

**EFFECTIVE LEADERSHIP IN  
SCHOOL ADMINISTRATION**

**PAOLINA SEITZ**

B.Ed., University of Calgary, 1974

A One-Credit Project  
Submitted to the Faculty of Education  
of The University of Lethbridge  
in Partial Fulfillment of the  
Requirements for the Degree

**MASTER OF EDUCATION**

**LETHBRIDGE, ALBERTA**

April, 1995

## TABLE OF CONTENTS

Abstract .....	iii
Acknowledgements.....	v

### CHAPTER ONE: INTRODUCTION

Need for the Study .....	1
Purpose of the Study .....	2
Design of the Study.....	2
Limitations of the Study .....	3
Organization of the Study.....	3

### CHAPTER TWO : REVIEW OF THE LITERATURE

Historical Perspective.....	5
Models of Leadership.....	12
Situational Leadership .....	12
Instructional Leadership.....	16
Transformational Leadership .....	20
Servant Leadership.....	25
Summary of Leadership Models .....	28
School Leadership Today.....	28

### CHAPTER THREE: METHODOLOGY AND PROCEDURES

The Qualitative Research Method in Education .....	31
The Case Study.....	32
Selecting the Principal.....	33
The Setting.....	33
Participants in the Study.....	34
Methods of Data Collection .....	35
Participant Observation .....	35
Interviewing .....	36
Interviews with the Principal.....	36
Interviews with the Staff.....	37
Interviews with the Parents and Students.....	38
Interviews with the Superintendent and Trustee.....	40
Analysis of Data.....	41
The Research Report.....	42

**CHAPTER FOUR: THE CASE STUDY**

**A Day in the Life of the Principal ..... 44**  
**Participants' Perspective on Leadership ..... 47**  
    **The Principal's Perspective..... 47**  
    **The Superintendent and the Trustee's Perspective..... 51**  
    **The Staff's Perspective..... 53**  
    **The Parent's Perspective..... 53**  
    **The Student's Perspectives..... 54**  
**Commonalities Among the Perspectives..... 55**  
**Leadership in Action..... 60**

**CHAPTER FIVE: THE LITERATURE REVISITED**

**Relationship of Research Literature to Findings of Case Study ..... 63**  
**The Researcher's Perspective..... 65**  
**Implication for the Findings to Current Restructuring Initiatives.. 66**

**References ..... 69**

**Appendix: Interview Guides..... 73**

## Abstract

The purpose of this study was to construct a tangible description of effective leadership in school administration. Current restructuring initiatives by the Alberta Department of Education seem to require educational leaders with knowledge, skills and attitudes that are different from those of the 70s and 80s. This study attempted to examine the knowledge, skills and attitudes needed for effective leadership in today's schools.

Using a case study of one elementary school principal, I attempted to clarify this complex phenomenon of effective leadership. This case study was conducted using ethnographic methods to gather the relevant information. The tools I used were: participant observation and interviewing. The study was expanded to include several perspectives of what it means to be an effective leader in school administration. The superintendent and a trustee, staff members, students and parents of the elementary school were also participants and their perspectives as well as my own were added to the study.

The findings of this study indicated seven main characteristics of effective leadership as defined by the participants. They were:

- 1) shared vision
- 2) open communication
- 3) positive interpersonal skills
- 4) growth-oriented
- 5) promotes leadership in others
- 6) shared decision-making
- 7) servant leader

- 8) not being afraid to make mistakes
- 9) having a sense of humor.

The research literature was revisited and with the exception of the last two characteristics, the study's findings were found to be congruent with the research literature.

## Acknowledgements

I would like to acknowledge and thank the following persons for their contribution to this research project:

Dr. Eugene Falkenberg and Dr. Myrna Greene for their guidance and encouragement and especially for their role as advisors.

The principal, staff members, the parents, the students of the elementary school, the superintendent and the trustee without whose cooperation and support this study would not have been possible.

My husband, Murray, my children, Lisa and Justin and my family whose encouragement was often a sustaining force and whose support and services enabled me to complete the challenge of this project.

## CHAPTER ONE

### INTRODUCTION

The effective functions of social systems from the local P.T.A. to the running of the country, is assumed to be dependent on the effectiveness of their leader. “

Victor H. Vroom

#### Need for the Study

I have been an administrator for two years at Father Leonard Van Tighem school. I entered this new challenge with both excitement and trepidation. A new challenge always excites me; a new school would come alive with my partial direction and involvement. I felt trepidation because I had many questions and some doubt as to whether I could meet the leadership expectations. The school survived its first two years of operation. My fears have lessened but my excitement and thirst for knowledge have increased. As a practicing administrator, I know that I possess some of those skills that the research literature indicates are necessary for effective leadership, but that is not enough for me. I want to become better at what I do; I want to expand my knowledge of effective leadership.

Leadership is a universal phenomenon and has been the subject of research since ancient times. Many definitions exist in the research literature, yet the concepts are rather complex, elusive and somewhat contradictory. Some researchers stress that product-oriented leaders are most effective. Others believe that it's the process that determines the leader's effectiveness.

Educational leadership is undergoing a metamorphosis. This is partly due to current restructuring initiatives by the Alberta Department of Education. The shift to school based-management seems to require educational leaders requiring knowledge, skills and attitudes that are different from those of the 70s and 80s. Thus, what are the knowledge, skills and attitude needed for effective leadership in today's schools?

### Purpose of the Study

The purpose of the study was to construct a tangible description of effective leadership using a case study of one principal's lived experiences. The primary research question of this study was: What does it mean to be an effective leader in school administration? As a way of focussing on this primary question, the following sub-questions were also posed: What does a leader do, in order to be effective? What are some personal qualities that are associated with effective leadership? What are the behaviours that can be associated with effective leaders?

### Design of the Study

For this study, given the nature of the question to be answered, "What does it mean to be an effective leader in school administration?" a qualitative method of research was adopted. In qualitative research, face-to-face interactions are the predominant methods used for collecting the data. Qualitative researchers seek to make sense of the participants' personal stories, they immerse themselves in the lives of the participants and they use a variety of tools to gather the data. For this study the tools used for the data collection were;



interviews and participant observation. Thus, I turn to the study of a principal's lived experiences to help me understand and define what it means to be an effective leader. Heidegger's (1962) words come to mind, "let that which shows itself be seen from itself". My research question is in the genre of hermeneutics. The word hermeneutics comes from the Greek word "hermeneutikos" meaning "to interpret". Studying the lived experiences of an effective leader should give me some tangible knowledge to this complex notion of effective leadership.

#### Limitations of the study

1. This study was confined to a short period of time for practical reasons.
2. This study was focused on how members of the district attained a sense of the principal's effectiveness.
3. Number of participants in the study was limited by their availability and the researcher time.
4. The interview data collected was limited by the ability of the participants recalling events within the time delimited.

#### Organization of the Study

The first chapter introduces the study. The second presents a review of the literature related to effective leadership. Chapter 3 relates to the methodology of the study and includes a discussion of the research strategies and procedures. Also discussed are the qualitatively based data collection techniques. The fourth chapter includes the findings and the analysis of the case study. The final chapter, chapter 5, presents an examination of

congruence between the study's findings and the literature reviewed in Chapter 2. This chapter also includes the researcher's perspective and the implications of the findings to current restructuring initiatives.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

The research on principal effectiveness mirrors the complexity of the questions it addresses.

Ray Cross

I believe that we need effective leadership in all our schools, yet we're not quite sure exactly what it is that we need. Perhaps a review of the research literature will help to clarify this elusive concept.

#### Historical Perspective

Leadership is a universal phenomenon and has been the subject of research since ancient times. The Oxford English Dictionary notes the appearance of the word 'leader' in the English language as early as 1300. The word leadership did not appear until about 1800. For the purpose of this study a historical overview of leadership will begin from the 1920's.

In 1923, Ellwood Cubberly, in his book, *The Principal and His School*, had some specific advice for leaders who wanted to be effective. In decision-making, effective leaders must be rapid and precise. He states: "Ninety percent of the administrative questions and problems that come to an executive are questions that he ought to be capable of deciding quickly and accurately, and then promptly dismiss them from his mind" (p. 23). Effective leaders should have great capacity for detail. The man who cannot remember what he did yesterday, who has to see and refer to notes as to his actions, and who

cannot distinguish details from central ideas, is not likely to be an effective leader. Their personal habits should be impeccable.

His clothing, his cuffs and collar, and his shoes should be kept in good condition. His hair should be trimmed frequently and neatly combed. He must be careful to shave every morning. There must be nothing offensive about his breath or his person. On the streets and at his school at least, he must not smoke. He must not frequent places where gentlemen do not go. (p. 24)

While some of Cubberly's suggestions seem quaint and outdated, he did initiate addressing a pervasive concern that haunts leaders of all generations.

In the early 1950s, the Ohio State University conducted a series of studies on effective leadership. After interviewing numerous people in various kinds of organizations, two major behaviour categories were identified. These were labelled "consideration" and "initiating structures". Consideration was defined as the extent that a leader acts in a warm and supporting way and shows concern for the members of the group. This category also included the leader being approachable, accepting suggestions, looking out for the group members and consulting with them before making decisions. Initiating structure was defined as the extent to which the leader structures his or her own roles and the roles of the group for the attainment of the organization's goals. This category includes such behaviours as letting the group know what is expected and maintaining a certain standard of performance.

The University of Michigan, also in the 1950s, conducted additional effective leadership studies under the guidance of Rensis Likert and the Institute of Social Research (Hoy & Miskel, 1991). A comparison of behaviours between effective and ineffective leaders as defined by Likert (1961), revealed that effective leaders focussed on planning, coordinating and facilitating work.

Effective leaders treated the group members with consideration and allowed some autonomy in deciding how to conduct their work and set high performance goals for the group. It was also noticed that high morale does not necessarily result in high productivity but the kind of leader practice that generates high productivity also generates high morale.

The dominant trend in effective leadership theory moved toward the development of a situational or “contingency” theory of leadership. Fiedler’s (1967) work tells us that there is a situational nature to effective leader behaviour. This helped to explain the discrepancy that existed between some studies indicating that a highly directive, task-oriented leader promoted effective work group performance, while other studies revealed that a nondirective “human relations” method worked best. From his studies Fiedler concluded that leader’s effectiveness is determined by the interaction of three factors:

1. **Leader-Members Relations:** This refers to the leader’s feeling of being accepted.
2. **Task Structure:** This refers to the extent that the followers’ jobs are precisely defined as opposed to being unstructured and loosely defined.
3. **Power Position:** This refers to the power associated to the leadership position.

Fiedler’s work contributed greatly to his questioning that there is one best way to lead. But his work made no contribution to how a leader should go about successfully managing a work group.

Hershey and Blanchard (1967) proposed four distinct leadership styles: telling, selling, participating and delegating. Each style is viewed appropriate

depending on the “maturity” of the group. Highly mature groups respond best to delegation; immature groups respond to a high degree of telling. As the group matures, the leadership style most effective is selling. Then, greater maturity develops by having the group participate. This model suffers from inadequate research base.

