

Chapter 1

Introduction

1. INTRODUCTION

This study is about the importance of interpersonal and relational skills in the execution of school leadership in the most operationally and structurally complex Queensland state schools. The Principals in these schools have been appointed as *Executive Principals*, and this research will focus on the work of these senior principals, examining what high level interpersonal and relational skills appear to be critical components of their effective leadership in their schools.

In the context of increasingly-complex school environments, what is the set of capabilities which best prepare a principal for leadership of today's modern public schools? This study will examine the perceived interpersonal and relational skills of Executive Principals in Queensland schools from their own point of view; from the points of view of their supervisors; and from the points of view of officers who directly report to them. This study provides critical insights regarding whether Executive Principals demonstrate strong interpersonal and relational skills in the execution of their duties, and whether these skills should be a pre-requisite in the recruitment and selection process.

2. CONTEXT AND BACKGROUND TO THE STUDY

The past three decades have seen significant challenges impact on the education sector, not least globalisation; the changing labour market; new and emerging industries; aging populations; interstate migration and declining populations in rural areas. Added to these challenges are a range of world influences, such as increasingly sophisticated digital technologies delivering knowledge and allowing communication at an unprecedented pace across states and nations; new jobs and new ways of working and living; new and powerful influences on the economy; new emphases on environmental and global sustainability; new notions of family and resultant changes on the social expectations of schooling; and a new generation of young people whose views about learning, work and lifestyle vary significantly from those of the previous generation. These challenges and influences have impacted on the nature of schooling and, necessarily, on the skills and attributes that are required of effective school leaders. (Qld Government Strategic Plan 2008-2012: 2-3)

In the education sector, there have also been significant changes. According to Cranston and Ehrich, (2005: 6) over this time there have been various policy changes decentralising and recentralising leadership of the education sector (Caldwell and Spinks (1988) Sergiovanni (1984); there have been increasing interventions by state and national governments into the outcomes of both primary and secondary education; a significant increase in the emphasis on school and student performance; plus a new and important trend towards child protection. Added to these changes has been a strong shift towards schools providing apprenticeships and traineeships as part of a new push towards vocational education and training provided within schools; a trend towards commoditisation of education with competition between schools increasing as they compete for both quantity and quality of students; new approaches to managing students with disability and students with learning problems; and changes in the nature of the pedagogies that teachers need to use, with strong emphases on project-based learning, cross curricular learning, deep knowledge and digital modes of learning. (Qld Government Strategic Plan 2008-2012: 2-7)

Allied with these changes, have been changes to the theoretic notions underpinning school leadership, with new emphases on participative, distributed and collective leadership (Dimmock and O'Donoghue, 1997: 18); a powerful move in the literature towards values-driven activity (Sergiovanni 2001: 344-348); a de-emphasised view of management in the context of school leadership (Sergiovanni 2000 in Jossey-Bass 2000: 270); a strong re-emphasis on 'curriculum' leadership (Beare 2001: 26); and, new emphasis on the principal as an interpersonal or 'relational' leader with responsibilities of authentically engaging with and valuing the full range of people; interacting sensitively and with dignity; creating dynamic, cooperative and work environments; developing a sense of shared leadership; and encouraging the participation of community and industry in the school governance (Hoyle et al. 1998: 37). All of these factors make schools far more complex places than in earlier decades and add complexity to the role of the principal.

3. PURPOSES

1. To investigate a range of Executive Principals and their practice in the area interpersonal and relational leadership;
2. To identify those elements within the relational capability of the Queensland Leadership Framework which best align with the demonstrated performance capabilities of effective Executive Principals;

3. To analyse the selection criteria used in Queensland's current leadership framework 'Leadership Matters', particularly the embedded Relational Leadership capability in relation to the role of the Executive Principal;

4. To determine the interpersonal and relational qualities which are evident in Executive Principals' practice and whether the selection criteria related to interpersonal and relational skills within the Queensland leadership framework forms an appropriate platform for selecting effective Executive Principals;

5. To identify any additional elements of effective Executive Principal practice which should form a part of the relational capability of the Queensland Leadership framework and should therefore be considered during the recruitment and selection process.

4. THE RESEARCH QUESTIONS

The research questions for this study are:

- Is the Queensland Leadership Framework effective in the selection of Executive Principals given its current focus on interpersonal and relational skills?
- In the literature about principal leadership are interpersonal and relational skills critical to effective leadership?
- What are the specific criteria within the Queensland Leadership framework which are effective in the selection of Executive Principals?
- Is there correlation between the interpersonal and relational skills criteria used in selecting Executive Principals and effective Executive Principal practice?

5. THE SIGNIFICANCE OF THE STUDY – IMPORTANCE

The literature has established that there is a strong link between high performing schools and the quality of school leadership. (Hallinger & Heck 1998: 46-48) Principals must ensure that their students perform well according to state and national standards; they must ensure their staff engages with change; and they must develop collaborative and participative cultures, seeking out parent, industry and community partnerships to foster the best pathways for their students. (Qld Government Strategic Plan 2008-2012: 2-3)

If principals are important in schools, it is critical that systems which employ teachers choose the right people, and that the dispersal of role information, the selection criteria and the selection process are closely aligned with ability to perform the complex role of the principal. (Cranston & Ehrich 2005: 17-18) This study reviewed the interpersonal and relational skills of Executive Principals from three perspectives: the views of Executive Principals of the importance of interpersonal and relational skills in the execution of the role of principal; the views of their supervisors about how these skills impact on principals and their performance; and the views of one senior

administrator in the school who directly reports to the principal about how the incidence of this skill-set impacts on the performance of the principal in the school.

The study is also significant because it provides an examination of the perceived correlation between relational and interpersonal skills in the selection of effective Executive Principals. The literature suggests (Chapter 2) that it is widely-agreed within the profession that these skills are key and critical to the effective performance of senior principals. (Dubrin et al. 2006: 106-7) These findings have led to a requirement for applicants to demonstrate these skills within the recruitment process. The study provides an indication of whether these skills are evident in the behaviours and practices of effective senior (Executive) principals in Queensland.

The study is also important because of an anecdotal view by some observers (see Chapter 4) that Executive Principals (and indeed many principals generally), while they need these skills, *largely do not have them*. The research will provide triangulated data from the Executive Principals themselves, their supervisors, and senior staff who directly report to them which will establish whether the skills are important and whether the Executive Principals have these skills.

Perhaps most importantly, the research provides a platform for schools systems, states and instrumentalities to review their selection practices and selection criteria for the principalship, particularly the principalship in large and complex schools. The research establishes (see Chapter 5) that interpersonal and relational skills are the most important skills relevant to principalship in large schools in Queensland which are led by an Executive Principal. This provides the opportunity for systems to examine the findings and re-examine the present selection practices which currently involve all selection criteria being treated as 'equal'.

6. DEFINITIONS

Executive Principalship is the highest level of the principalship in Queensland. Principals are appointed at levels from Band 5 (one or two teacher schools) to Band 11 (schools of more than 1200 students). Principals usually rise through the ranks from Deputy Principal (Band 7) and a small number (76) reach Band 11. Almost all Band 11 schools in Queensland are secondary schools or Prep-Year 12 Colleges with only four primary school having enrolments which classify the site as a band 11 school. Once a school reaches a sustained enrolment of 1600 students, principals who have already had to apply for their position as a Band 11 principal, must reapply

for the position of Executive Principal (EP) (Queensland Government Enterprise Agreement: 2006). There are three outcomes of this re-application process: incumbent appointment as Executive Principal; new appointment to the position of Executive Principal (requires the relocation of the incumbent); and incumbent re-appointment as a Band 11 Principal (the EP process lapses). In the three years since the introduction of the Executive Principal role, all of these outcomes have been realised. Executive Principals are appointed on contracts (with reversionary rights to Band 11) at the level of Senior Executive Service (Level 2 – lower) and receive additional benefits to those available to Band 11 Principals including 100% private use of a government owned and maintained vehicle. (Queensland Government Enterprise Agreement: 2006)

Interpersonal and relational skills can be defined broadly as ‘those skills which one needs in order to communicate effectively with another person or a group of people.’ (Rungapadiachy 1999: 193) There is some variation in the literature over the exact skills that qualify under this heading. However, in this paper there are a number of core areas in which competency seems important for effective interpersonal interactions. (see Chapter 2) BNet (Business Network) Australia defines interpersonal and relational skills as all aspects of personal interaction, contact, and communication between individuals or members of a group. Effective interpersonal communication depends on a variety of interpersonal skills including listening, asserting, influencing, persuading, empathizing, sensitivity, and diplomacy. Important aspects of communication between people include body language and other forms of nonverbal communication. This study, while accepting these definitions, has accepted a range of different abilities in this category, and these are included in Chapter 2. The key interpersonal and relational skills for Executive Principals identified in the research are listed in Chapter 5. The justifications for accepting such a broad range of skills in this category are numerous or wide-ranging.

