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TOWARDS A MANAGEMENT MODEL
FOR THE DE LA SALLE BROTHERS'
SUPERVISED SCHOOLS

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A B S T R A C T

The study aims to answer the question: "What management model will best respond to the needs of the De La Salle Brothers' supervised schools?" To determine the model, a 2-pronged approach was used, namely: a brief historical account of all the supervised schools (1954-1995) and an evaluative analysis of each type (hacienda, company, parochial and institutional).

Using archival documents and interviews, important highlights of each school's history are presented. Stufflebeam's CIPP model is used for evaluative analysis and a simplified management model building cycle is derived from Valentine's model to arrive at a proposed management model. An interview guide, a 17-item questionnaire and a 5-item open-ended questionnaire are the instruments used.

The historical accounts reveal significant insights about the schools' life cycles.

The evaluation indicates that a) there are different levels of congruence of objectives in the establishment of the schools, b) the types of schoolowner's inputs and expectations determine the outputs, c) areas of conflict involve finances and Lasallian philosophy, d) objectives are achieved to a great extent. The supplementary impact study conducted among the clientele

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confirms the achievement of the Lasallian objectives.

A blueprint for management change is formulated to bring about a transition from the old model to the proposed model incorporating the following criteria as bases for successful implementation: effectiveness, efficiency, viability, efficacy, sustainability, creativity/innovativeness and generativity. Such a model shifts orientation from a founder-driven to a vision-driven philosophy, individualistic to a systems operation and from crisis-oriented to a future-oriented approach.

The past and present experiences of the supervised schools emphasize the importance of the following elements: the clarity of vision, availability of resources, strategies for implementation, Lasallianization process, and change in mindset.

The study recommends further exploration of other types of schools and succeeding transition stages in the developmental life cycle and the corresponding management models involved.



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