The Path-Goal Theory of Leadership was developed and extended in 1971 by R.J. House and in later years by a number of others (House & Mitchell, 1974; Stinson & Johnson, 1975; House & Baetz, 1979) in an effort to explain how a leader’s behaviour influences motivation and the satisfaction of the followers. House identified four categories of leader behaviour:

1. **Supportive Leadership:** This includes giving consideration to the needs of the followers, concern for their welfare and creating a friendly climate in the work place.
2. **Directive Leadership:** This includes letting the followers know what is expected, the rules, procedures, schedules and coordination of the job.
3. **Participative Leadership:** This includes consulting with the followers and taking their opinions and suggestions into account when making decisions.
4. **Achievement Oriented Leadership:** This includes setting goals , performance improvements and shows confidence that the followers will reach high standards.

These four types of leader behaviours are based on the Ohio State Study mentioned earlier. Directive and achievement-oriented behaviours are methods of initiating structure; supportive and participative leader behaviours corresponds to consideration. The path-goal theory assumes that leaders can

alter their behaviour depending on what is appropriate for the specific situation.

The dominant leadership style in the 1970s and 1980s in both the work place and in education was transactional leadership. This type of leadership promoted power to control and was task-oriented. It was characterized by top-down decision processes. Such practices did not stimulate pride in work, ownership nor improvement. Let's closely examine two examples of transactionally led factories, as described by Carnoy & Levin (1985). General Foods, under this leadership dominance, became plagued by problems. Employee indifference and sabotage resulted in product waste and plant shut-downs. Likewise, the Volvo and Saab factories became plagued with high worker absenteeism, wildcat strikes, high turnover and insufficient quality. It became very clear that change needed to occur if the factories were to survive. General Foods organized their plants into autonomous work groups of seven to fourteen members. Assignment of specific tasks were made with team consensus. Job sharing and rotation were built in. The teams screened and selected new employees, counselled those who were not meeting standards of performance, selected representatives to serve on plant wide committees and fulfilled other decision-making functions. The Saab and Volvo factories converted from repetitive assembly line to team assembly with shared decision-making. For both companies, the results were dramatic from both the standpoint of the workers and of productivity and profits. A reduction in plant cost of 92% fewer quality rejections and absentee rates below industry norms generated an annual saving of \$600,000 for General Foods. Volvo and Saab boasted similar increases. A closer examination revealed that these industries adopted the "Scanlon Plan" which included: teamwork, with active

employee participation; a formal system for channelling employee recommendations for change to a production committee; a bonus system which shares the results of productivity gains with workers. It's worthy to note here the studies of Robert Blake and Jane Mouton's (1985) "Managerial Grid" based on two attitudes about the work place: "concern for people" and "concern for production." This was useful information for analyzing what managerial attitudes might get in the way of obtaining the best job done.

A similar shift in educational leadership was also taking place. Instructional leadership served the schools well in the late 1970s and 1980s but, in light of our current restructuring initiatives plan to take our educational system into the 21st century, instructional leadership no longer seems to suit the school administration of the present and future. Sarason (1990) blames the failure of educational reform on the existing power relationships in the schools; those among teachers and administrators, parents, students and teachers. He believes that most successful initiatives will need to include strategies that will alter the power relationship. According to Sykes (1990), these initiatives should include school-site management, increased parent and teacher participation in decision-making and more opportunity for teacher leadership. It's worthy to note that these changes are similar to the changes made in large companies and industries. The shift in non-educational organizations came about because of the need for increased productivity. School restructuring initiatives also hope for these positive effects. In support of increased teacher participation in decision-making, Sarason (1990) states: "... when a process makes people feel that they have a voice in matters that affect them, they will have greater commitment to the overall enterprise and will take greater responsibility for what happens to the enterprise" (p. 61). Thus the research



indicates that successful restructuring initiatives require leadership with a focus on collaborative decision-making, vision-building and improved communication.

In 1989, Johnson conducted a study on the Perception of Effectiveness and the Principal's Job Satisfaction in Elementary Schools in Alberta. His findings identified four major categories for judging effectiveness of an elementary school: goals and other beneficial outcomes; attitudes and behaviour of staff; appropriate organizations and structures; environmental factors.

The new buzz word for effective leadership in the 1990s is collaboration. According to Leithwood (1992), effective leaders are those who emphasize participative decision-making. Michael Fullan (1992) emphasizes that effective leaders must: concentrate on fostering vision-building and norms of collegiality that respect individuality; must encourage lifelong development that involves inquiry, reflective practice and collaboration; must see themselves as responsible for redefining educational goals rather than for implementing existing programs; must structure participative leadership that considers teachers as professionals and must foster unity of purpose and empowerment.

Evans (1993) tells us that leaders must aim not at manipulating subordinates, but at motivating followers who invest themselves actively. This requires leaders who are skillful, but who are credible. According to Evans, to be credible, the leader must be authentic. Authentic leaders link what they think, what they seek and what they do. They join, in Sergiovanni's terms (1992), the head, the heart, and the hand of leadership.

## Models of Leadership

Educational reform brings about leadership reform. The conditions that affect schools undergo continuous change. This has an impact on the leadership style of the principal. Many models of leadership exist. For the purpose of this study only four will be discussed: situational leadership, instructional leadership, transformational leadership, and servant leadership. Each one of these leadership styles will be discussed separately. However, through my personal experience in school administration, I came to believe that there are some prerequisites to success as a school leader that are essential to any leadership model. These prerequisites are as follows:

1. **Interpersonal skills:** Research in the field of teaching and educational administration (Carkhuff, 1969, 1983b; Aspy & Roebuck, 1984) has shown that the characteristics of physical attending, empathy, respect, and concreteness, are consistently demonstrated by effective leaders.
2. **Communication:** According to Parish & Prager (1994), effective communication doesn't just happen. It is the result of thoughtful planning and conscious effort on the part of the principal.
3. **Proficiency:** in the teaching and learning processes; applying knowledge of child growth and development; and a sincere commitment to children's welfare and progress, as stated by the National Association of Elementary School Principals.

### **Situational Leadership**

The term 'Situational Leadership' was first introduced by Paul Hersey and Kenneth Blanchard in 1967. According to this model, there are four distinct leadership styles; telling, selling, participating, and delegating. Each is

considered as appropriate depending on the specific situation. This model of leadership is characterized by: the ability of the leader to understand the relationship between effective styles of leadership and the maturity level of the group or individual; the applicability to both the individuals and the groups; and the ability to address both hierarchical and collegial relationships (Hoy & Miskel, 1991).

Situational Leadership does not deal with the personality, but rather with the behaviour of the individuals or the groups. The term “leadership style” refers not to the motivational needs of the individuals or groups, but to one of the four leadership styles. In defining these four leadership styles, they have been cross-partitioned with two dimensions of leadership behaviour: task behaviour and relationship behaviour. These two terms were taken from William Reddin’s (1970) tri-dimensional leadership effectiveness model. Leaders are then categorized as follows:

- Q1 - style high in task and low in relationship behaviours
- Q2 - style high in task and high in relationship behaviours
- Q3 - style high in relationship and low in task behaviours
- Q4 - style low in relationship and low in task behaviours.

Each of these styles can be effective depending on the specific situation.

The only other variable used in Situational Leadership is what Hersey and Blanchard call the “maturity” of the individuals or groups. Hersey and Blanchard (1982) define maturity as the “capacity to set high but attainable goals, the willingness and ability to take responsibility, and the experience of an individual or a group” (p. 151). But maturity is a relative concept and an individual or a group is not mature or immature in any general sense;

maturity therefore, is defined only in relation to a particular task. What needs to be answered then is the question of the maturity level of the individual or the group on the specific task rather than the individual or the group's personal maturity level.

According to Hersey and Blanchard (1982) individuals who have a high level of task-relevant maturity have the ability, knowledge, experience, and motivation to do the job. These individuals also have self-confidence and self-respect. On the contrary, individuals who have low level of task-relevant maturity lack the ability, motivation, and knowledge to do the job. They are also weak in self-confidence and self-respect. The maturity - immaturity continuum can be demonstrated as follows:

M1 - very immature

M2 - moderately immature

M3 - moderately mature

M4 - very mature

The leader behaviour then is determined by the maturity level of the individual or the group.

There is no specific measurement of effectiveness in this model of leadership, but it can become a function of productivity and performance. However, effectiveness can be raised by the leader having the ability to match his/her behaviour with the specific situation. Hersey and Blanchard (1977) succinctly tells us the guiding principle for matching the behaviour. They state:

As the level of maturity of their followers continues to increase in terms of accomplishing a specific task, leaders should begin to reduce their task behaviour and increase relationship behaviour until the individual or group reaches a moderate level of maturity. As the



3. When the group is moderately mature (M3), a relationship-oriented leadership style (Q3) is most effective.
4. When the group is very mature (M4), a delegating leadership style (Q4) is most effective (p. 295).

Hersey and Blanchard's guiding principle is that as individuals and groups gain experience, ability and commitment to the tasks, productivity will increase through greater sharing of decision-making. It seems reasonable that power sharing through delegation and participation results in increased productivity for the individual or group who demonstrates mature attitudes and high skills.

### **Instructional Leadership**

The basic goal of instructional leadership is the improvement of the school. This can be accomplished by strengthening the skills of the teachers, integrating the curriculum, improving the organizational structures, and involving parents and other members of the community in partnerships. The school climate and culture are the underlying structures that can either support or destroy the opportunity for the above mentioned themes to function effectively.

The research indicates that the key person for providing instructional leadership in the schools is the principal. Trump's research in the 1950s, the work of Brookover (1979), Edmonds (1979) and others all emphasize that the principal is the person most critical in creating an effective school.

According to the National Association of Secondary School Principals' *Handbook On Effective Instructional Leadership* (1984) there are four main traits of an effective instructional leader:

1. They hold high expectations for teachers and staffs.
2. They spend a large part of their day working with teachers in improving the instructional program.
3. They work in identifying and analysing instructional problems.
4. They are centrally involved in positively influencing the climate and culture of the school.

Further research on effective schools by Brookover (1982) produced the following list of appropriate behaviours of effective instructional leaders:

1. Coordinate the instructional program.
2. Emphasize achievement.
3. Evaluate pupil progress frequently.
4. Provide an orderly atmosphere.
5. Set strategies for instruction.
6. Support teachers.

Effective instructional leadership includes a complex set of relationships between the beliefs of the principal and the school community. Although the principal should recognize that the community's expectations and the organizational framework in which the school is situated are fixed systems, a strong instructional leader can influence these systems and thus enhance the instructional program of the school. However, a strong instructional leader will have a more immediate influence on the internal structures of the school. The internal structures of the school includes the instructional practices, the organizational structures, the climate and the culture of the school. Through

the design, the development, the implementation, and the interaction of these internal structures, the principal exercises influence on student outcomes. This model can be divided into four sets of influences that affect student outcomes:

1. External structures including the values, expectations and beliefs that influence a principal's behaviour.
2. Leadership behaviours.
3. Internal structures including school climate, school culture, instructional organization and instructional practices.
4. Student outcomes.