Firstly, while all of the states and instrumentalities examined in this research use at least one criterion in this category, their definitions of these skills and the list of attributes, while similar, show some differences. For example in Queensland, issues of valuing individuals, empathy, cooperation and welcoming challenge are specifically listed; in Victoria there is more emphasis on communicating vision and ensuring accountability; while in NSW there is a particular concentration on effective communication and inspiring others. While these aspects can be elicited from each framework, each state takes a different approach to making the statement that interpersonal and relational skills are important. It is therefore necessary, in the

conduct of research such as this, to consider a broad range of definitions. Alternately, to ensure that the research was reliable, this study uses the Queensland definitions of Cranston (2005) as the basis of the research questions because of the extensive testing that his definitions have been subjected to in the Queensland context. These attributes are developed fully in Chapters 3 and 5.

Secondly, the definitions of interpersonal and relational skills in the literature also vary considerably, with authors such as Beyer (1999) concentrating on collaborative decision-making; Duignan (2006) addressing authenticity; and Goleman (1995) focussing on self awareness and self regulation. All of these skills can be considered as part of the suite of interpersonal and relational skills which Executive Principals can draw upon.

The title of this thesis uses the work 'effectiveness' which is not extensively used in the literature of principal leadership. The word was derived by the researcher and principal supervisor during the development of the research proposal with the goal of finding a term which adequately reflected the 'usefulness' or 'value' of the particular skill set, while leaving room for higher level questions concerning whether the skills should be used in the selection of principals. The term 'effectiveness' derives from the adjective 'effective' which is defined by the Macquarie dictionary (Choice 1) as 'producing the expected results.' 'Effectiveness' is defined, therefore as a state of being which produces these expected results, or, in common parlance, something that 'works'. The use of the term 'effectiveness' in the title of the thesis attempts to address the question of whether these skills therefore 'work' in the execution of the Executive Principalship and, consequently, attempts to make a statement about whether the skills are necessary. At the inferential level, the thesis also asks whether using the criterion *high level interpersonal and relational skills* leads to the effective execution of the Executive Principalship. The research will draw conclusions about whether the incumbent Executive Principals have these skills; whether they are effective (i.e. whether they work) and about how important they are in the suite of skills that an Executive Principal needs. The development of this definition, while not derived from the literature of principal leadership, is critical to this study because it highlights the impetus of the study: how useful are these skills to Executive Principals, and should the possession of these skills be a prerequisite to appointment to these positions?

7. RESEARCH DESIGN

For this research to be successful, there was a need to:

1. Analyse the Queensland Leadership Framework, 'Leadership Matters' and identify the key behaviours and emphases in the Relational Leadership capability which the selection process attempts to identify during the recruitment process. In this study, given the different references and nomenclature in the literature, this capability is referred to as 'interpersonal and relational' capability;
2. Identify the key relational and interpersonal leadership behaviours and practices demonstrated by a sample of Executive Principals in Queensland schools;
3. Determine the consistent relational and interpersonal behaviours and practices exhibited by a strong sample of Queensland Executive Principals;
4. Identify differential relational and interpersonal behaviours and practices evident throughout the sample;
5. Determine the key observed relational and interpersonal behaviours and practices from the research group, and determine the alignment of observed effective relational and interpersonal leadership practices and behaviours with the Leadership Framework and Selection Criteria.

The research was conducted in August-October, 2009, with the surveys being administered by email and post and the interviews being conducted in the sample Principals' schools.

This research used a sample of the total of fourteen Executive Principals who have been appointed, to date, in Queensland. Executive Principals were chosen as a focus for this study for a number of reasons. Firstly, this is the highest level of the principalship in Queensland; (at the time) the only level of principalship governed by a contract; and the only level of the principalship in Queensland where Principals can potentially have to twice apply for their position at the same school. Secondly, Executive Principals are expected to be the best of principals in Queensland. They operate in the largest and most complex of settings; they have usually been school leaders in a range of settings, and typically been promoted by the system five times. Usually they lead a school leadership team of Band 5 and above of at least twenty, and have total staffs in the vicinity of 200, including more than 130 teachers. Thirdly, because there are so few of the positions, it is possible to study a clearly representative sample of the group. The research therefore concerns a sample rather than the full fourteen Executive Principals. To collect the data from the full sample would have:

- Been far more expensive as it would have involved twice the time allocated for interviews and would have involved even more significant time away from the researcher's full time position;

- Been far more expensive in terms of transcription and data recording;
- Would not necessarily have collected any different or 'better' data as the sample was so strong, and the coverage of gender, geography and experience had already been built into the research design. In fact the data could have become 'skewed' with the inclusion of a lot more urban data.

Information was therefore collected from a sample of approximately half of the Executive Principals - a sample of seven. The sample involved principals of different ages, both genders, and differing school sizes, locations and contexts. Information was also collected from the supervisors of these Executive Principals who are Executive Directors (Schools) and Regional Executive Directors, and from one direct report to each of the Executive Principals studied. This process is documented in Chapter 4.

The initial research design involved examination of a number of school artefacts (such as prospectuses and materials that could be found or collected from the school or the school website). The principal researcher advised against the use of such data on the basis of comparability; availability, authorship; the extent that they were a reliable indicator of school practice (or more marketing materials) and the difficulty of aligning this data with the other data collected during the research. An initial examination of this data indicated that its use would significantly add to the complexity of the research, while not necessarily adding to the reliability of the data. The use of artefacts as part of the research was therefore dismissed. A number of research tools were used including:

1. A survey of the Executive Principal, the Executive Principal's Supervisor and one directly-reporting senior administrator within the school (such as a Head of School or Deputy Principal) identified by the Executive Principal;
2. Follow-up interview with the Executive Principal;

The data was triangulated as follows:

Spoken Interview	Written Survey	
		Executive Principal
		Supervisor
		Direct report

Table 1: Triangulation

Interpersonal and Relational Leadership – key features of the research questions

1. Evidence that the principal values the full range of people and interacts sensitively and with dignity;
2. Evidence that the principal is open and authentic in his/her interactions;
3. Evidence that the principal creates dynamic and supportive work environments;
4. Evidence that the principal creates environments where people cooperate and care about each other;
5. Evidence the principal develops and inspires a sense of collective responsibility and shared leadership;
6. Evidence that the principal welcomes challenge and is open to diverse opinion.

The research questions addressed during the study focused upon the key interpersonal and relational capabilities required to develop and then maintain quality relationships with a diverse range of people, such as:

- The valuing of individuals;
- The ability of the principal to resolve conflicts effectively;
- The ability of the principal to show empathy;
- The ability of the principal to interact with others with sensitivity and dignity;
- The ability of the principal to create a dynamic work environment;
- The ability of the principal to create a work environment where people cooperate and care about each other;
- The demonstrated ability of the principal to welcome challenge and be open to diverse opinions;
- The ability of the principal to inspire and develop a sense of shared leadership and/or collective responsibility;
- The ability of the principal to provide constructive feedback to colleagues and others in the context of mutual professional respect;
- The ability of the principal to encourage participation by all sections of the school community including parents and other stakeholders.

8. DATA ANALYSIS

1. Organise the data

- Surveys were collated under the survey and interview format headings (from the Qld Leadership Matters document);
- Interviews were transcribed and data collated under the survey and interview format headings (from the Qld Leadership Matters document);
- Notes and minutes of meetings were transcribed and organised.

2. Identify the Key Themes

Following examination and organisation of the data, it was possible to assess the range of themes which emerged and the common, key characteristics of effective relational and interpersonal leadership. The different categories and types of responses were identified. In this part of the process, the data from the different principal studies were separated into groups that share similar characteristics. The

larger initial range of categories was reduced to a smaller number of categories after all of the data was organised.

3. Interpret and summarise the information

This section of the study detailed the range of data collected, and involved identifying trends.

4. Explain the information

In this section of the study, the collated and sorted data was compared with the findings from the research, with the goal of drawing conclusions about the relationship between the research, particularly the interpersonal and relational skills component, and observed practice.

9. STRENGTHS OF THE RESEARCH DESIGN

There were a number of strengths of this research. The first strength of the research design was that there are just fourteen Executive Principals in Queensland, and each, while having a different path toward the Executive Principalship, has had to travel a rigorous path towards this position. Not only had these principals been promoted a number of times, but each had had to apply for his/her position twice – once to achieve the position at Band 11 and once to achieve the title and benefits of Executive Principalship. Thus, it was possible to be rigorous in terms of the sample of the group, and study half of the Executive Principals in Queensland.

The second strength of the project was that the research involved the principals of the largest and most complex schools in the state. These factors of size and complexity were not randomly selected in that the Queensland Department has examined issues of both size and complexity prior to the decision to advertise an Executive Principal's position at the site. Thus, the research targeted an externally decided group of schools which the Queensland Department deemed to be the most complex in the state.

The third strength of the research was in the area of the implications of the research findings for the principalship 'in general'. The correlation of the research should be high given that the criteria for selecting Executive Principals in Queensland are exactly the same as the criteria for selecting principals at all levels, the only difference being one *extra criteria* which focuses on the work the Executive Principal does outside the school boundaries, for the profession, for the cluster or district, or

for the region. Because the criteria were the same (but for this one extra criterion), it might be possible to extrapolate the findings from the research to the principalship, more generally.

