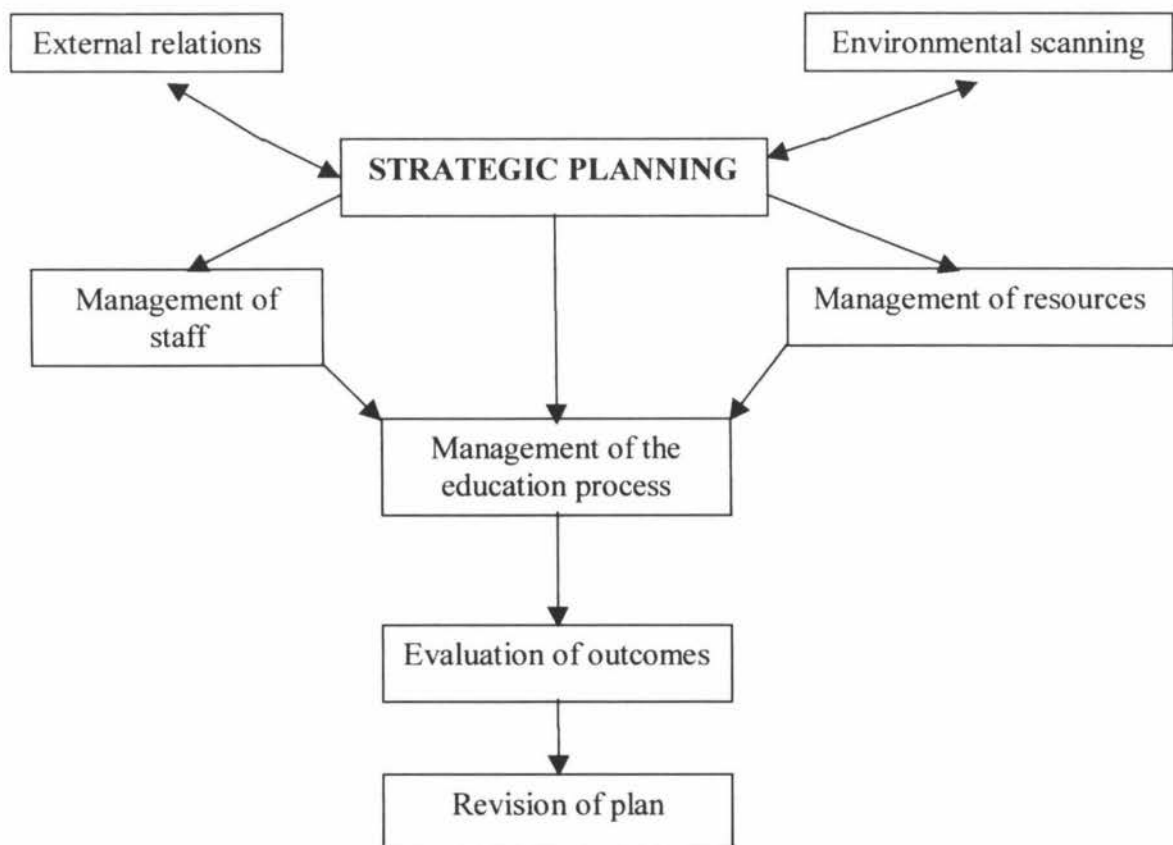
Fidler & Bowles' model of leadership functions described on page 9 and as shown in Figure 3 below should apply at CCNZ. It illustrates how all the different parts of management are linked as in the Country Council and/or Administrative Council at CCNZ. The exploration of these links is part of this Case Study. Strategic Planning is definitely an important part of Educational Management in any CES organisation around the world and that includes CCNZ. Strategic Planning can be defined as the process by which an organisation identifies its future and develops the steps necessary to make that future happen.

The next step after Strategic Planning is Strategic Management which is the process that Fidler and Bowles (1989) describe as:

“Strategic Management is concerned with deciding on strategy and planning how to implement it. It consists of analysis, decision-making, implementation and evaluation.” (p.21)

Strategic planning and management will be covered again later in Chapter 5 under Top Management.