External structures include:

1. The principal's values, beliefs and experiences. These become extremely important as they influence what staff members consider important for the school.
2. The influences and expectations of the community. Good instructional leaders can harness the influences of the community and at the same time focus on its needs.
3. The influences of the institution. All schools are influenced by the organization of which they are members. Even though schools are mandated by provincial programs, effective instructional leaders have the ability to tailor these programs to fit the needs of the local schools.

An effective instructional leader exercises a set of specific instructional leadership behaviours. Sergiovanni (1984) tells us that there are five leadership behaviours that are available to leaders: technical, human,



educational, symbolic and cultural. According to the same researcher, these behaviours are arranged in an hierarchical order as illustrated in Figure 2:

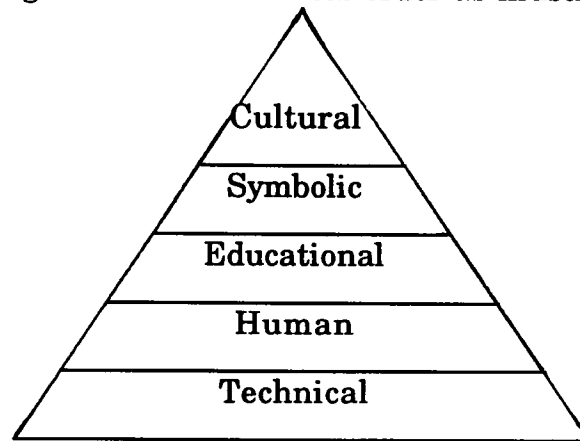


Figure 2: Leadership Behaviour Hierarchy

These five behaviours are described as follows:

1. **Technical.** These behaviours include all the things that will insure efficient management such as good office management practices, good scheduling techniques, and appropriate use of goals and objectives.
2. **Human.** These behaviours include human relations skills, using effective motivational techniques and creating positive morale in the school. These skills contribute greatly to the climate of the school.
3. **Educational.** These behaviours include the ability to diagnose and evaluate educational problems, develop curriculum, implement staff development programs and develop good individual programs for the students.
4. **Symbolic.** These behaviours show to others those things that the leader believes are of value to the school. The principal becomes the role-model of these behaviours. The focus here is the signal that the principal sets out regarding what he/she considers important.
5. **Cultural.** The leader builds school tradition based on the values and beliefs of the school. This is done by sharing with others those values

that are recognized to be most important to the school. It is these cultural behaviours that bond students, parents and teachers together as true shareholders of the school.

The principal as the instructional leader has the most direct influence on the internal structures of the school. The four components of the internal structures are:

1. **Instructional organization.** This includes the goals and objectives of the curriculum, the organization of the staff, the grouping of the students and the structure of the schedule.
2. **Instructional practices.** This includes the instructional methods used by the staff.
3. **Climate.** The climate of the school is made up of the attitudes and behaviours of the staff and students. It also requires the behaviours of the principal that include the five levels of technical, human, educational, symbolic, and cultural behaviours.
4. **Culture.** Culture building is the cooperative efforts of positive students, staff, and community attitudes toward the establishment and the maintenance of an effective school. Effective leadership creates, develops, and encourages a positive school culture.

Finally, all of these structures and behaviours have a great impact on student outcomes, the focal point of any school.

### **Transformational Leadership**

Transformational Leadership was first proposed by James McGregor Burns in his 1978 book, *Leadership*. This theory is distinguished from other leadership theories on many levels but most noticeably on the basic framework of the

model. Most leadership models have been structured around personality traits, situational constraints and functional roles of the leaders (Hackman & Johnson, 1991). Few models exist that satisfy both the situational constraints and the functional roles that leaders play. The transformational leadership model is one such model. Burns (1978), Peters and Waterman (1982), and Sergiovanni (1990) describe transformational leadership as leaders and “followers united in pursuit of higher level of goals that are common to both; both want the school to become the best and both want to move the school in a different direction” (Sergiovanni, p. 11). Higher levels of motivation and morality are apparent and there is an emphasis on esteem, autonomy and self-actualization. Roberts (1985) defines transformational leadership as a leadership that facilitates the redefinition of a people’s mission and vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment.

There are several basic tenants to transformational leadership but the most central one is the explicit purpose behind leading others. A transformational leader behaves in a way that maximizes the needs of the followers. The word “transformational” itself stems from the ability to develop people as resources, empowering them to think for themselves. Many leadership theorists believe that the leader must control all, but the transformational leader believes that giving up some of the power to the staff empower them to think, and motivates them to succeed. This type of leadership also fosters a sense of community within the school. Thus, the purpose of the whole group becomes more important than leading others. Bennis and Nanus (1984) describe the transformational leader as a visionary person, capable of not only

understanding the future but in creating the vision in staff as well. The leader becomes the motivational force needed to attain the vision.

Another tenant of the transformational leader is the notion of self-management. Bennis and Nanus (1985) suggest that a leader must be able to manage himself or herself before he or she is able to lead others. The leader must self-impose high standards of performance. This also means that the leader has the ability to put his or her own needs aside and focus on the needs of the staff. Self control and discipline are two very important skills of a transformational leader. Bennis and Nanus (1985) tell us that the leader becomes the social architect of the school. Burns(1978) further suggests that “the result of transforming leadership is a relationship of mutual stimulation and elevation that converts leaders into moral agents” (p. 4). The leader sets the ethics within the school organization.

Hackman and Johnson (1991) identify five personal qualities that transformational leaders should possess. The first of these qualities is creativity. According to Hackman and Johnson (1991) creativity is “challenging the status quo by seeking out new ideas” (p. 64). Leaders move beyond the status quo to make changes a reality. Creativity can also be a tool for improving problem solving and motivate action. The second personal quality identified by Hackman and Johnson (1991) is that a transformational leader should be interactive because interactive leaders provide better direction. Several other researchers also support this personality trait. They suggest that effective leaders must have the ability to participate with followers not just on a casual basis but rather on a level that promotes deeper understanding of the staff. The third personal quality indicates that vision is

the most elemental characteristic of transformational leaders; “more than anything else, transformational leaders communicate a vision to their followers” (p. 65). But according to Bennis and Nanus (1985) these leaders must not only verbalize the vision, they must also act the vision out to the school. Empowerment is the fourth trait that is important to a transformational leader. Bennis and Nanus define empowerment as the ability to “translate intention into reality and sustain it for the followers” (p. 80). They further point out that empowerment occurs when there is participation and involvement between the leader and the staff. The fifth personality trait is passion. The transformational leader is passionate in his or her commitment to the task and to the staff alike. Bennis and Nanus expand this when they state that: “like explorers and artists, leaders seem to focus their attention on a limited field, their task being to forget personal problems, to lose their sense of time, to feel competent and in control” (p. 76).

According to Blanchard and Peale (1988), one significant personality trait omitted by Hackman and Johnson is that of high ethical standard. They believe that a leader with high ethical standards has the ability to do the right thing. They go on to say that ethics must be present in the decision-making process. A transformational leader is committed to ethically respond to situations.

Leithwood (1992) believes that transformational leadership is based on a different type of power that is consensual and facilitative in nature. This form of leadership manifests power through other people rather than over other people. This form of power is limitless and enhances productivity in the school. Transformational leadership model emphasizes participative

decision-making, is people-oriented rather than task and performance-oriented, provides opportunity for empowerment, emphasizes collegiality, recognizes the importance of both the teacher and the principal and gives ongoing attention to the moral dimension of work. The transformational leader is an encourager rather than an autocrat, and a facilitator rather than a “know-it-all”.

There are several strategies that transformational leaders employ to foster transformational leadership. According to Leithwood and Jantzi (1991), transformational leaders should involve staff members in collaborative goal setting and reduce teachers isolation by creating time for joint planning; share power and responsibility with others by delegating power to school improvement teams within the school; give the staff a role in solving non-routine problems of school improvement within a school culture that values continuous professional growth enhancing motivation for development; communicate the school’s cultural norms, values and beliefs in the day to day interpersonal contacts.

Fullan (1992) emphasizes that transformational leaders must concentrate on fostering vision-building and norms of collegiality that respect individuality; must concentrate on fostering problem coping and conflict resolution strategies; must encourage lifelong teacher development that involves inquiry, reflective practice, collaboration and technical skills; must encourage restructuring initiatives and innovation by nurturing the skill of students, teachers and parents; must see themselves as responsible more for redefining educational goals than for implementing existing programs; must structure

participative management that considers teachers as professionals; and must foster unity of purpose and empowerment.

### **Servant Leadership**

Servant and Leader - can these two roles be fused in one real person, in all levels of status and calling? If so, can that person live and be productive in the real world of the present? My sense of the present leads me to say yes to both questions.

Greenleaf (1977, p. 7)

Based on Greenleaf's vision, Servant leadership theory states that a person can be both a leader and a servant. This model of leadership emphasizes that leadership can be understood in terms of the development of consciousness and value and that leadership styles cannot be separated from followership styles because both are directly related to the level of maturity of the leader and of the followers. According to the theory, there are different levels of consciousness and as leaders move through these levels they develop their leadership abilities.

In this model of leadership, there are seven levels of leadership-followership styles, each level characterized by the attitudes, values and skills of the leaders and the followers. According to Hall and Thompson (1980), these seven levels correspond to the process of value development by describing a hierarchy of skills. They state: "A leader or follower cannot function effectively at a level unless he or she has acquired the basic skills of the earlier levels. An individual need not have experienced each level in a leadership position but he or she will have experienced each level as a follower" (p. 54).

Hall and Thompson (1980) name and describe the seven levels of Leadership-Followership styles as follows:

- Level 1: The Alienated person. Alienated people exercise the most rudimentary type of leadership. This level corresponds to McGregor's theory X which states that people hate to work and therefore must be threatened with punishment in order to get the job done. The followers see themselves as victims of power, they become fearful and alienate themselves from the leader. The leadership style is autocratic, the followers become dependent, view the world as hostile, and they struggle to survive.
- Level 2: The Preservative person. Preservative leaders become paternal in their behaviours, survival still dominates but the leaders don't feel as alienated. They can cope but still feel overwhelmed. The followers at this level still remain dependent but see their leader more positively. The followers still obey their leader but experience a variety of less demeaning behaviours.
- Level 3: The Organization person. The organization person, both leader and follower, is loyal to the bureaucracy. Productivity and competence are important. The leader listens to the followers but supports only those ideas that benefit the organization. Both the leader and the followers are characterized in this level by high performance and efficiency of the organization.
- Level 4: The Communal person. The communal leader as well as the follower become clarifiers, supporters and listeners. The leadership style is laissez-faire, consequently nothing gets done. Quickly the leader moves to democratic leadership or if the leader



maturity is not there, he or she regresses to one of the lower levels.

- Level 5: The Independent person.** The independent person, both leader and follower, begins to experience his or her own creativity and authority. The leader at this level is democratic, has empathy is enthusiastic and visionary, listens to followers and shows care and concern. However, he or she becomes so busy in his or her work that he or she does not put time aside to build the kind of team needed for his or her democratic leadership.
- Level 6: The Creator person.** The creator person's leadership is based on the theory of peer interdependence. Leadership at this level develops both interpersonal and systems skills. This level marks the transition into a new phase of consciousness in which the leader examine the part in relation to the whole. At this level leadership emphasizes the efficiency and productivity of the institution as well as the quality of human interaction within the institution. The main values then are presence, interdependence, and harmony.
- Level 7: The Person as Prophet.** This level of leadership is not found in the practical order of leadership. Level 7 leadership exists only as a prophet who assists the leader in becoming aware of the more global vision. Greenleaf (1977) stresses the need for leaders to pay attention to these prophetic voices. He states: "I am hopeful for these times, despite the tension and conflict, because more natural servants are trying to see clearly the world as it is and are listening carefully to prophetic voices that are speaking now" (p. 9).