A further strength of the research (which was aligned with a limitation) was that the researcher knew all of the Executive Principals in Queensland; had known them in most cases for a period of a decade or more; and had a strong feel for their *modus operandi* and leadership style. While this might have been seen as a source of bias, it also provided a context which had the potential to lead to principals telling it 'as it is'. If the researcher had been an unknown person, the opportunity to say almost anything would have existed; however where there is a strong knowledge of the principal and his/her school existing with the researcher, there was the advantage that the principal might well tell it 'as it is'.

A final strength of the research was that the nature of the research questions were universally of interest to the sample, as all were both keen to contribute to the research and equally enthusiastic about reading its outcomes.

10. LIMITATIONS OF THE RESEARCH DESIGN

There are a number of limitations to the study. Perhaps most important was the size of the sample of Executive Principals (seven of the fourteen in place). While the number was quite small, the research covered half of the Executive Principals in Queensland; embraced both genders; embraced the geographical diversity; and embraced the level of experience with new and highly experienced Executive Principals being interviewed and surveyed. In addition to the interviews, there were seven surveys of Executive Principals; seven surveys of their Supervisors; and seven surveys of their Direct reports (all seventeen questions). Thus, while the number of Executive Principals engaged could appear small, it covered not only half of the total cohort of the most senior principals in Queensland, but also included data from other persons which allowed for the triangulation of the data.

The second limitation of the study was that it is based around perceptual data, that is, the opinions of the respondents. The research attempted to respond to this limitation by ensuring that the questionnaire responses were able to be compared from three different points of view, and by ensuring a rigorous interview process.

A third potential limitation was the willingness of Executive Principals, their Supervisors and their Direct Reports to be involved in the study. Following an analysis of the different characteristics of potential participants, a group of seven was selected to ensure balance in geographical location, gender, sector and experience (using random methods where more than one potential participant qualified). The invitations to the first seven were sent, and all responded positively, indicating a willingness to be involved in the research. All surveys were returned and all interviews conducted, with the result that this potential limitation was not encountered.

A fourth potential limitation of the study was the pre-knowledge which Executive Principals/EP Supervisors and Direct Reports already had about interpersonal skills; their experience in selection processes; and the possible tendency for them to report on what they had learned rather than what they had experienced. The results of the data; the consistency in responses; and the differential results for some principals suggests that respondents responded to the questions based on their real experience with the Executive Principal, rather than from knowledge of literature or selection criteria. Some of the very detailed responses in the open-ended questions, not all of which was positive, also supported the fact that the data collected was genuine.

The final potential limiting factor with this research was that the researcher, as a result of his 31 year involvement with Education Queensland and long-term involvement with the Queensland Secondary Principals' Association, would have relationships which would interfere with the research, or would, as a result of such relationships, lead to level of bias within the research. In respect of this matter:

- the researcher did know each of the Executive Principals professionally and had worked with each of them;
- the researcher had no personal relationship with any of the respondents;
- The researcher had no conflicting relationship with any of the respondents;
- The researcher had no power relationship with any of the respondents;
- The researcher employed an administrative assistant to accurately transcribe the interviews, and the research accurately reflects this transcript;
- The researcher employed an administrative assistant to tabulate the data from the questionnaires and the data in this paper accurately reflects these tables.
- All respondents were offered a chance to withdraw from the research if they felt that their professional relationship with the researcher would interfere with their responses to the questions.

11. STRUCTURE OF THESIS

The thesis is structured as follows:

Chapter 1 comprises an introduction to the research including sections on the background to the research; the research focus; the importance of the research; and the nature of the research questions and the objectives of the study. It also includes an introduction to the literature focus; an introduction to the research design and methods; and a section indicating and addressing the strengths and limitations of the research. It concludes with a section which explains the structure of thesis.

Chapter 2 comprises a literature review incorporating selection standards in a range of instrumentalities, and a broad literature review on selecting principals and school leadership requirements. It includes sections on interpersonal skills in the general leadership literature; interpersonal skills in the literature of principal leadership; leadership dimensions; leadership in context and concludes with a number of final perspectives from the literature.

Chapter 3 focuses on the research methods used in this research and includes an introduction on mixed research design; and sections on the characteristics and appropriateness of participants and appropriateness of the sites. It also includes sections on the questionnaires and the interview and the design processes, and concludes with a summary of the research process.

Chapter 4 is focussed on the data collection and analysis and is organised around the major themes from the research. It includes sections on the major roles of Executive Principals; authenticity; knowing and understanding staff; decision-making processes; and concern for others. It also includes sections about leadership culture; conflict; stakeholders; inspiring and motivating; and a final section on how interpersonal and relation skills are demonstrated in the Executive Principalship.

Chapter 5 provides the conclusion and recommendations from the research. In particular it provides a summary of the selection frameworks in a number of Australian states. It also provides a comparison of the findings from the literature and findings from the research and attempts to reconcile the two. It includes sections on the findings from the literature, including the typical leadership frameworks in Australia; the findings from the research; a commentary of the research methodology; and a summary and recommendations.

Chapter 2

Literature Review

PART A - INTRODUCTION

The purpose of this Chapter is to review the literature which focuses upon principal leadership and effectiveness with the purpose of identifying the interpersonal skills required of principals and the importance of these skills in the execution of the role and responsibilities of the principalship. The Chapter consists of a number of sections including a brief review of the more general leadership literature; a focus on the history of interpersonal skills within the principal leadership literature; an overview of significant themes from the literature; and concludes with summary perspectives from the literature.

The context of the principalship is described by Michael Fullan (1998: 6-11) in his frequently-quoted advertisement for a principal's position in the article, 'Leadership for the Twenty-First Century' (in Jossey-Bass 2000: 156).

Wanted: A miracle worker who can do more with less, pacify rival groups, endure chronic second-guessing, tolerate low levels of support, process large volumes of paper, and work double shifts (75 nights a year out). He or she will have carte blanche to innovate, but cannot spend much money, replace any personnel, or upset any constituency.

The environment of the principal is a place where he/she experiences challenges because of the contexts within which his/her schools are situated; because of the diverse nature of the people that they will need to lead; and because of the strong environments of change, performance agendas and resourcing which overlay every decision they make. Fullan argues that the interpersonal work of today's principal is more complex than it has ever been before because 'today's boss is expected to give power away while keeping some form of control; and to tap the creative talents of ... employees while creating a common culture within the company.' (pp. 157) He argues that the key skills will be to respect those you want to silence; move towards the danger in forming new alliances; manage emotionally as well as rationally and to fight for lost causes (to have the qualities of optimism and hope). (pp. 159-162)

PART B - INTERPERSONAL AND RELATIONAL SKILLS IN THE BROAD LEADERSHIP LITERATURE

Before examining in detail the literature around principal leadership and related interpersonal characteristics, it is important to undertake a brief study of the literature

of leadership more generally, and how interpersonal and relational skills are represented within this literature.

In the 1940s and 50s, the language of interpersonal and communication skills was beginning, and, in much of the work done at the time, these kinds of skills rarely appear as a separate category (Short and Greer 2002: 25). These authors provide as an example, Stogdill's (1948: 55) referent structure for leadership with interpersonal and communication skills built into most dimensions:

Leadership Dimension	Definition
1. Capacity	Intelligence, alertness, verbal facility, originality and judgement
2. Achievement	Scholarship, knowledge, successes
3. Responsibility	Dependability, Initiative, persistence, aggressiveness, self confidence and a desire to excel
4. Participation	Activity, sociability, cooperation, adaptability and humour
5. Status	Socio economic, position and popularity

Table 1. Leadership Dimensions

The contrasting work of Henry Mintzberg (1998: 13) provides a hierarchical view of interpersonal skills in leadership and notes that three of the leaders' roles arise directly from formal authority and involve basic interpersonal relationships. He describes these roles as the *figurehead* – largely involved in ceremonial duties and acknowledgement and requests related to their position; the *leader* role – involving hiring and training of staff and (in his words) indirect applications of the leader role including motivating and encouraging employees and reconciling their individual needs with the goals of the organisation. Mintzberg's final role is the *liaison* role – where the leader makes contacts outside of the vertical chain of command.

Kotter (1996: 45) makes the distinction between leaders and managers noting that leadership is about coping with change. He says that leadership is a higher level activity, and maintains that managers plan by organising and staffing, while leaders align people. For Kotter, managers control and problem solve while leaders motivate and inspire. His view of leadership is that it fits largely within the interpersonal domain – it is about communicating, empowering, gaining credibility, having integrity, being trustworthy and having the skills to inspire others along the path of the organisation.