Figure 3: A Model of Leadership Functions

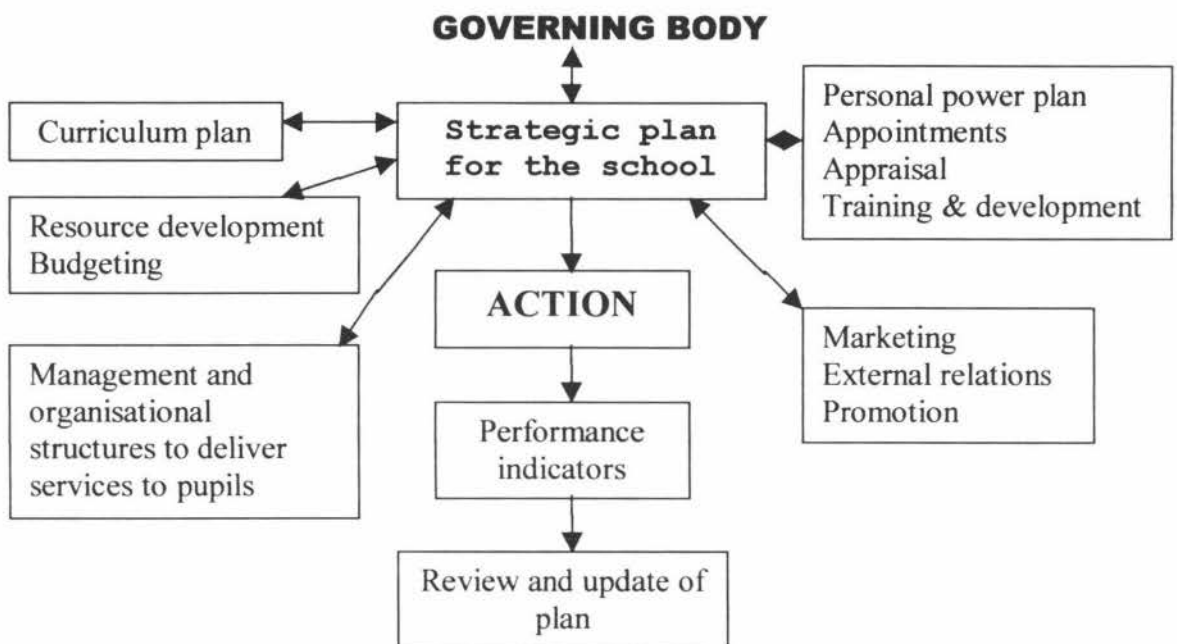


Fidler & Bowles have listed three areas that strategic decisions are concerned with and these are:

1. the whole scope of an organization's activities,
 2. an organisation's long-term direction,
 3. matching of an organization's activities to the environment.
- (p. 21)

Their 'schematic view' of the inter-relationships between strategic planning and other school functions" is in Figure 4.

Figure 4: **The Strategic Planning and other School Functions**



One very important idea in organisation theory is for the organisation to be prepared to change with time and make the best choice available under the circumstances. Some areas of change that a school can experience are:

- physical facilities,
- legal requirements,
- political pressures,
- economic demands,
- social needs,
- technology.

Some of these changes may be enormous and costly, some may be time-consuming, but some may take only a short time with very little cost. I have explored the above areas in this case study.

Other questions I have sought answers to during my research are:

- Is CCNZ rightly addressing legal requirements such as human rights issues?
- Is CCNZ following all the requirements from the Ministry of Education?
- Is there a need to increase school fees this year?
- Do they have enough classrooms to cater for the student roll?
- Does the multi-purpose hall need to be enlarged to cater for the increased school roll?
- Are the computer programmes used for teaching computer literacy up-to-date?

I have examined and analysed how the administration team at CCNZ are doing the following:

- authorisation of spending of the various budgets that are already in place
- forecasting and planning of future events, meetings, budgets, new courses, buildings and other physical facilities
- communication and co-ordination up and down the line of authority from the Principal, through the Administrative Council, down to the teachers, support staff, and students
- motivation of the workers to work co-operatively towards achieving the objectives of CCNZ
- evaluation of performance of everyone in the administration team

The operation of organizations including schools depends on :

- organizational structures
- the relationships of people and tasks

Three types of organisational structure that Fidler & Bowles (1989) have come up with are:

- functional structure
- divisional structure
- matrix structure

For CCNZ, the '**functional structure**' includes:

- secular education
- religious education
- finance
- personnel
- physical facilities

A '**divisional structure**' is similar to the departmental organisation of a secondary school by which teaching is divided up into its various subject areas such as English, Science, Business and Arts with Heads of Departments (HODs) in charge.

A '**matrix structure**' has a grid of overlapping responsibilities that many secondary schools use. Apart from the subject departments under divisional structure, they also have groupings that overlap. For example, the teachers assigned to various Houses at CCNZ come from different subject-grouping departments.

I have examined and analysed the management and administration structures at the Church College with authorisation from the appropriate management personnel in

Hamilton, from the Pacific Area Director's office in Sydney and from the Church Board of Education in Salt Lake City.

All schools need resources and they should be pre-planned carefully, maintained and managed efficiently. According to Fidler & Bowles (1989):

“.... The most potent elements in implementing any strategic change are people and systems. The systems make sure that the things people are doing are co-ordinated and reinforce each other in the direction that the strategy requires”
(p.34)

The LDS Church educational institutions are all privately owned and completely financed by the church. At the very minimum, budgeting is done on an annual basis but there are cases in which draft budgets are prepared five years ahead. I have spent some time with the Director of Finance at CCNZ and interviewed him about their current financial management and how they make future budget predictions.

The Church College of New Zealand is not the first school that the Church of Jesus Christ of Latter-Day Saints has established in New Zealand. The next chapter of this thesis covers the Historical Background of CCNZ and it includes other schools that the LDS Church built prior to the establishment of CCNZ. The philosophies and policies used at CCNZ are also covered here and I have described how they link up with the philosophies and policies of the LDS Church in general and with the Educational System within this church.

The third chapter covers the methodology used for the research. The fourth chapter first looks at the organisation structures for the Church Educational System (CES) and the Church College of New Zealand in Hamilton. The rest of this chapter looks at the different council meetings that take place at the Church College. The next three chapters (Chapters 5–7) analyse the three management levels starting with the Top Management then the Middle Management and finally the First Line Management. The last three chapters (Chapters 8–10) start with the Analysis of the research results, followed by my Recommendations and finally my Conclusions for this case study.

The coverage of the literature is threaded throughout this thesis. I decided to do it this way instead of doing the literature review as a separate chapter.

The next chapter first looks at the history of the Church College in Hamilton and then it covers the philosophies, policies and practices that are applied within the LDS Church, the Church Educational System (CES) and the Church College.