The levels presented are hierarchical based on skill development. According to the model, the higher the level, the more effective the leader becomes. The main focus of this model is that the servant leader is servant first. It starts with a natural feeling that the person wants to serve. Then through some choices, the person aspires to become a leader.

### Summary of Leadership Models

The concept of leadership models is an important topic in the literature of educational administration. Leadership models provide a framework for administrators but these administrators need to realize that models should be used as a guide in the development of their own style. I believe that the effectiveness of any model of leadership depends also on the personal style and personality of the principal. He or she needs to be comfortable with the model otherwise the staff may question the genuineness of the principal. I further believe that models are prescriptive and that it is possible for a leader to pick and choose skills from a variety of models.

### School Leadership Today

Views on school leadership are changing partly due to present restructuring initiatives and the demands of the 1990s. Recent educational literature indicates a shift of thought on the topic of leadership. Sergiovanni (1979) identified major models used to help the leader organize his or her thinking about how principals should function. In his 1992 article, "On Rethinking Leadership", Sergiovanni shares how his views about leadership has changed. His new description of a leader is one with moral authority, who serves the

community and is collaborative in his/her approach. As early as 1979, Krajewski concluded that how leaders work with people in the every day situations is the basic determinant of overall leadership effectiveness. He stressed that the principal should include the teachers as participants in the decision-making process. Glickman (1991), in restructuring schools of today, advocates decentralization, deregulation and site-based empowerment. Based on what we know about teaching and learning, for schools to improve, school leaders and staffs must learn to trust each other and to share in decisions about teaching and learning. Glickman believes that in democratic environments power is achieved by giving it away rather than struggling for more. What is needed is to create schools where staffs want to share in the choices and responsibilities of school-wide decisions and where school leaders want to participate. Anderson (1993) believes that educational leadership changes include a shift from the traditional system to one that emphasizes interconnectedness, active learning, shared decision-making, and higher levels of student achievement. Leithwood (1992) believes that in today's schools top-down power is no longer effective and is viewed only as a means of control. He believes that collaborative leadership reduces differences in the status of the members, emphasizes participative decision-making and increases teacher productivity. He also states that a collaborative leader pursues three fundamental goals. Firstly, he or she fosters teacher development. Secondly, he or she helps staff members develop and maintain collaborative professional school culture. Thirdly, he or she helps teachers to solve problems together more effectively. According to Leithwood, these goals are maintained by: involving staff members in collaborative goal setting, by allowing the staff time for joint planning; by the leader being a role-model in communicating norms and values in daily interactions; by the leader sharing power and

responsibility through delegating power to school improvement teams; and by the leader supporting professional growth. These leadership techniques result in mutual respect between staff and school leaders which leads to the belief that staff members as a group develop better solutions than the principal could alone.

## CHAPTER THREE

### METHODOLOGY AND PROCEDURES

You know my method. It is founded upon the observation of trifles.

Sherlock Holmes

The purpose of this study was to construct a tangible description of effective leadership using a case study of one principal's lived experiences. In this chapter, the methodology and procedures are explained and the data collection and analysis procedures are presented.

#### The Qualitative Research Method In Education

Educational research has undergone a metamorphoses. The field of educational research was dominated by methods traditionally associated with the natural or physical sciences. But a different research approach is gaining in popularity, one that emphasizes inductive analysis, thick description and the understanding of phenomena. This defines in simplistic terms a method called qualitative research.

Qualitative researchers in the field of education try to acquire meaningful interpretations of people's actions and their beliefs and values associated with their actions. Bogdan and Biklen (1982) suggest that qualitative research methods in education have the following characteristics:

1. Qualitative research has the natural setting as the direct source of the data and the researcher is the key instrument.
2. Qualitative research is descriptive.

3. Qualitative researchers are concerned with the process.
4. Qualitative researchers analyse their data inductively.
5. Qualitative researcher's main concern is meaning.

Face-to-face interactions are the most common feature of qualitative research. Those researched are usually called participants, respondents and interviewees. In this study they will be called participants.

### The Case Study

The case study is a qualitative method of collecting research data and is commonly used in social science research. A case study is the study of an individual entity in considerable depth. This is an effective method for researchers to gain a greater understanding of social phenomenon. Stake (1978) tells us that, "case studies are useful in the study of human affairs because they are down to earth and attention holding" (p.6).

Bogdan and Biklen (1982) clearly represent the design of a case study by comparing it to a funnel. The start of the study is the wide end of the funnel and the conclusion of the study becomes the narrow end through the reviewing and focusing the data collected. This particular study was a case study of one school principal whose school life was examined to bring some meaning and understanding to the concept of effective leadership.

## Selecting the Principal

Choosing the principal who was willing to participate in this study was significant to my study. How would I go about conducting this search? My thoughts turned immediately to one particular principal who seemed to have the respect and admiration of number of colleagues in the district. Every colleague I had conversed with expressed what seemed to me a genuine desire to work with this principal. They would make comments such as: "I would transfer immediately, if I could work with him." These colleagues would describe him as kind, considerate, trustworthy, supportive and caring for staff and children. I found myself wanting to know more about this principal. What was it about him that made colleagues react this way? Was it his skills, leadership style, personality? I chose this principal mainly based on the feedback of numerous colleagues. Clearly they considered him to be effective, and so I started my study on the premise that this principal was an effective principal. However, was he an effective leader as defined by the literature?

## The Setting

To respect the confidentiality of the participants in the study, only a general background of the school and the principal has been provided. This principal is an administrator at a small elementary school located in a Southern Alberta community. He has been in this position for the last six years. However, this was not his first administrative position. Prior to this, he had been a principal for eight years, and a vice-principal for five years. All his administrative positions have been with the Catholic Separate School District. This principal holds a Master's Degree and some course work at the Doctoral level. The

school is well established and attracts students from a variety of socio-economic levels. It maintains a small staff with the majority of its members being there as many years as the principal.

### Participants in the Study

For the purpose of this study, the case study of one elementary principal was used to help to understand the complex phenomenon of effective leadership. Although the principal was the central focus, the study was expanded to include several perspectives of what it means to be an effective leader in school administration, to add understanding to why this particular principal was seen to be effective. The superintendent and a trustee of the school district, six staff members including both teachers and support staff), four students and four parents of the elementary school were also participants. Their perspectives as well as my own, were added to the study.

Permission was obtained from both the superintendent of the school district and the principal of the elementary school in order for me to conduct the study. A preliminary meeting with the principal facilitated some general understanding of the goals and objectives of the study. Also permission and input from the principal was sought when a list of staff, parents and students was compiled as participants to be interviewed.

Throughout the study, the participants' rights, interests and sensitivities were safeguarded. To ensure the confidentiality of the participants, names have not been used or have been changed. Further, specific locations and identifying information is not included in any discussion of the results. Consent was



required before any information obtained was used in the study. I met with all the participants and outlined the process of the research and discussed the issue of consent. Letters were given to each participant to let them know how the data would be assessed and used. Their consent was received through the signing of a consent form.

### Methods of Data Collection

This case study was conducted using ethnographic methods to gather the relevant information. The tools used were: participant observation and interviewing. A brief description of these two research tools follows:

#### **Participant Observation**

Collecting data through participant observation allows the researcher to be a part of the setting being studied. The researcher is able to learn firsthand the actions and patterns of behaviours of the participants and allows for the development of a trust relationship between the participants and the researcher. The goal of participant observation as Erickson (1973) tells us, is to make the strange familiar and the familiar strange. This new understanding will provide new ways of thinking about that aspect of social interaction that one is researching. In this method, the researcher consciously observes the setting, the participants, and the events, acts, and gestures that occur.

Participant observation was one of the tools I used to collect data from the main participant - the principal. I visited the school four days and spent time shadowing him. I recorded conversations, interactions, activities as well as my own interpretations of what I was observing.

## **Interviewing**

The interview is considered to be one of the major research tools used by social researchers. An interview is defined as a purposeful and directed conversation between two people in order to gather information. Bogdan and Biklen (1982) tell us that the interview is a tool used by the researcher to gather data in the participant's own words in order for the researcher to gain some insights on how the participant interprets the concept studied.

Interviewing was the other tool used to collect data. All participants in this study were involved in an interview. The principal was involved in several interviews. I prepared specific questions as a guide to move the interview along. However, I was open to follow unexpected leads that might arise during the interviews as well as pursuing other points of interest as they arose. The interview questions I used are included in Appendix I. With the permission of the participants, I taped all interviews and took notes as we talked. The taped interviews with the principal were transcribed on paper.

## **Interviews with the Principal**

The interviews with the principal were conducted at the school. When I asked the principal the first question, "What does effective leadership in school administration mean to you?" he talked non-stop for a long time. It seemed to me that this principal had thought about this question before and was now able to answer with ease. The principal was very knowledgeable in this area. He talked about leadership styles and his experiences in the leadership position. He talked about an effective leader having intuition and an understanding of the strengths of the staff he or she works with. He believes that if you get people to work towards their strength, a natural result is collaboration. I

found it easy to interview this principal. He responded willingly to my questions, often going beyond the questions with additional information.

### **Interviews with the Staff**

Selecting the staff as participants in this study was initially discussed with the principal. He provided me with a staff roster and shared information such as: area of expertise, number of years teaching, length of time on staff and responsibilities on staff. Based on what he shared with me, I chose the eight staff participants to include: teaching staff from both Division I and Division II, one from a specialised area as well as support staff including two teacher assistants, one secretary and one caretaker. Through the principal, I made arrangements to meet with these staff members at the school. At this meeting, I shared with them the purpose of the study and their involvement in the study as participants. I explained that they would be involved in one interview scheduled at their convenience and that all information gathered would be confidential. After some discussion and answering of questions, all participants consented to participate. The consent letter was signed and a discussion followed regarding their availability.

Some time later, I set a schedule based on their indicated available time. I contacted the secretary and made arrangements to have the schedule distributed to the participants. All interviews were held at the school. All participants agreed to be taped during the interview with the understanding that the tapes would be erased at the end of the study. I also took notes while they were talking. At the interview, the participants were presented with a set of questions which guided the discussion. They spoke freely about effective leadership and what it meant to them. Some of the participants struggled with

choosing the right words to express their thoughts and feelings. It seemed that they knew what they wanted to say but were having a hard time finding the right words. I found myself interjecting with words and they would say, “yes, that is it, that’s what I mean”. Other participants were very fluent with their thoughts and expressions. Even though I did not directly ask any of the participants if they thought their principal was effective, they all talked freely about that and I also sensed pride in their voices.