Some notions about leadership frequently quoted in the literature come from the work of Kouzes and Posner (1995: 9-14) in their text, 'The Leadership Challenge.' These authors identify five fundamental practices of exemplary leaders:

First, they argue that leaders must *challenge the process* indicating that they must challenge the status quo and recognise and support good ideas. Second, they must inspire a shared vision. These authors argue that a person with no constituents is not a leader and people will not follow until they accept the vision as their own. Leaders, they say, need to be enthusiastic. They further suggest that people must believe that leaders understand their needs and have their interests at heart; and that leaders need an intimate knowledge of the dreams, hopes and aspirations of those who follow if they are to gain support. Further, they argue that leaders need to ignite the flame of passion in others - communicating this through vivid language and an expressive style. Thirdly, according to Kouzes and Posner, leaders need to enable others to act because leadership is a team effort – the test being the frequency of use of the word 'we'. Leaders know that no-one does his or her best when they feel weak, incompetent or alienated, so strong leaders will make people feel strong, capable and committed. Fourthly, for these authors, leaders need to model the way – they go first. They set an example and build commitment through simple daily acts that create progress and momentum; they model the way through personal example and dedicated execution, standing up for their beliefs and their constituents. Finally, for Kouzes and Posner, leaders encourage the heart – they care, uplift spirits and draw people forward, encouraging and showing people they can win.

These authors conclude by indicating that leadership is interpersonal – 'the art of mobilizing others to want to struggle for shared aspirations.' (Kouzes and Posner 1995: 9-30)

More recent work around leadership is represented by the studies of Dubrin, Dalglish and Miller. They define leadership in a variety of ways derived from approximately 35000 research articles, magazine articles, and books which have been written on the topic:

- Leadership is interpersonal influence, directed through communication toward goal attainment.
- Leadership is the influential increment over and above mechanical compliance with directions and orders;
- Leadership is an act that causes others to act or respond in a shared direction;
- Leadership is the principal dynamic force that motivates and coordinates the organisation in the accomplishment of its objectives;
- Leadership is a willingness to take the blame.

These definitions, while different, align with the principle already discussed in the historical literature – that leadership is about influence, motivation, collective action and interpersonal ability. For these authors, leaders will have the personality traits of self-confidence; trustworthiness; extroversion; assertiveness; emotional stability; enthusiasm; a sense of humour; warmth: and have a high tolerance for frustration. They will be self-aware; have empathy and they will be courageous. (Dubrin, Dalglish and Miller 2006: 29) These authors identify the particular relationship-oriented behaviours and attitudes of effective leaders as aligning and motivating people; concert building; creating inspiration and visibility; satisfying higher order needs; giving emotional support and encouragement, promoting principles and values and being a 'servant leader'. (pp. 65-70) They also develop the notion of transformational leadership, emphasising the interpersonal dimensions of raising people's awareness; helping people look beyond self-interest; helping employees search for self-fulfilment; understanding the need for change; investing managers with a sense of urgency and committing to greatness (ennobling human nature). (pp. 106-107) The authors demonstrate that leadership not only *involves* a strong interpersonal dimension; they argue that it is the *principal* dimension.

This short study indicates the growth in the genre and terminology of interpersonal and relational skills since the 1940's and gives a clear indication that in the Twenty-First Century, these skills have become pivotal to the leadership skills required across the professions and in business. The next section of this study will examine the literature around the interpersonal and relational skills in texts and articles written particularly about the principalship.

PART C - INTERPERSONAL SKILLS IN SCHOOL LEADERSHIP

The earliest work on the characteristics of principals as leaders appeared in the 1940's, when Hemphill and Coons (1950 in Dimmock and O'Donoghue 1997) at Ohio State University became interested in principal behaviour. They developed the Leadership Behaviour Description Questionnaire (LBDQ) which identified two main dimensions of school leaders – *initiating structure* and *consideration*. *Initiating structure* was leader behaviour that delineated the relationship between the leaders and subordinates and involved defined patterns of organisational behaviour, channels of communication and methods of procedure. *Consideration*, on the other hand, involved leader behaviour that indicated friendship, trust, warmth, interest and respect in the relationship between the leader and members of the work group. The

research identified effective leaders as being high performers in both of these categories. (Kuns and Hoy 1976 in Dimmock and O'Donoghue 1997: 14)

From the 1960's into the 1980's, significant work was done on this two dimensional approach to leader behaviour by Blake and Mouton (1985) who further refined this work, developing a 'managerial grid' with a concern for people on one axis and a concern for 'production' on the other. The work was extended into what are now known as contingency theories of leadership which maintain that leadership effectiveness depends on a fit between interpersonal and personality characteristics and situational variables such as task structure, positional power, and subordinates skills and attitudes. This work was tested in a variety of schools and in many studies (Blake and Mouton 1995: 46) and found that there was no *one preferred style* of leadership. In fact, a task style of leadership is effective and prevalent in schools where there are good relationships and, in situations where the principal is less supported by staff, there is a tendency for a more relationship style of leadership to prevail. (Dimmock and O'Donoghue 1997: 35)

This work is supported by the research of Richard Gordon and Kenneth McIntyre in their national (US) study of the principalship (in Smith & Peile 1989: 16-17) which found that effective principals have, as their strongest asset, an ability to work with different kinds of people having various needs, interests and expectations. Their research concluded:

They seem to understand people, know how to motivate them, and how to deal effectively with their problems. It is primarily this factor, rather than technical expertise, that caused the "significant others" to perceive these principals as effective.

A further national (US) study by Goldhammer (1971 in Smith and Peile 1989: 17) found that principals of good schools 'had an ability to work people and secure their cooperation,' and that they 'used group processes effectively and appeared to have intuitive skill and empathy for their associates.'

A significant factor in examining the history of literature around principals' interpersonal skills, was identified by Helen Wildy – that of context. Wildy (2000: 173-184) found what generally matters in principals' work is that principals care for and involve others, are strong, fair and open to alternatives, articulate long-term views and balance these conflicting qualities. But, when faced with the dilemmas of restructuring, principals favour strong leadership over shared leadership, efficiency rather than collaboration, and accountability to central requirements over shared local decision-making.

In any study of the principalship in Australia, it is important to examine the work of Hedley Beare. Beare has been identified as a leading educationalist and writer in Australia and has written extensively on the future of schooling in this country and the implications which arise for educational leadership. He provides a contrasting view to this history and the systems so far discussed. Beare (2001: 26) sees the need for principals and schools to 'reconceptualise' themselves in the wake of the forces of globalisation, technology, and trends away from bureaucracy but argues that post-modern management in schools will need to retain an element of centralism while allowing for entrepreneurial activity; provide for flexibility in a market context; and abandon bureaucratic and hierarchical systems of decision-making and management. Beare in his work over a number of decades continues to emphasise the curriculum and instructional roles of the principal, placing relatively *less emphasis* on the interpersonal roles of principals. (pp. 98-102)

The 1990's brought a further change to the research into principal skill-sets with a shift away from school effectiveness towards *school improvement* and a movement towards the principal being a manager of change. This move away from the instructional focus accompanied a world wide trend towards re-structuring schools. Central to this notion were the concepts of transformational leadership and the 'self-managing school' emphasising decentralisation and placing resources and decision making in schools. Transformational leaders were leaders who enhanced the individual and collective problem-solving abilities of organisational members. (Leithwood: 1990 in Dimmock and O'Donoghue 1997: 18) Transformational leadership was 'collective and symbolic' and involved leaders focusing on organisational goals while at the same time taking into account the needs and wants of their staff. This new kind of leadership was culture changing and required a range of strategies and abilities, including strong interpersonal skills, to motivate staff. This restructuring of schools process brought to the fore the view 'perhaps for the first time' according to Handy 1985 and Duignan 1990 (in Dimmock and O'Donoghue 1997: 21), that 'the principal is expected to draw on a multitude of roles and skills, particularly in the *personnel* field, rather than rely on bureaucratic direction, as in the past.'

The more recent work of Hallinger and Heck (1996: 723-4), whose considerable research on the principal's role in schooling, while confirming the importance of the principal's leadership, identifies considerable gaps in the literature in the areas of how principals respond to their school's environmental contexts as they seek to

shape organisational processes and improve student outcomes. The study found that while principals exercise a measurable, though indirect, effect on school effectiveness and student achievement; and that while this indirect effect is relatively small; it is statistically significant and supports the general belief among educators that principals contribute to school effectiveness and improvement. Hallinger and Heck argue that the findings from research which indicate that principals make a difference to student outcomes are still 'fuzzy' - not clearly indicating the source of the impact – whether it be instructional ability, interpersonal abilities or the ability of the principal to engage his/her team. While concentrating on the interpersonal characteristics of school leadership, there needs to be a connection made with how the interpersonal skills where required and present, make a difference to school outcomes. Interestingly, though, in a later article, Heck and Hallinger (2005: 232) indicate that the interpersonal skills of the principal may be crucial and find that 'an increasing number of scholars are approaching educational leadership and management as a humanistic and moral endeavour rather than a scientific one.' A third perspective by Hallinger examines what he sees as the most suitable leadership role for principals. He argues that the literature has been dominated by two conceptual models: instructional leadership and transformational leadership (incorporating the elements of interpersonal skills, devolved and shared leadership and the importance of positive, supportive, authentic relationships). Hallinger concludes that there is *no* preferred model; in fact, he argues that the suitability or effectiveness of a particular leadership model and the aspects concentrated on therein are linked to factors in the external environment and the local context of a school. In addition, he argues that the definitions of the two models are also evolving in response to the changing needs of schools in the context of global educational reforms. (Hallinger 2003: 65)