### **Interviews with Parents and Students**

I consulted with the principal when choosing the parent and student participants. The principal provided me with a list of the students and parents at the school. In choosing these participants, I felt it was important to the study that the participants represented both those who were involved and happy with the school as well as some who were not involved and some who may have had some concerns with the school. I also wanted representatives from Division I and II. The principal very willingly provided some of that information for me but was firm in wanting me to make the final choice. The four parents and the four student participants were chosen by me, based on the criteria previously outlined.

Given the busy schedule we all seem to keep, I was not able to arrange an initial meeting with the parent participants. Instead, I contacted them all by phone and each time explained the purpose of the study and their involvement in the study. I found all the parents contacted to be enthusiastic and willing to participate. A schedule and meeting place were arranged before ending the phone calls. I agreed to interview two of the parents at their home. One parent had a small child at home and the other parent had no means of

transportation. I interviewed the other two parents at the school. Consent letters were presented and signed before we started the interviews. All agreed to my taking of notes and to have the interviews taped, with the understanding that the tapes would be erased at the end of the study. One of the parents interviewed had children in both the Catholic and the Public school systems. Another parent I interviewed shared that he had been in the army for some time and was interested in this concept of leadership himself. He seemed to be well read on the topic and suggested that I read a couple of books that he found interesting. The third parent I interviewed had a special needs child in the school and talked about her experience at the school in trying to meet the need of her child. The fourth parent was difficult to interview because her child had only been at the school since September. When I asked her how she decided on what school her child would attend, she replied that the principal was one of the determining factors. She stated, "He was pleasant, friendly and straight forward. He showed an interest in my child".

The criteria I used for selecting the students was the same as that for selecting the parents. I wanted students representing Division I and II, students who were involved in school activities and those who weren't, students who were experiencing success as well as those who were having some difficulties. The parents of the four students picked were contacted by phone. Once again, I explained the purpose of the study and the involvement of the students. Two of the parents asked a number of questions before they gave their consent. Two parents wanted to be sure that the principal knew and approved of this before consent was given. I explained to them that there would only be one interview and that these interviews would not be taped but that I would take notes during the discussion. All parents agreed and arrangements were made to drop in at

the school to sign the consent forms. Students were interviewed at the school. I found this group to be the most difficult to interview, especially those students in Division I. What I found most difficult was phrasing the questions at a level that they would understand without losing the intent of the question. I sensed some nervousness in a couple of the students but they were all eager and willing to answer the questions. Some of them had questions of their own for me which I willingly answered.

### **Interviews with the Superintendent and the Trustee**

Arrangements were also made to have one interview with the superintendent and one of the trustees on the board. I called the secretary of the superintendent and scheduled an interview time. She indicated to me that she would block one and half hours for the interview and asked if that was enough time. I replied with a yes. However, when I arrived at the scheduled time, he seemed very busy. I offered to come back at a later time but he decided that since I was there and ready to start, that we should go ahead as planned. An explanation of the study and his involvement was done at a previous meeting. I did however, give him the consent letter which he signed and returned to me. He gave me consent to take notes and to have the interview taped with the understanding that it would be erased at the end of the study. The superintendent answered all questions with ease and confidence. He seemed to have a clear vision in what constitutes an effective leader in school administration. I really enjoyed some of the experiences he shared with me regarding his role as a principal. He also gave me a book to read and thought that I might find it useful as part of my research.

I chose the trustee in consultation with the superintendent. I contacted the trustee by phone, explained my project and his/her involvement in the study. The trustee consented and we set a time and place for the interview. The interview was held at my residence since that was most convenient for the trustee. Before starting with the interview, he/she signed the consent letter, consented to me taking notes during the interview and to tape the discussion with the understanding that the tape would be erased at the end of the study. The trustee seemed to have a lot of insight on the subject of effective leadership in school administration. I found the following statement most significant. “When hiring a principal, I don’t look for leadership style but for personal qualities: person first, skills after”.

The use of both participant observation and interviewing allowed me to gather the necessary information. My interpretation of the data obtained from both methods mentioned, provided a framework from which the description of effective leadership was attained.

### Analysis of Data

The analysis and the interpretation of the data collected began after the first interview was conducted. In qualitative research the process of analysis and interpretation is always ongoing. I organized, categorized, and searched for meaning as the data were being collected. I made a conscious effort not to be influenced by my interpretations of the data collected from my previous interviews.

The major analysis and interpretation was conducted when all the data were collected. During this time, I constantly reflected on the data that was collected trying to make some sense of the different perspectives. The taped interview with the principal was transcribed on paper. Other interviews were not transcribed but I listened to the tapes and examined my notes in the process of interpreting the data collected. An important component of the study was to determine if the different perspectives presented, contained commonalities regarding the description of an effective leader in school administration. I found this not to be a difficult task. The questions I had prepared and used during the interviews allowed me to obtain the necessary information. The participants were very open and willingly shared their ideas. Through listening to the tapes and scanning my notes, the commonalities started to emerge. I began the process by examining closely what the principal had said at the interviews. I attempted to pin-point all the variables that he stated were important in describing an effective leader. Next, I examined the tapes and notes from the staff, the parents, the superintendent and the trustee, looking for commonalities, in their perspectives. The student notes were the easiest to interpret maybe because of their limited vocabulary on this subject. Although this may be viewed as a weakness to the study, I believe that even with their limited vocabulary, the students expressed their thoughts clearly. Where there were no commonalities the perspectives of the individual participants were included in the interpretations.

### The Research Report

The research report communicates to the reader the findings of the study. The characteristics of a qualitative research report according to Owens (1982) are



that the report is written in simple language, that it is believable, that it is well organized and that it provides insights to the purpose of the study. In writing this report, I wanted to provide the readers with a clearer understanding of the purpose of the study, the way the study was conducted and the procedures followed in gathering the data.

## CHAPTER FOUR

### THE CASE STUDY

Data analysis is the prelude to sensitive, comprehensive outcomes that make connections, identify patterns, and contribute to greater understanding.

Alan Peshkin

This case study provides a description of effective leadership in school administration. The data collected has been reported in this chapter according to the group of participants interviewed. Their perspectives includes a description of effective leadership in school administration. The chapter concludes with an analysis of the data collected.

#### A Day in the Life of the Principal

Joe liked to arrive to school early enough to “collect his thoughts” and check over his plans for the day as outlined the night before in his planner. Shortly after, his office is a bustle with staff and students dropping in to say, “Good morning”, asking advice, sharing information and asking his opinion on some special activity. The bell rings; it’s time to start classes. A daily activity is the morning announcements. The principal’s voice is heard all over the school. He welcomes everyone, goes over the special activities planned first for the day then, for the week. “I would like to remind and encourage everyone to come to the P.T.C. Family Dance this Friday. The cost of the dance is a non-perishable food item to be given to the food bank.” Morning announcements end with a “groaner of the day”. The principal tells me later that most of the groaners come from the children. We sit in his office and begin talking about how he

came to be a principal; we are constantly interrupted by the phone, staff and parents.

It is time for the principal to teach his class. He invites me to go along. On the way, he tells me that he teaches more classes than usual this year in order to allow the associate-principal more time for administration. The science lesson for that day is to take place in the gym but the gym was already booked for Christmas concert rehearsal thus the lesson on the movement of molecules, took place in the classroom. After an explanation of how molecules move in the air, the students become the molecules and act out the particular movements as directed by their teacher. The students appear to have fun learning. The principal in conversation with the teacher in the gym, decides that perhaps a gym schedule during this busy season would be a good idea. The principal tells the teacher that he will take care of it after consulting with all involved staff members. The next day the gym schedule is posted on the gym door and in the staff room. At lunch time, Joe is all over the school: talking to students in the halls, helping students in the canteen, acknowledging parents and interacting with staff. Joe says he believes in "management by walking around". He takes very little time to eat his lunch in the staff room and then he is out again walking the halls, checking the playground and chatting with the students. In one of our conversations, he shares that once or twice a week he tries to either go home for lunch or he arranges to meet a colleague for lunch. He says that he finds this therapeutic.

In the afternoon, there are phone calls from parents and colleagues, talking to students about making right choices, more conversations with staff and more classes to teach. On one particular afternoon, students coats were all over the

floor instead of on hangers. The associate-principal gathered all the coats and put them in the principal's office. Before the end of the day, the principal made a humorous announcement about the students not finding their coats. The rest of the days I was there, I didn't see any coats on the floor. Bus supervision at the end of the day is a shared responsibility between the principal and the associate-principal. The principal tells me that he likes the idea of walking out with the students and saying good-bye to them. He also says that it gives him an opportunity to visit with parents who seldom come in to the school.

I observed the principal in action during Parent-Teacher Council (P.T.C.) meetings. One particular meeting I attended was on budget. In attendance were parents mainly from the executive, a teacher and the principal. The chairperson of the P.T.C. chaired the meeting. Budget items were discussed and a discussion about allocating of funds followed. The chairperson would often look to the principal for direction. The principal explained the budget process, making recommendations for budget items. The parents looked to the principal for guidance and direction. The principal seemed very knowledgeable in the areas that were being discussed. The principal handled himself in a confirming but directing manner. He would often use phrases such as, "I propose .... My suggestion would be ...". He seemed to have a major influence on the budget decisions. The parents seemed to trust and respect him.

On one other occasion, I attended a P.T.C. playground committee meeting. There seemed to be a concern with the present playground and it was decided at a previous meeting to form a committee to investigate the possibility of constructing a new playground. Once again, the committee members looked

to the principal for direction. The principal seemed well prepared for this meeting, having appropriate information at his fingertips. It seemed as though he had anticipated the questions and had researched the information before the meeting. Perhaps I should have asked him. In guiding the committee along the process, the principal would ask: "What do you want? What are your needs? What do you have to do to meet these needs?" He would make suggestions but he was careful not to impose on anyone.

### Participants' Perspectives on Leadership

The perspectives of the participants interviewed are presented separately. A discussion of their commonalities was also included.

#### **The Principal's Perspective**

The principal's perspective includes a summation of the traits or characteristics related to effective leadership in school administration as identified by the principal during our interviews. According to the principal, effective leaders in school administration are those who:

1. are visionary. But this vision should not be solely the principal's vision. It should be a collective vision with staff members. The principal believes that leaders should present their vision but they should also listen to other people's vision of the school. This allows them to become stakeholders and an important part of the school community. True collaboration results. The leader should have only part of the vision. An effective leader should "initiate, gets things going, stir things up".