Stoll et al 2002 (in Hallinger 2002: 46-47) focuses on what she calls the 'human side of leadership.' Like Hallinger, she believes that leaders do not operate in just one of the six styles of leadership – coercive, authoritative, affiliative, democratic, pace-setting and coaching (Flannery: 1996). Rather, they combine styles, depending on occasion and need, because 'no single leadership capacity or model sufficiently captures the breadth and complexity of contemporary educational leadership.' For Stoll, current leadership approaches are 'insufficient' and *human* characteristics such as bridging community, building capacity, setting the conditions for inquiry-mindedness, building extended community, relating to people, and managing situations are key to contemporary principal leadership. Stoll argues that effective principals need to be able to (in the context of double loop learning) promote open

dialogue within the school setting. This will involve working actively within their context; supporting colleagues; developing learning-oriented cultural norms and engaging in systems thinking as they shape organisational culture. (pp. 52-53) This is achieved, according to Stoll, (pp. 63-64) through notions of spiritual leadership – responding to other people and to situations with openness, acceptance and reverence, and emotional intelligence (Goleman: 1996) incorporating, for the principal, self awareness, self management, social awareness and social skills – all of which are essential for the principalship.

Southworth (2002) in his work on successful leadership in small schools has similarly made the point that interpersonal skills are critical. He argues that the best ‘heads were emotionally intelligent leaders because they were able to handle the intense interpersonal dynamics that come with working with small groups.’ His research identified, as key interpersonal elements of small school principalship, relationships; being respected; determination and strength; being committed and positive; being reliable adaptable and flexible; being a good communicator; and willingness to be out in front and work ‘bloody hard.’ (Southworth 2002: 466)

The work of Yin Cheong Cheng (2002: 117) supports many of Stoll’s views, and in his five dimensions of school leadership he includes structural leadership; political leadership; cultural leadership; educational leadership and ‘human leadership’ which he defines as ‘leadership that is supportive, fosters participation, enhances staff commitment and satisfaction, and encourages positive interpersonal relationships.’ Cheng has conceptualised his leadership dimensions across the domains with ‘human leadership’ being further refined as follows:

Affective Domains	Enjoy good social relationships between members Committed to developing an open climate in the school Unfreeze the existing social barriers through charisma
Behavioural Domains	Facilitate social interactions at all levels Organise for friendship and collegial activity internally and externally
Cognitive Domains	Emphasise human values and human contacts Highlight the meaning and value of social relations in education and school life

Table 2. Domains

In the context of all of this research, what actually happened with the selection of principals until the 1990s, (including Queensland) was that selection was largely based on the assumption that, ‘professional educators are the best qualified to judge a person’s suitability for the principalship.’ (Chapman 1984:17) Until this time, most states had selection systems for the principalship which were characterised by an

'inspectorate' of some sort, which, following application by candidates, visited the school, inspected it, and generally applied some kind of 'mark or recommendation.' Inspectors used a range of criteria which they used in a process which involved 'close personal scrutiny' of the applicant, negating the need for an interview in most cases. These criteria (*interpersonal and communication skills are marked in italics*) (for the selection of secondary principals) included seniority (particularly in NSW); educational perspective, *relationships with others, leadership skills, community involvement* and professional background (NT); teaching competence, organisational ability, *professional involvement, interpersonal relations, capacity for leadership* and administrative ability (QLD); and *personal qualities and interpersonal relations*, professional readiness, education programs, organisation and administration (SA). In Tasmania, the criteria included professional skill, professional qualifications, professional service, and present position and status; while in Victoria, secondary principals were selected on the basis of seniority, qualifications, aptitude (panel assessment), educational competence, administrative competence, leadership competence, and *technical ability (including personal qualities, competence, organisational ability and successful performance)*. In Western Australia, the criteria included *personal qualities, attributes and leadership qualities*; professional growth; administrative capacity; academic qualifications; proven performance; *involvement in community and personal presence/attitude*. (pp. 10-11) These criteria were the prelude for the development of the present sets of criteria, developed more fully in Chapter 5.

In the United States, the processes for selecting principals have not always been so criteria driven. Johnson (2008: 90-91) argues that in many school districts the situation that faces the superintendent who is selecting the principal, often as a result of previous leadership, will determine the type of leader needed.

In several districts, the prior principal was seen to be distant, aloof and controlling; these individuals had generally been hired to make hard decisions about budgets and jobs, only to be accused of creating poor morale once the fiscal cuts were made. As a result, these districts were determined to find candidates with excellent interpersonal skills.

On the other hand, interpersonal skills were important. Johnson argues that in many situations, the new principal won the position because he or she was good with people:

I think that was why Cronin was hired. His first concerns were people first, people second and people always. Is he a great academic thinker? I think not. Is he a great visionary? No. He was hired because he's a people person and believes people can make a difference. (pp. 92).

For Johnson a 'people' person is warm, strong in staff relationships and able to 'beef up' staff morale. He/she needs to be good with parents; needs to promote participation by teachers in decision-making; and have a strong commitment to the professional development of staff. He further defines the interpersonal needs of principals as being able to embrace local values; being able to bridge differences within diverse communities; to be bright and broadly experienced by local standards; to be able to make a persuasive public appearance by looking good and sounding convincing; to be able to work easily with others engendering optimism amongst staff and confidence amongst constituents; to be strong and determined under pressure; and to be able to do what must be done for the children.' (pp. 92)

While the literature on school improvement with strong strands of improving principal development; building principal capacity and linking principalship with student outcomes is a growing area of research and study across the world, 'comparatively less research has investigated principal recruitment, selection and appointment.' (Walker and Kwan 2008: 3) They argue if principals are important in terms of improving outcomes for students, it is just as important to know more about how to recruit and select quality leaders. As Blackmore, Thompson and Barty (2006: 3) discovered, 'what is surprising is that the practices used to select these key players have not been subject to substantive interrogation by researchers or, until very recently, a major review by employers.'

The same authors in this recent study of principal selection in Australia identify five significant issues with the selection processes they examined – the dependence of selection panels on written applications; the problems of weighing up experience versus potential; the covert rule about the appointment of preferred applicants; panel competency; and the evidence of panel inconsistency. These authors suggest that the selection criteria for principals may not be important because:

... The selection process amounts to a reproductive technology which, in the quest for certainty and safety, results in particular kinds of people being successful. This amounts we suggest, whether the selection process is managed by progressive or conservative personnel, to a form of homosociability - the tendency to select people just like oneself. (pp. 3).

On recruitment and selection in Australia, these authors (pp. 10) are equally bleak in their judgement:

We are told that prejudice and bias among panel members, as much as dominance of panels by prominent, influential people usually in the play of any committee, seem to have permeated selection.

Despite this view that the selection of principals may be related to matters unrelated to the selection criteria, current practice suggests that the selection criteria are important given that the three central selection processes of written applications; interviews; and referee reports are (usually) based around them.

The HR literature also provides some background to this research, indicting that leadership ought to be something which is nurtured and developed – not something which is found from a selection process. ‘Talent is king now, and businesspeople speak of waging wars to obtain it, develop it and keep it,’ says Pat Galagan, Managing Director of the American Society of Training and Development. (Galagan: 2004: 34) According to HR theory, the need to nurture talent is seeing more organisations turn their attention inward to find and develop their future leaders, causing a growth in leadership development programs that are also a part of a general retention strategy. The trend in the HR literature is two pronged. Firstly, organisations are spending a lot more time developing their staff at all levels of the organisation providing leadership opportunities. Secondly, and important to this research, is that leadership is not longer being looked at in a homogeneous way, with the realisation that leaders in different settings might require different skills. For example an entrepreneurial leadership style may be more appropriate in a research and development division, while a motivational style mat suit a product launch environment. (Cameron: 2002: 16)

While school systems in countries such as Hong Kong and Singapore identify leadership potential early and develop it in on and off-line situations for periods of a year or more, (Walker and Kwong 2008: 4-6) most of the Australian states follow the historical formula of selecting individuals who have demonstrated success or potential at a lower level and placing these achievers or potential achievers in higher level leadership situations with little or no training, excepting that they will learn on the job. Similarly, we may need to look again at how we develop leaders at all levels of the organisation notwithstanding the view that it may also be important to look at the proposition that schools of different sizes in different settings and with different clients may require leaders with different interpersonal and relation skill-sets (Johnson 2008: 90-91 and is it directly relevant to this research.

A second lesson from the HR literature (not to ignore its importance in the education leadership literature and particularly that of the Australian Catholic University research) is that authenticity is the key modern interpersonal dimension of leaderships. (Duignan 2004: 3) Goffee and Jones (2006: 8) argue that authentic leaders are important because they 'know who they are, where the organisation needs to go, and how to convince follower how to take them there.' They further argue (pp. 4-12) that authentic leaders need to constantly nurture their relationship with followers by skilfully balancing the inherent tensions of the leadership role; highlighting their strengths by revealing human weaknesses; maintaining their individuality while conforming enough to hold the organisation together; and establishing intimacy with followers, while keeping enough distance to maintain respect. The messages of this literature are that the interpersonal and relational capabilities that they cite should be examined alongside those that are stressed in the principal recruitment literature.

LESSONS FROM A RECENT LITERATURE REVIEW

Cranston and Ehrich (2005: 10-14) suggest a range of themes that emerge from their review of the literature around principal selection. These themes are listed in Table 1.

1. Presentation and tone of a leadership Framework
2. Critique of the competency approach to leadership
3. Need to conceptualise leadership thinking
4. Management is important
5. Educational Leadership must be about learning
6. Educational Leadership as a purposeful, values-driven activity
7. Educational leadership as a relational 'activity'
8. Educational Leadership as a distributed 'activity'
9. Leadership capabilities and qualities
10. Paradoxes and tensions inherent in educational leadership.

Table 3. Emerging Themes/Concepts/Emphases for Educational Leadership

Cranston and Ehrich (2005: 10-14)

The focus of this research, tends to concentrate on the seventh identified theme identified however, a number of the above themes are relevant to guiding the literature research for this question.

In the first theme, Cranston and Ehrich (2005: 10) assert that a leadership framework (and its elements) need to be written in plain language; it needs to be simple in its approach (although the thinking around it may be complex); and it needs to be brief and un-intimidating if readers and applicants are to fully embrace it. For the purposes

of this research there are two implications. Firstly, while different states and instrumentalities may include an interpersonal or relational dimension in their criteria for selecting principals, the meaning of this dimension is not clear, and in intent or practice, the states may be seeking different skills or abilities. Secondly, at the panel level, it may also be true that panel members see interpersonal skills in a particular way (such as an ability to present a scenario or question to the panel well) where the intent of the criteria is different, focussing, for example, on the candidate's ability to put in place collaborative practices at the school. Given these factors, it may be true that, despite the presence of an interpersonal or relational dimension in the selection criteria, the outcome at selection time might be that an applicant scores high in this dimension, when he/she has not demonstrated or been asked to demonstrate the skills required by the state or instrumentality.

A second theme from Cranston and Elich's research (pp.10-11) is also pertinent to this research. The authors argue that 'the competency approach to leadership widely evident in the 1990's is now seen by many as inappropriate in thinking about the phenomenon of leadership.' They argue that a competency approach is simplistic – dichotomising the skill into a have or have not; reductionist and fragmenting – making complex interwoven abilities and skills seem like simple lists; and a-contextual – separating the performance from the context in which it occurs. According to these writers, almost all leadership frameworks developed by (other) education sectors in recent years avoid the use of competency terminology and have 'moved on' to different language such as the 'dimensions of leadership.' In simple terms, these authors argue that applicants may have the competencies, but may not have the ability to perform well as they 'seemingly lack the confidence, commitment, character and wise judgement to apply these skills in unfamiliar and changing circumstances.' The authors argue that there is a need to move to Duignan's (2004: 19) 'capability' model where leaders 'need sound judgement and wisdom derived from critical reflection on the meaning of life and work.' This, they argue, will create far more than a set of capabilities followed by a checklist of measurable performance indicators which is the pattern for frameworks around Australia.

A third theme from their research which bears consideration in terms of the literature research is that educational leadership is a purposeful, values-driven activity. In being aware of their own values, beliefs and principles (as well as those espoused by the systems in which they work) leaders will be required to behave in a manner which is in accord with these beliefs – for example they will almost certainly need to be

inclusive, tolerant, compassionate and fair – all of which form the basis of relational behaviour and skills.

The final relevant theme in this work is related to educational leadership as a relational activity. These authors conclude that due to the ‘people nature’ of what educational leaders do, (pp. 13) there is a requirement that ‘they have excellent interpersonal skills, and are adept at developing sound relationships with diverse individuals and groups within and external to their school communities..., managing meaning for self and others, ... managing the micro-politics of their communities, ... visioning, gaining commitment and developing collaborative partnerships. The authors identify a range of relational capabilities (albeit under the heading leadership qualities and capabilities) – modelling the way; influencing others; challenging and risk taking; having optimism and confidence; having a passion; having compassion and fairness; advocating; visioning; being adaptable and responsive; having courage and resilience; having integrity; acting ethically and being politically and legally astute. What is important about this (incomplete) list is that Cranston and Ehrich appear to hark back to competencies which a panel might look for in terms of what the capability might look like in a job application, or sound like in the answer to an interview question. What is important is that not all of these competencies appear in the final Leadership Matters framework – although, presumably the more important ones in the view of Education Queensland, do.

This review of the literature around principal selection is very important to this research as highlighted by a number of points – the clarity and definition of the interpersonal and relational criteria; the enactment of the criteria for the applicant and the panel in the selection process; whether the competency approach – and therefore the relational capability - is able to be adequately separated from others and whether it is important. The study also asks whether wisdom and judgement are superior ‘skills’; how relational capabilities fit in with and intersect with ‘personal’ and ‘ethical’ capabilities and values and beliefs; and, most importantly, how an accurate unpacking of the relational capability can occur, so applicants and panels can interpret the capability and be ‘on the same page’ and, in the final analysis, so that systems can be sure that they are selecting principals who have the right relational skills.

This short history shows the development of interpersonal and relational skills in the literature about principal leadership since the 1940’s. The next section of this work will identify the principal themes from the literature.

PART D - THEMES FROM THE LITERATURE

This section focuses on the key themes which have emerged from the principal leadership literature related to interpersonal and relational skills. These themes, when viewed together, provide a theoretical substantiation for the widely-established view (see Chapter One) that interpersonal and relational skills are a key element of principal skill-sets, and that these skills ought to be included in the selection criteria for senior principals.

1. HUMAN LEADERSHIP AS DISTINCT FROM TECHNICAL LEADERSHIP

There is a range of texts which looks at the characteristics of principal leadership in terms of dimensions, perhaps the simplest of which is expressed in Hart and Bredeson's text on 'The Principals' (1996: 131) where they identify three basic dimensions of principal leadership – technical, human and conceptual. Technical skills are basic knowledge of teaching, human development, law, budgeting, school finance and technological matters; conceptual skills are the leaders capacity to see the connections between various parts of the whole; while *human* skills are, according to these authors, 'the currency principals employ to work with people.' These skills will involve the ability to understand, work with and motivate others in schools and these skills will be 'critical to successful leadership in schools.' (pp.131)

Starratt (2002: 345-6) concurs, and in his work on 'Community as Curriculum' has also found that leadership which engages the community involves certain 'additional dispositions' including understanding the relationship between individuality and community – the need to belong and the need to be in a safe but stimulating place; being committed to social justice; having a large heart and imagination for engaging diversity; having a large capacity for participation, for presence, for socialising on a personal and political level; being articulate and convincing in addressing various groups; and being able to communicate a public record of the school's achievements.

2. 'FORCES' OF LEADERSHIP

Sergiovanni (1984:24) described school leadership in terms of five forces:

- | |
|---|
| <ul style="list-style-type: none">• Technical. Derived from sound management;• Human. Derived from harnessing available social and interpersonal resources;• Educational. Derived from expert knowledge about matters of education and schooling;• Symbolic. Derived from focusing the attention of others on matters of importance to the school;• Cultural. Derived from building a unique school culture. |
|---|

Table 4. Forces of Leadership

Sergiovanni (1984a: xix) also proposes that the traditional view of schools as formal organizations is a constraint on school improvement. Instead he recommends that schools be perceived as communities, so that meaningful personal relationships and shared values become the foundation for school reform. In becoming purposeful communities, schools provide the structure necessary to develop a culture of empowerment, collegiality, and transformation. The leadership of the school community would not rely on 'power over' others but on 'power through' others to accomplish shared visions and goals. He argues that effective leaders of school communities exhibit the following characteristics:

- They will be people of substance;
- They will be people who stand for important ideas and values;
- They will be people who are able to share their ideas with others in a way that invites them to reflect, inquire, and better understand their own thoughts about the issues at hand;
- They will be people who use their ideas to help others come together in a shared consensus;
- They will be people who are able to make the lives of others more sensible and meaningful. (pp. 6)

In his *Taxonomy of Leadership Forms*, Sergiovanni (2001:109) also lists clear elements of the interpersonal domain - consideration; support; encouragement; reinforcement; building morale; counselling; shared decision-making and team building as essential skills for the principalship. Further, in terms of what he refers to as the *sources of authority* for leadership, this author (pp. 132) identifies 'human resource leadership' as one of three keys, emphasising supportive climate and interpersonal skills – relying on psychological linkages to motivate people to work by getting them to respond as *self actualizers*. This kind of leadership, says this author, (pp. 135) demonstrates that congenial relationships and harmonious interpersonal climates make teachers content, easier to work with, and more apt to cooperate.