2. **promote leadership in other people.** Effective leaders know their staff and know how to delegate and give the staff lots of opportunity to do “their own thing”. They take into account the leadership skills of the people they work with and find ways to get people to do their job, to be leaders. For some leaders this is very difficult because people have their own way of doing things and their way may not be the leader’s way. When asked if this is the same concept used in today’s literature, “to empower the staff”, the principal responded that he dislikes the word “power”. He believes that the word “empowered” can be misused because people have so many different concepts of that word that are both positive and negative. The principal prefers the phrase to “use the strengths that they have”. He believes that everybody has strengths and weaknesses, and effective leadership is getting the whole staff working to their strengths. The principal agreed that it takes intuition and a good understanding of the staff to develop their strengths but he also believes that some strengths are evident in people right away. “You can see if a person likes to take charge of a meeting,” for example. “So, you get people with different skills, different tasks in a school. The principal can’t do it all, nor should he/she try to do it all. An effective leader is there to assist people in running the school, either from a service orientation, from a problem-solving mode, or from being directive if needed. The ultimate goal is is to keep the school running, and doing the job the best way you can”. The principal indicated that he believes that in today’s society so many staff members come to school without some of their own needs being met. Thus, if you can get people working to their strengths, they sometimes forget their problems and do a better job. The principal firmly believes that

- effective leaders need to be growth-oriented and by doing that you influence the staff to become growth-oriented as well, in their own personal growth. This encourages them to work towards their strengths. A natural result of encouraging people to work towards their strengths is staff collaboration.
3. practice open communication. An effective school leader has the ability to communicate openly and effectively. Good staff morale and positive parental support are a result of communicating timely, accurate, and complete information. To be a competent communicator, an effective leader must also be receptive to information from others. This two-way communication allows leaders to benefit from the knowledge, expertise, and perspectives of staff students and parents. The principal believes in the importance of open communication. He states that “secrecy breeds suspicion”. This can result in an ineffective leader. In communicating concerns to the staff, the principal supports the face-to-face approach rather than a note or a letter. This allows the staff member a chance to react to the concern. Also, “if you show some feelings or share some kind of feelings when you are face-to-face saying ‘this is going to be difficult’ usually people will respect that a whole lot more than getting a letter. “Giving a person a chance to deal with it right away is very important”.
  4. possess interpersonal skills. Leadership is dealing with people and thus, interpersonal relations are very important. According to the principal, we are often drawn by personality and in part, this is influenced by the leader’s upbringing, from a philosophy of life that you develop and a willingness to get out and meet people. This is also connected to what support you have and how you achieved the basic

needs in life. Interpersonal skills are developed from a philosophy of life which is very much influenced by your religious beliefs. “If there is no ground in your values, the leadership becomes ethically questionable”. Keeping a connection with God is very important. In the interview, the principal was clear in stating that he would rather talk not about interpersonal skills but about a willingness to get out and meet people. Wanting to go out and meeting people makes this a better world. “That, I suppose is making practical the commandment, ‘Love one another’. You can’t love them if you don’t know them”.

5. are not afraid to make mistakes.
6. treat students as adults. The principal feels that if a student or a teacher is not living up to standards, you still praise them for what they do. He calls this the “spoon full of sugar concept”.
7. can prioritize. Effective leaders recognize the fact that they can’t do everything, so setting priorities becomes very important.
8. are willing to change. Effective leaders must be willing to forge ahead, to personally challenge themselves. This allows them to evaluate the changes a whole lot more carefully.
9. take time to reflect. Effective leadership is taking time to reflect. Leaders who can do that seem to have a sense of calm. There is a false belief that if you can’t make a decision quickly you are not been an effective leader. Sometimes snap decisions are not what is best. “Sometimes what we need to do is put off the decision and put some people off and get them thinking too and they will help you make the decision”. There is also a danger in been portrayed as wishy-washy. The other danger is that when you rush into the decision, you make a decision based on shallowness, the shallowness of the situation. If you



can get to the depth of the situation, it “sure helps”. The principal states, “That takes more time, more mulling around, it takes more pain because you stay awake at night”.

### **The Superintendent and the Trustee’s Perspectives**

According to both the Superintendent and the Trustee, effective leaders in school administration are those who:

1. have a clearly defined vision of the direction of the school. The Superintendent believes that through this vision, the leader can inspire other educational shareholders. This can also result in a sense of confidence. They stated that this vision should be a shared vision, owned by everyone involved.
2. have high staff and students expectations. The Trustee further stated that effective leaders identify and support the strength of the staff and students that they work with.
3. involve the staff in collaborative decision-making. Also important is to have the ability to work with the staff, to allow for staff input which fosters ownership and pride in the school.
4. maintain a focus on students experiencing success. Principals should be role-models in motivating students to learn. The Superintendent stated that the effective leader in school administration also maintains a positive school climate where student and staff morale is high and creates a safe and orderly school environment.

In addition, the Superintendent associated the following characteristics with effective leaders in school administration:

1. open communication with students staff and parents.
2. ability to resolve conflicts.
3. ability to work with school personnel including parent volunteers.
4. a desire to grow and develop professionally.
5. ability to empathize.

The Trustee interviewed expressed the following characteristics to be necessary for effective leadership in school administration:

1. ability to be sensitive to people , to listen with both the ears and the heart.
2. ability to listen to people and to formulate and opinion or take a stand on an issue. "Not bending in the wind."
3. kindness and understanding
4. a sense of humour - able to laugh at themselves - able to admit when they make a mistake
5. a sense of fairness beyond public pressure.
6. ability to actively work at building community. An effective leader helps the community to be a part of the whole learning process, to be inclusive, to keep them up to date and involved in the direction of the school.
7. accessibility.

In addition, the Superintendent indicated that an effective leader in school administration is someone who has a strong commitment to students, is student-focussed and student-centered. This person is someone who is a life-long learner, knowledgeable in the current educational research, learning new strategies and techniques; has a defined faith dimension and Catholic

education fostering strong Catholic atmosphere and climate; has the ability to lead others and to have others follow their leadership in a spirit that they feel they are a part of that style.

Both the Superintendent and the Trustee indicated that an effective leader has Jesus Christ as a role-model; uses reflection and prayer when making school decisions: sees himself/herself as a servant leader putting other people first if the situation deems appropriate.

### **The Staff's Perspectives**

The data collected from interviews with the staff was examined. Without exception the staff interviewed stated that an effective leader in school administration is someone who:

1. “empowers” the staff, and is open to their diversities.
2. collaborates with the staff .
3. recognizes and promotes the strengths of the staff.
4. shows confidence in his/her ability to do the job.
5. has an open door policy with the staff, is accessible.
6. gives support and guidance but open to individuality of the staff.
7. is perceptive and a good listener.
8. is kind, considerate, patient and understanding.
9. is respectful of others.
10. has a sense of humour.
11. is fair and treats everyone equally.
12. is visionary but is open to the vision of staff members.

### **The Parents' Perspectives**

According to the parents interviewed effective leaders in school administration are those who:

1. are approachable.
2. are good communicators and are good listeners.
3. have the ability to deal effectively with students, parents and staff.
4. have a genuine love for children.
5. ability to establish fair but effective discipline policy.
6. can look at children as individuals.
7. have the ability to make decisions but recognize and support other people's point of view, are collaborative.
8. have the ability to admit making a mistake.
9. are interactive with school community.
10. take the time to listen to children.

### **The Students' Perspectives**

Without exception, the students believed that a good principal is someone who:

1. has good rules.
2. listens to how the students feel.
3. is a nice person.
4. has a sense of humour.
5. handles discipline without yelling or being mean.
6. respects the students. He makes them feel important. He listens and the principal understands their point of view.

### Commonalities Among the Perspectives

When I asked the principal: “What does it mean to be an effective leader in school administration?” the principal responded, “It means lots of things!” An analysis and interpretation of the data seems to support his statement.

Effective leadership cannot be defined in one single statement. Effective leadership is more complex than that. However, in analysing the data, there emerged several commonalities among the various perspectives regarding what it means to be an effective leader. According to the various perspectives presented earlier, effective leaders in school administration are those who:

1. are visionary. With the exception of the students interviewed, all other participants indicated that an effective leader is one who has and promotes a collective vision. This vision should be a shared vision among all the educational stakeholders: the principal, the staff, the parents, the community. Fullan and Hargreaves (1991) believe that principals who promote their own vision do not serve long-term development in the staff and the school. They state:

“My vision,’ ‘my teachers,’ ‘my school’ are proprietary claims and attitudes which suggest an ownership of the school that is personal rather than collective, imposed rather than earned, and hierarchical rather than democratic. With visions as singular as this, teachers soon learn to suppress their voice. It does not get articulated. Management becomes manipulation. Collaboration becomes cooptation. Worst of all, having teachers conform to the principal’s vision minimizes the possibilities for principal learning. It reduces the opportunity for principals to learn that parts of their own vision may be flawed, and that some teachers’ visions may be as valid or more valid than theirs” (p. 90).

Glickman (1991) states that effective principals are those who “make vision-building a collective exercise” (p. 7). Further to that, effective

leaders ensure that the collective vision lives in the hearts and actions of the stakeholders rather than merely becoming an unfulfilled statement.

2. establishes open communication. All participants interviewed stated that open communication is a major key to effective leadership. Participants stated that open communication involving both speaking and listening, fosters a greater sense of unity, a clearer sense of purpose, greater staff morale and increased parent and community support. It was particularly important to the staff that the effective leader maintain an open door policy and a willingness to be available to them.
3. has strong interpersonal skills. Bass (1981) states that interpersonal skills are the most important requirements at all levels of effective leadership. These skills have been operationally defined and examined by Carkhuff (1983b), and Aspy and Roebuck (1984). Other researchers have identified four categories of skills needed for effective interpersonal functioning: physical attending, empathy, respect and concreteness. (Smith and Montello 1992).
4. is growth-oriented. Participants interviewed expressed that effective leaders recognize and support the need for life-long learning. They should be knowledgeable in a variety of educational areas and promote the learning of the staff and students. A growth-oriented leader promotes the same orientation in the staff encouraging them to develop their personal strength.
5. promotes leadership in others. Although the principal did not agree with the word "empowerment", most of the other participants stated that effective leaders empower their staff to work toward their personal

strengths. Effective leaders promote leadership in others by being willing to share their power. They trust their staff, ask them to form committees responsible for such things as school management, communication, staff development, budget and long-range planning. Effective leaders participate in the discussions but do not influence their recommendations- which could become school policy if approved by the entire staff.

6. promote collaborative decision -making. According to Leithwood (1992), effective leaders share the power and responsibilities with other shareholders through delegating the power to school improvement teams within the school.
7. are not afraid to make mistakes. Effective leaders accept that as part of our humanness we can and do make mistakes. Admitting to these mistakes is not a sign of weakness. These mistakes allow leaders to learn and to grow and to examine. According to the principal studied, effective leadership is not being afraid to make mistakes. But leaders can calculate their mistakes if they look ahead and say, “what is going to happen if I do this?”
8. have a sense of humor. All participants stated that effective leadership requires a sense of humor. Having a sense of humor helps the leader to put into perspective some of the conflicts that may arise.
9. is a servant leader. The behaviours of effective leaders exemplifies the model of Christ and recognizing Christ as the ultimate leader. These leaders use prayer and reflection as they go about their daily duties, and have the ability to put other people first if the situation deems it.

The staff interviewed considered their principal to be an effective leader. According to all the staff, the principal trusts and respects them as professionals. He is very open to the diversity of the staff, is aware and promotes their individuality. They recognize that the principal is confident within himself, is never directive, he neither gives nor takes any orders. He realizes the strengths and weaknesses of the staff, is willing to “let go of the reins” and allows the staff to take charge. He realizes that each member is valuable and allows the staff to share and to offer. He listens to people and is never intimidating. One staff member stated: “I feel spoiled at this school with .... The principal makes you feel like you know what you are doing and is always supportive of you.” The principal has an open door policy, is always there when needed. “We sometimes feel that we abuse the principal. He goes beyond being an administrator, he is also a friend.” He doesn’t play favourites with the staff, if they do their jobs, he tries to make it easier for the staff. This principal is viewed by his staff to be personable, open and broad-minded, reasonable, empathetic, visionary and intuitive. At staff meetings, he offers his opinions but lets them know that he values theirs. One staff member stated: “We work together as a team”. Several of the staff stated that the principal emulates Christ-like qualities. He always gives people the benefit of the doubt. According to several staff members, he tries to “find Jesus in people”.

Parents perceive the principal to be Type Y leader, humanistic, approachable, accessible, concerned for and caring of the students. He respects the students and parents and looks at the children as individuals. He has a sense of fairness, self-assured, has the ability to make decisions but recognizes and sees other people’s point of view. One parent in particular mentioned that the



principal is a living example of high principles and morales. He has the ability to coordinate leadership and administration. According to this parent, anyone can be an administrator, but to be a leader you need to possess certain qualities. "This principal certainly has those qualities". Another parent stated that there are people who should be leaders and those who shouldn't be leaders mostly depending on their personality. This principal "has the personality to be a leader". Parent participants perceived the principal to be a good communicator. They are kept informed on school matters. He listens to staff, students and parents. However, one parent stated that communication is one of "those things that one can always improve on and is always on-going". They see the principal as an interactive, collaborative leader, always involving the staff and the P.T.C. One parent participant stated that at meetings, the principal sits back and listens to their opinion. He stated that, "parents opinions are very important to him". One parent however, feels that he needs to be more interactive with parents at school functions. This parent attributes this mostly to his personality. According to parents, the principal appreciates and supports his staff, deals with discipline by focussing on positive reinforcement of children and is not afraid to try innovative techniques. But, according to the parents, the principal's greatest vision is that he treats kids as individuals and as children of God.

The students interviewed believe that the principal is really nice, funny but they "wouldn't mess around with him". According to these students when they get into trouble, the principal talks to them and asks what happened but never yells. The rules he has are "appropriate and good and usually fair". Students felt that the principal respects them and listens to what they have to say. Another student stated that the principal has "a good sense of humor,

really likes the kids but can have a bit of a bad temper". One particular student approves of the way the principal is strict about bringing weapons to school. "He would suspend students and wouldn't allow them back into the school until the students talk to the police. In this school that has never happened while he has been principal". When asked if they would choose this school again, the students all said yes and gave the following replies. One student said: "I like the teachers, I like how they teach things. It's a happy place, we have lots of celebrations and it's a religious school". Another student said: "I like the way I'm treated, the strict discipline and the enthusiasm the teachers have".

### Leadership in Action

Observing Joe in action helped me to understand this complex concept of effective leadership. Joe seems to be a nurturing administrator practicing interpersonal skills of physical attending, empathy and respect. This is evident in a number of ways: the number of staff and students who drop in to say good morning, the interaction I observed in the staff room during lunch hour, the many questions that filter through his office from students staff and parents, his interaction with the students as observed both in the halls and on the playground. One staff member states that Joe "treats everyone the same regardless of the position he or she holds in the school". Another staff member states that Joe takes a "real interest in you, I feel good talking to him". Yet, another states that "the way he talks (his voice and tone) gives you a feeling that he respects you".

There is evidence of open communication in a variety of ways. Students expressed that they feel comfortable talking to Joe when they are faced with a problem or a question. They also stated that they feel that Joe listens to them and tries to understand their point of view. While I was in Joe's office, on several occasions I experienced staff and students dropping in to get his opinion on something or to have a question answered. Most of the staff and parents indicated that he has an open door policy. While I was there, he never refused a phone call nor a request from a staff member or student needing to see him. One staff member stated: "he listens to people and is not intimidating, he is always there to listen". One staff member did say, however, that Joe needs to improve on getting all information to the staff on a timely fashion. This person went on to say that it only happens when he gets overly busy. One parent said that she is "happy with communication. A variety of letters and notes are sent home on a regular basis. I appreciate the information". Joe's morning announcements is yet another way he keeps the communication flowing.

Joe is a principal who likes to promote collaboration within the educational shareholders. He trusts the ability of his staff to do the job and respects their judgement. One staff member states that "most decisions are made at staff meetings after some discussion, a vote or consensus is reached". Another staff member states that he "collectively brings points of view to a reasonable goal". A third staff member states that Joe "offers his opinions at staff meetings but lets us know that he values our opinions. We work together as a team". This staff member also states that during the school's renovation process, Joe was in constant consultation with both the staff and the parents. "He involves everyone in the decisions. One parent states that Joe "supports our decisions

but has the ability to recognize and see other people's point of view. He is a collaborative leader involving faculty and the P.T.C. in the decision-making process". Another parent states that "he is a team player, supportive and collaborative".

On several occasions I observed servant leadership in action. Joe willingly takes more classes to teach so that the Associate-Principal can be given more administration time. One staff member states that Joe "emulates Christlike qualities, he always gives people the benefit of the doubt". Another staff member states that "he lives a life of service and that he is always there for us". This staff member continues to say that "his faith is very strong, and that he provides a role-model for us to aspire to. He really cares for everyone, is secure within himself and freely gives other people the limelight".

## CHAPTER FIVE

### THE LITERATURE REVISITED

It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. It is whoever lives in the principal's office.

Lieberman and Miller

#### Relationship of Research Literature To Findings Of The Case Study

In a case study such as this, it is important that the literature be revisited once the data collection and analysis have been completed to ascertain if the findings of the study are congruent with the current literature and research on effective leadership. I reviewed some of the literature relating to effective leadership prior to collecting the data in order to gain a working knowledge on the topic to be studied. Subsequent to the collection and analysis of the data, the literature was revisited. The relationship of the research literature to the findings of the case study is presented in this final chapter.

A recent body of literature on effective leadership appears to be congruent with the findings of this case study. The participants interviewed identified similar characteristics that define effective leadership as the review literature. Figure 3 is included to clarify the congruency of the findings of the case study to the research literature.

Characteristics of effective leadership as defined by the participants	Examples of supporting statements and actions as collected at the interviews and observations	Relationship to Leadership Literature
1. Shared vision	Goals set at staff meetings. Seeks input from all shareholders.	Supported by Glickman, 1991; Sergiovanni, 1992
2. Practices open communication	He is a good listener. Open door policy. Daily morning announcements. Use of bulletin boards. Monthly newsletters.	Leithwood and Jantzi, 1990; Parish and Prager, 1992.
3. Positive interpersonal skills	Viewed by the staff as reasonable, empathetic and understanding. Viewed by the parents as approachable and humanistic.	Carkhuff, 1983; Aspy and Roebuck, 1984; Smith and Montello, 1992
4. Growth-oriented	Encourages staff to work towards their strengths.	Fullan, 1992; Anderson, 1992; Leithwood, 1992.
5. Promotes leadership in others.	Gives staff lots of opportunity to do "their own thing". Recognizes individual strengths and encourages the development of those strengths. Encourages those staff members who he perceives show signs of wanting to "take charge at meetings".	Brown, 1993; Hannay and Bissegger, 1993; Leithwood, 1992; Glickman, 1991; Barth, 1990
6. Shared decision-making.	Willing to "let go of the reins" and allows staff to take charge. Staff is encouraged to share and to offer. "We work together as a team".	Sergiovanni, 1992; Fullan and Hargreaves, 1991; Sarason, 1990
7. Servant leader	"The principal emulates Christ-like qualities". "He tries to find Jesus in people". "He treats children as individuals and as children of God".	Ripley, 1994; Greenleaf, 1977.

Figure 3: Study Findings Supported by Research

Although not supported by the research literature the findings of this study indicate that there are two other skills conducive to effective leadership. These two skills are: not being afraid to make mistakes and having a sense of humor. Most of the participants interviewed indicated these skills to be important. The findings of this case study also indicate that an effective leader can be eclectic in his or her leadership style. However, the leader needs to be careful that the style he or she chooses is congruent with his or her personality and values.

### The Researcher's Perspective

The purpose of this case study was to answer the primary question, What does it mean to be an effective leader in school administration? According to the data collected, it seems that an effective leader needs to develop skills in a variety of areas as outlined in the analysis of the data. My perspective on effective leadership was reinforced by the findings of this case study. It is my view that the leader's personality has a great impact on the effectiveness of the leader. My perspective on effective leadership was reinforced by the findings of this case study. This case study further helped me to clarify the characteristics that a leader needs in order to have the greatest impact on the people he or she serves and works with. Effective leadership requires a person who can make vision building a collective exercise; a willingness to let go of the hierarchical rights so that true power can be realized and a willingness to share the decision-making responsibilities for such tasks as budget, schedules and staff development programs. Effective leadership requires a person who possesses strong interpersonal skills, who has the ability to communicate and work with all educational shareholders. This becomes even more important

as we move towards site-based management and the establishment of parent school councils. It is my opinion that in the Catholic school system, effective leadership also requires a person who is guided by faith, who uses prayer and reflection in his or her daily tasks, and who bases his or her educational philosophy on the teachings of Jesus Christ. An effective leader is a person who genuinely cares for children and treats them fairly. As the trustee interviewed stated, in defining effective leadership one should look at the personality first and the skills after. Hannay and Bissegger (1993) state that effective leadership "cannot be mandated. It is rather a state of mind that must be nurtured through a collegial climate" (p.6). Thus in today's schools, effective leadership is about shared vision and working with others not above others. It is a mutual respect among all the shareholders, and the encouragement of personal and professional growth among the staff. Sergiovanni (1992) states that "the more professionalism is emphasized, the less leadership is needed. The more leadership is emphasized, the less likely it is that professionalism will develop" (p. 41). It is concerned with influencing staffs to work together toward the achievement of group goals. It is more concerned with empowering the staff than with the power of the leader, supporting growth rather than control. Effective leadership is shared leadership where school leaders implement a variety of strategies to foster positive school ethos.

### Implications of Findings to Current Restructuring Initiatives

The findings emanating from this case study provide specific insights into the definition of effective leadership in school administration. Due to current restructuring initiatives of leadership roles by the Alberta Department of



Education, the findings from this case study provide a framework that creates conditions for change congruent with these current restructuring initiatives. One such change is school-site management. The rationale for school-site management is based on two policies: increasing school autonomy through budgetary control and sharing the authority to make decisions with staff, parents, students and the community. This requires a principal to shift from a controlling leadership to a facilitating leadership. The findings of this case study indicate that an effective leader is one who is a facilitator rather than a controller. The leader as a facilitator is willing to share in the decision-making process, treats all educational shareholders with respect, promotes a collective vision and frequently communicates that vision to staff, students and parents, practices open communication, and encourages personal and professional growth. Effective leaders promote leadership in others. Barth (1990) sees schools as being “ a community of leaders”. Barth uses a poem to illustrate what he means by the phrase “community of leaders”. The poem on the next page illustrates equally well the concept of effective leadership.

One day lying alone in the lawn on my back with only the drone of a distant  
train

on some far off track,

I saw before my eyes, 5,000 feet high or more  
a sight---which to this day, I must say,  
I've never seen nothing like before.