Sergiovanni's leader then is a person of intellect and of substance whose ideas are drawn from strong values and beliefs and who has the capacity to motivate others in the school community towards improvement. One of these capacities is what he calls human leadership – derived from harnessing the school's social and interpersonal potential – its human resources. (pp. 101) Sergiovanni refers to this role as that of a 'human engineer, emphasising human relations, interpersonal competence and instrumental motivational techniques. Sergiovanni says that it's hard to imagine a school functioning properly without a strong presence of the human force of leadership – schools are 'human intensive', and 'the interpersonal needs of students and teachers are of sufficient importance that, should they be neglected, problems are likely to follow.' He concludes by indicating that the human force of leadership is

so fundamental 'the development of human resources appears as the dominant theme.'

3. THE MORAL IMPERATIVE OF LEADERSHIP

Sergiovanni introduced the concept of the 'moral imperative' of school leadership (2001: 344-348) and Michael Fullan (2003: 2-8) in 'The Moral Imperative of School Leadership' elaborated the concept. Fullan argues that the essential ingredient of principal leadership is *moral* – involving leading deep cultural change that mobilises the passion and commitment of teachers, parents and others to improve the learning of students. Fullan provides a strong link between relational trust and academic achievement and details this relationship through a study by Bryk and Schneider (2002) which examined the top 100 performing schools in Chicago and compared the relational trust between these schools and the bottom performing 100 schools. These authors reported:

Schools reporting strong positive trust levels in 1994 were three times more likely to be categorised as improving in reading and mathematics than those with weak trust reports. By 1997 (with strong work on principal leadership in this area) schools with strong positive trust reports had a one in two chance of being in the improving group. In contrast, the likelihood of improving schools with very weak trust reports was only one in seven. Most telling, schools with weak trust reports in 1994 and 1997 had virtually no chance of showing improvement in either reading or mathematics. (Bryk and Schneider 2002: 111)

The school principal, according to Fullan (2003: 43) is 'of course the key person in developing relational trust, both in demonstrating it herself or himself, and in fostering a culture of trusting relationships.' This trust environment leads to the development of beliefs, values, organisational routines and individual behaviours that 'instrumentally affect students' engagement and learning' (Bryk & Schneider 2002: 115 in Fullan 2003: 43) reducing teachers' sense of vulnerability; facilitating public problem-solving; fostering a climate of mutual support; and providing a moral resource for school improvement. (pp.42) The Bryk and Schneider research identified four dimensions of the principalship on which they based their definition of relational trust – respect, competence, personal regard for others and integrity. These traits, according to these authors, characterised the day-to-day behaviour of effective school principals. (pp. 23) Fullan further develops the principal's skill-set in the area of trust by using the work of Reina and Reina (1999: 82) who indicate a number of subcomponents:

<ul style="list-style-type: none"> • Competence Trust • Respect people's knowledge and skills • Respect people's judgement • Involve others and seek their input • Help people learn skills
<ul style="list-style-type: none"> • Contractual Trust • Manage expectations • Establish boundaries • Delegate appropriately • Encourage mutually-serving intentions • Honour agreements • Be consistent
<ul style="list-style-type: none"> • Communication Trust • Share information • Tell the truth • Admit mistakes • Give and receive constructive feedback • Maintain confidentiality • Speak with good purpose

Table 5. Trust Components

Fullan argues that leaders with these strong interpersonal traits are quite rare – because to be a leader with moral purpose is ‘very difficult.’ (2003: 67) What is more common according to Fullan is that leaders assume too much responsibility for success and subsequently develop a ‘fear of failure’ leading to the development of leadership values more aligned to win and not lose in any interaction; to always maintain control of the situation in hand; to avoid embarrassment of any kind; and to stay *rational* throughout. (Martin 2002: 34 in Fullan 2003: 67)

Fear of failure, says Fullan, generates further failure, and leaders need to challenge the values expressed in the previous paragraph with a new philosophy. ‘I know all the right answers; others are ill-informed or ill-intentioned’ needs to be replaced by, ‘How do I get others to see my way?’ Leaders need to look through a different lens – ‘I may not see or understand everything that others may see or know what others do’ needs to be replaced with ‘How do we access our collective intelligence?’ ‘Win don’t lose’ becomes ‘informed choice’; ‘internal commitment’ replaces ‘maintaining control’; ‘open testing of theories’ replaces ‘avoiding embarrassment’ and ‘being authentic’ replaces ‘always needing to be *rational*.’ For Fullan, this research calls for a new kind of interpersonal leadership – not high profile charismatic leadership – but a *quiet* leadership with the following characteristics:

Leaders choose responsible, behind-the-scenes action over public heroism to resolve tough leadership challenges; they don’t fit the stereotype of the bold and gutsy leader. What they want to do is the right thing – for their organisations, their co-workers and

themselves – inconspicuously and without casualties (Badaracco 2002; book cover in Fullan 2003: 70)

Fullan elaborates the characteristics through a number of other references. Badaracco (2002) refers to three quiet virtues – restraint, modesty and tenacity. Heifetz and Linsky (2002: 26) identify three virtues of the sacred heart – innocence, curiosity and capacity. In Collins (2001: 43) ‘great leaders build greatness through a blend of personal humility and intense professional will.’

In ‘Leadership Sustainability’ (2005: 35) Fullan explores the interpersonal dimension of principal leadership further.

(School) leaders are the stewards of organisational energy...They inspire or demoralise others first by how effectively they manage their own energy and next by how well they mobilise, focus invest and renew the collective energy of those they lead. (Loehr and Schwartz 2003: 5)

Fullan elaborates this concept later in the book by using Tim Brighthouse’s leadership levels (Brighthouse and Woods 1999: 84) – energy creators; energy neutrals and energy consumers. The highest level for Brighthouse is the energy *creator* – enthusiastic and always positive; creative and imaginative; able to stimulate and ‘spark’ others; able and willing to scrutinise their own leadership and willing to improve. According to Fullan (pp. 38) the sources of energy creation are moral purpose; emotional intelligence; quality relationships; quality knowledge and physical well-being – all mobilised to engage the heart. Apart from being *process* smart, Fullan says school leaders need to be *people* smart – ‘able to engage in progressive interactions that foster the cohesiveness of the group, leaving people feeling good about working together, looking forward to doing more together while acknowledging that a certain amount of conflict is positive.’ (pp. 46) Positive interactions will involve knowledge processing and positive symbolic conduct – the kind of conduct that builds cohesiveness, trust and commitment (pp. 47). Kegan and Lahey (2002: 8-9) develop these higher level interpersonal skills in terms of leader *language*:

Change interpersonal behaviour from	To
1. Language of complaint	Language of Commitment
2. Language of blame	Language of personal responsibility
3. Language of prizes and praising	Language of on-going regard
4. Language of rules and policies	Language of agreement
5. Language of constructive criticism	Language of deconstructive criticism

Table 6. Language Changes

It is in Fullan’s 2001 text, ‘Leading in a Culture of Change’, however, that he elaborates the importance of interpersonal skills of leaders most clearly. Fullan

explores the notion of leaders relationships building and interpersonal skills in detail, beginning with the work of Lewin and Regine (2000: 27) where they assert that it is time to alter our perspective and ‘pay as much attention to how we treat our people – co-workers, subordinates and customers – as we now pay attention to structures, strategies and statistics.’ Similarly, Fullan refers to the work of Kouzes and Posner (1998: xv) who discuss the prime skill of leaders in terms of ‘encouraging the heart’ – observing that ‘leaders create relationships’ in seven ways – setting clear standards; expecting the best; paying attention to all; personalising recognition; telling the story celebrating together and setting the example.’ (pp. 18) What separates good leaders from bad, according to Kouzes and Posner (pp. 55) is ‘how much they really care about the people [they] lead.’

4. LEADERSHIP WITHIN ‘SOCIAL CONTEXTS’

Fullan (2001: 55) further elaborates this through reference to the work of Goffee and Jones (2006) who argue in their work on ‘Leadership Within Social Contexts’ that we need to be led by those who inspire us by selectively showing their weaknesses (revealing humanity and vulnerability; relying on intuition; managing with tough empathy (caring intensely about employees and the work they do); and revealing their differences. Further examination of this text shows that Goffee and Jones present a strong argument for interpersonal skills in leadership summarised in the following table:

Which interpersonal differences could form the basis of your leadership capacity?	What differences do you have that can excite others?
What personal weaknesses do you reveal to those you are leading?	What makes you human and attractive?
Are you able to read different contexts?	Can you pick up the soft data? Can you see subtle shifts in the behaviour of others? Are you equally adept with bosses, peers and subordinates? Are you as effective with those you dislike as you are with those you like?
Do you conform enough?	Do you know when to hold back? How do you gain acceptance with others without losing your authenticity?
How well do you manage social distance?	How close do you get to those you lead? Do you know the goals, motives and values of those you lead? Are you able to separate and create distance?
Do you have a good sense of organisational time?	Do you know when to speed up and when to take more time?
How well do you communicate?	Are you best in formal or informal contexts? Can you personalise your communication through humour, examples and stories? How good are you at listening?