The head goose- the leader of the V-  
suddenly veered out , leaving a vacancy  
which was promptly filled by the bird behind.

The former leader then flew alongside,  
the formation continued growing wide  
and he found a place at the back of the line.

They never missed a beat.

So that's how I found out how the goose can fly  
from way up North to way down South  
and back again.

But he cannot do it alone, you see.

It's something he can only do in community.

These days it's a popular notion,  
and people swell with emotion and pride  
to think of themselves on the eagle's side,

Solidarity

Self-sufficient

Strong

But,

We are what we are, that's something we can't choose.  
And though many would wish to be seen as the eagle,  
I think God made us more like the goose.

## REFERENCES

- Anderson, B. (1993). The Stages of Systemic Change, *Educational Leadership*, 51 (1), 14-17.
- Aspy, D. and Roebeck, R. (1984). *The Third Century in American Education*. Amherst, MA: Human Resource Development Press.
- Barth, R. (1990). *Improving Schools From Within: Teachers, Parents and Principals Can Make the Difference*. San Francisco: Jossey-Bass.
- Bass, B. (1981). *Stogdill's Handbook of Leadership: A Survey of Theory and Research*. New York: Free Press.
- Bennis, W. and Nanus, B. (1985). *Leaders; The Strategies for Taking Charge*. New York: Harper and Row.
- Blake, R. and Mouton, J. (1985). *The Managerial Grid*. Houston, TX: Gulf.
- Blanchard, K. and Peale, N. (1988). *The Power of Ethical Management*. New York: Fawcett Crest.
- Bogdan, R. and Biklen, S. (1982). *Introduction to Qualitative Research Methods*. New York: Wiley.
- Brookover, W. (1979). *School Social Systems and Student Achievements: Schools Can Make a Difference*. New York: Praeger.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Carkhuff, R. (1969). *Helping and Human Relations (Vols 1-2)*. New York: Holt, Rinehart & Winston.
- Carkhuff, R. (1983b). *Interpersonal Skills and Human Productivity*. Amherst, MA: Human Resources Development Press.
- Carnoy, M. and Levin, H. (1985). *Schooling and the Work in the Democratic State*. California: Stanford University Press.
- Cubberly, E. (1923). *The Principal and His School*. Cambridge: Riverside Press.
- Donaldson, G. A. (1993). Working Smarter Together, *Educational Leadership*, 51 (1) 12-16.
- Edmonds, R. (1979). "Some Schools Work and More Can". *Social Policy*, (March-April) 28-32.

- Evans, R. (1993). The Human Face of Reform, *Educational Leadership*, 51 (1) 19-23.
- Fiedler, F. (1967). *A Theory of Leadership Effectiveness*. New York: McGraw-Hill.
- Fullan, M. (1992). Visions that Blind, *Educational Leadership*, 50 (1) 19-20.
- Fullan, M. and Hargreaves, A. (1991). *What's Worth Fighting For? Working Together For Your School*. Andover, Mass.: Regional Laboratory of the Northeast and Islands.
- Glickman, C. (1991). Pretending Not to Know What We Know, *Educational Leadership*, 48 (8) 4-9.
- Greenleaf, R. (1977). *Servant Leadership; A Journey into the Nature of Legitimate Power and Greatness*, New York: Paulist Press.
- Hackman, M. and Johnson, C. (1991). *Leadership*. Prospect Heights: Waveland Press.
- Hall, B. and Thompson, H. (1980). *Leadership Through Values*. Ramsey, New Jersey: Paulist Press.
- Hannay, L. M. and Bessegger, M. (1993). Developing Transformational Leadership, *The Canadian School Executive*, 12 (2), 3-6.
- Hargreaves, A. (1992). Cultures of Teaching. In Hargreaves, A. and Fullan, M. (Eds), *Understanding Teacher Development*, New York: Teachers College Press. 216-240.
- Hemphill, J. and Coons, A. (1950). *Leader Behavior Description*. Columbus: Personal Research Board, Ohio State University.
- Hersey P. and Blanchard, K. (1977). *Management of Organizational Behaviour: Utilizing Human Resources*, 3rd ed. Englewood Cliffs, N.J.: Prentice-Hall.
- Hersey P. and Blanchard, K. (1982). *Management of Organizational Behaviour: Utilizing Human Resources*, 4th ed. Englewood Cliffs, N.J.: Prentice-Hall.
- Hersey, P. and Blanchard, K. (1967). *Management of Organizational Behaviour: Utilizing Human Resources*. Englewood Cliffs, N.J.: Prentice-Hall.
- House, R. and Baetz, M. (1979). Leadership: Some Empirical Generalizations and New Research Directions. *Research in Organizational Behaviour*, 1, 341-423.

- House, R. and Mitchell, T. (1974). Path: Goal Theory and Leadership. *Journal of Contemporary Business*, 3, 81-87.
- House, R. (1971). A Path-Goal Theory of Leadership Effectiveness, *Administrative Science Quarterly*, 16, 321-338.
- Hoy, W. and Miskel, C. (1991). *Educational Administration: Theory, Research and Practice*. New York: McGraw-Hill.
- Johnson, S. (1989). Perception of Effectiveness and the Principal's Job Satisfaction in Elementary Schools in Alberta. *The Canadian School Executive*, 12 (2), 23-27.
- Krajewski, R. (1979). Role Effectiveness: Theory Into Practice, *Educational Leadership*, 18 (1) 12-19.
- Leithwood K, and Jantzi, D. (1991). Transformational Leadership: How Principals Can Help Reform School Cultures, *School Effectiveness and School Improvement*, 1 (3) 249-281.
- Leithwood, K. (1992). The Move Towards Transformational Leadership, *Educational Leadership*, 49 (5) 8-12.
- Lieberman, A. and Miller, L. (1984). *Teachers, Their World, and Their Work: Implications for School Improvement*. Washington: Association for Supervision and Curriculum Development.
- Likert, R. (1961). *New Patterns of Management*, New York: McGraw-Hill.
- National Association of Secondary School Principals' Handbook on Effective Instructional Leadership (1984)*. Alexandria, VA: N.A.E.S.P.
- Owens, R. (1982, Spring). Methodological Perspective. *Educational Administration Quarterly*, 13 (2), 1-21.
- Parish, J. and Prager, D. (1992). Communication: The Key to Effective Leadership. *Principal*, 12 (4) 37-39.
- Peters, T. and Waterman, R. (1982). *In Search of Excellence*. New York: Harper and Row.
- Raywid, M.A. (1993). Finding Time for Collaboration, *Educational Leadership*, 51 (1) 30-34.
- Reddin, W. (1970). *Managerial Effectiveness*. New York: McGraw-Hill.
- Ripley, D. (1994). Vision, Values, and Virtues: A Principal's Curriculum for a Good School. *The Canadian School Executive*, 19 (3) 16-20.

- Roberts, N. (1985) Transforming Leadership: A Process of Collective Action, *Human Relations*, 38 (11) 1023-1046.
- Sarason, S. (1990). *The Predictable Failure of Educational Reform*. San Francisco: Jossey Bass.
- Sergiovanni, T. (1979). Rational, Bureaucratic, Collegial and Political Views of the Principal's Role, *Theory Into Practice*, 18 (1) 12-19.
- Sergiovanni, T. (1984). Leadership as Cultural Expression. In *Leadership and Organizational Culture*, 105-114. Urbana, IL: University of Illinois Press.
- Sergiovanni, T. (1990). Adding Value to Leadership Gets Extraordinary Results. *Educational Leadership*, 47(8) 23-27.
- Sergiovanni, T. (1992). *Moral Leadership: Getting to the Heart of School Improvement*. San Francisco: Jossey-Bass.
- Sergiovanni, T. (1992). On Rethinking Leadership: A Conversation with Tom Sergiovanni, *Educational Leadership* 49 (7) 46-49.
- Sergiovanni, T. (1992). Why We Should Seek Substitutes for Leadership. *Educational Leadership*, 50 (2) 41-45.
- Smith, R. and Montello, P. (1992). Investigation of Interpersonal Management Training for Educational Administrators. *Journal of Educational Research*, 85 (4) 242-245.
- Stake, R. (1978). The Case Study Method In Social Enquiry, *Educational Researcher*, 7 (2) 5-8.
- Stinson, T. and Johnson, T. (1975). The Path-Goal Theory of Leadership: A Partial Test and Suggested Refinement. *Academy of Management Journal*, 18, 242-252.
- Sykes, G. (1990) Organizational Policy into Practice: Reactions to the Cases, *Educational Evaluation and Policy Analysis*, 12 (3) 243-247.
- Trump, L. (1959). *Images of the Future*. Washington, DC: National Association of Secondary School Principals.

APPENDIX

APPENDIX 1

INTERVIEW QUESTIONS - Principal

1. What does effective leadership mean to you?
2. How do you measure effectiveness in school leadership?
3. Describe your leadership style. How did you develop these skills?
4. What motivates your behaviour at school? Your decisions etc.?
5. How do you communicate to your staff? students? parents?
6. How do you engage in professional development?
7. What strategies do you use in resolving difficult situations with staff? students? parents?
8. How do you balance nurturing your staff to grow as a professional and meeting requirements? (nurture vs. compliance)
9. How do you motivate your staff to professional change?
10. What were your organizational priorities when going into a new school?
11. What is your vision of the school?
12. How do you feel you have changed as an administrator?



**INTERVIEW QUESTIONS - Superintendent and Trustee**

1. What does it mean to be an effective leader in school administration?
2. What personal qualities do you associate with effective leaders in school administration?
3. Are there certain behaviours that are associated with effective leaders? What are they?
4. Describe the leadership style you look for when hiring principals.
5. Current restructuring initiatives by the Department of Education include a shift to school based management requiring educational leaders with knowledge, skills and attitudes different from those reflected in the 70s and 80s. What are the knowledge, skills and attitudes needed for effective leadership in today's schools?
6. How do you measure leader effectiveness in school administration?
7. What does effective leadership mean to you personally?
8. What should a leader do in order to be effective?

**INTERVIEW QUESTIONS - Staff**

1. What does it mean to be an effective leader in school administration?
2. What should a leader do, in order to be effective?
3. What are some personal qualities, if any, that are associated with effective leaders?
4. Are there certain behaviours that are associated with leader effectiveness? What are they?
5. What does effective leadership mean to you?
6. Describe your principal's leadership style.
7. How does he communicate to the staff? students? parents?
8. Is there a vision for the school? How did that come about?
9. How are school-based decisions made? Who are the shareholders?
10. How would you measure effective leadership?

**INTERVIEW QUESTIONS - Parents**

1. What does it mean to be an effective leader in school administration?
2. What personal qualities do you associate with effective leadership in school administration?
3. What are your expectations regarding the principal of your child's school?
4. How would you describe the principal's leadership style?
5. Does the principal have a vision for the school? If so, how does he communicate this to the parents?
6. How would you describe your child's school climate?
7. How do you measure effective leadership in school administration?

**INTERVIEW QUESTIONS - Students**

1. Do you like the school? Why or why not?
2. Tell me about the principal at your school?
3. What does your principal do during the day at school?
4. Have you ever been in trouble at school? If yes, how did the principal handle it?
5. Do you think the principal is effective? Why or why not?