Table 7. Interpersonal Skills

This work is not to suggest that Goffee and Jones present a 'recipe' for leadership – rather they list some of the essential questions which leader (including school leaders) need to ask of themselves when evaluating the effectiveness of their interpersonal communication skills.

5. COLLABORATIVE DECISION MAKING

The work of Dimmock and Walker (2005: 25) exemplifies the theme in the literature that collaborative decision-making is a key dimension of interpersonal leadership but that this collaboration varies across cultures. In their studies of principals in Singapore, Hong Kong and Australia (Perth) they argue that:

Principals in all three societies place value on collaboration and harmony in their relationships with teachers; however the contextual and qualifying conditions for such relationships differ between them. In Hong Kong, harmonious relationships are part of preserving 'face' and loyalty to the school, in Singapore they are seen in combination with the need to express opinion within a multicultural society, and in Australia, they are seen within a context that respects the individual's right to expression of views.

In a similar vein, the work of Beyer and Ruth-Smith (1999: 116) argues that research and literature suggests that the school leader should be a person who empowers others, encourages creativity and flexibility, promotes collaborative planning and shared decision-making in an effort to develop trust throughout the school setting, and utilizes these qualities as a catalyst for successful school restructuring and reform. In their study of the leadership styles of school principals in the Detroit metropolitan area of Wayne County, Michigan they attempted to determine the extent to which principals are applying these recommended styles of leadership for restructuring schools to serve students in the 21st century. Their findings found significant gaps in these leadership behaviours and led to recommendations for development and improvement of leadership preparation and professional development programs.

Fullan also addresses the notion of collaboration in education and business contexts. Perhaps because he has done so much productive work with Shell his best learning comes from that organisation – even though it is just as applicable to the principalship. Fullan quotes from Steve Miller – CEO of Shell at the time - and the new set of protocols and processes being used at Shell. Miller (Pascale et al 2000: 99) says that

Top down strategies don't win too many ball games today. Experimentation, rapid learning, seizing the momentum of success works better. In the past, strategy was the exclusive domain of CMD (Shell's Chairman and his team) But in the multi-front war Shell was facing, the top can't possibly have all the answers. The leaders

provide the vision and are the context setters. But the actual solutions about how best to meet the challenges of the moment – those thousands of strategic challenges encountered every day – have to be made by the people closest to the action – the people at the coal face.

The point of this is clear. While leaders can own the vision and the context, they need not be the authority figure. The leader needs to have the interpersonal skills to sufficiently involve people at the grass roots – so that these people realise that it is they who own the major problems of the organisation – not the management. They can then discover that they can own the answer and, in Fullan's words, 'get after it quickly, very aggressively and very creatively with a lot more ideas than the old style of strategic direction could have prescribed from headquarters.' (Fullan 2001: 112) In the educational setting the parallel is clear. The principal can say what he or she likes. But unless the teachers are motivated and excited by the proposal; unless they have been engaged by the principal through sound interpersonal interactions; they will not change their practice in the classroom. Like Shell's management who were only rarely on the worksites, so too are principals rarely in classrooms and even more rarely in front of a class teaching.

Robertson and Webber (2002: 522-524), however, in their article, 'Boundary Breaking Leadership: a Must for the Tomorrow's Learning Communities,' spend considerable time defining the abilities required of 'yesterday's' leaders; 'today's leaders' and 'tomorrow's' leaders. These authors argue that while *yesterday's and today's leaders* needed particular skills, including strong curriculum leadership, scientific and administrative management, decision-making – moving towards collaboration and participatory decision-making – these leadership skills are part of a paradigm of the past. They argue that *tomorrow's* school leaders need several (new) key abilities to be successful in the changing context of education. These abilities include an ability to apply theory to their educational practices; an ability to make appropriate group decisions in collaboration with professionals and members of the public; an ability to apply their understandings of social and political contexts to educational contexts; and an ability to maintain a positive, compassionate, inclusive work environment that facilitates learning for all. The conclusion of this research (pp. 528-30) is that school leaders of tomorrow will need *boundary breaking leadership* – incorporating widespread involvement in decision-making; they will need to be leaders who are able to respect the views of those who disagree with them; leaders who are able to maintain a positive, compassionate work environment with a sense of community and pastoral care; and leaders who are able to 'experience first-hand the reciprocal processes that are central to constructivist leadership.' (pp. 528)

Tomorrow's leaders will, according to the authors, be encouraged to challenge the notions of yesterday's leadership – inflexible student groupings; teachers as knowledge providers and minimal opportunities for stakeholders to participate in decision-making - and be able to work effectively with groups that hold diverse and competing opinions; able to forge strategic alliances with parent, community and global organisations; able to nurture in ways that will attend to the affective needs of participants so that relationships can be mutually beneficial; and willing to pay attention to the pastoral care and development of cultural capital.

6. EMOTIONAL INTELLIGENCE (EQ)

Fullan also devotes significant time to the work of Goleman (1995) who has done significant study in the area of emotional intelligence which occurs as a major theme in the modern literature around principal leadership. Fullan says that the best leaders may not be those with the highest Intelligence Quotient (IQ) – rather they are those who combine intellectual brilliance with emotional intelligence. Goleman (pp. 41) uses the work of Claudio Fernandez-Araoz who compared 227 highly successful executives with 23 who failed in their work. He found that managers who failed were all high in expertise and IQ. In every case their weakness was emotional intelligence – arrogance, over-reliance on brain power, inability to adapt; and disdain for collaboration and teamwork. Goleman has identified five main emotional competency sets (with several subdivisions) which he divides into the domains of personal competence and social competence.

Personal Competence	<p>Self awareness – knowing one's internal state, preferences, resources and intuitions.</p> <p>Self regulation – managing one's internal states, impulses and resources.</p>
Social Competence	<p>Motivation – emotional tendencies that guide or facilitate reaching goals</p> <p>Empathy – awareness of the feelings, needs and concerns of others</p> <p>Social Skills – adeptness in inducing desirable responses from others.</p>

Table 8. Domains of Competence (Goleman 1996: 26 in Fullan 2001: 72)

Goleman argued that emotional intelligence underpins all of the successful leadership styles (authoritative; facilitative; democratic and coaching). Stein and Book (2000: 14) have elaborated this notion further by developing an Emotional Intelligence (EQ) Inventory which has been administered to 42 000 people. They argue that emotional intelligence is

what we commonly call street smarts... or common sense. It has to do with the ability to read the political and social environment, and landscape them; to intuitively grasp what other want and need; what their strengths and weaknesses are; to remain unruffled by stress; and to be engaging, the kind of person other people want to be around. (Stein and Book 2000: 14)

These authors name five realms of emotional intelligence:

Intrapersonal	Self awareness, actualisation, independence and self- regard
Interpersonal	Empathy; social responsibility
Adaptability	Problem-solving; flexibility
Stress Management	Stress tolerance; impulse control
General Mood	Happiness; optimism.

Table 9. Emotional Intelligence realms

Fullan concludes, 'If relationships are everything, than high Emotional Intelligence (EQ) is a must! And the good news is that it can be learned. Effective leaders need to work on their own and others' emotional development. (pp. 74)

Fullan also addresses the interpersonal leadership ability of dealing with resistance. For Fullan, the absence of conflict and negative feedback can be a sign of decay. Fullan quotes Pascale et al (2000: 19) who says that sometimes, 'equilibrium is death.' Not only do school leaders need to accept negative feedback; sometimes they need to foster it! Because organisations seek diversity in employees with a range of skill-sets; so it will be that they will find employees with different opinions. Fullan argues that investing only in like minded innovators is not wise and that leaders could miss out on valuable clues about the future. Supporting only the like-minded, says Fullan, (pp. 75) is a low level skill where 'leaders trade off early smoothness for later grief.' The higher level interpersonal skills will be needed to 'respect those you wish to silence' (Heifetz 1997:46) and 'get beyond the wall of resistance' (Maurer 1996:54) so that the concerns of resisters and opponents can be taken seriously and the organisation can move forward.

These findings are supported by the work of Joan Gaustad (1995) who argues that the principal plays a key role in creating this supportive school culture. Gaustad argues that the principal's interpersonal skills are key to success – identifying supportiveness, an ability to facilitate positive interactions, dealing with difficult or uncooperative teachers, and personal characteristics such as patience and empathy as being the elements of this domain.

The principal must provide teachers with opportunities to learn teaching methods, monitor the progress of implementation, and give teachers praise, feedback, and suggestions. He or she should be adept at facilitating positive, cooperative interactions among teaching team members. The principal must ensure that all teachers feel supported and endeavour to maintain a sense of community within the school. Innovative efforts by small groups of teachers can threaten to split teaching staff into "pro" and "con" subgroups; avoiding intra-school strife can resemble a delicate tightrope walk. The principal must also deal with teachers unwilling or unable to make the transition. Facilitating this transition requires sophisticated leadership and interpersonal skills, as well as personal characteristics such as patience and empathy. But most administrators receive little or no formal training in these skills. Those who possess them have generally learned them from experience, says Fullan (1991). (Gaustad: 1995:30)

7. TEACHER LEADERSHIP AND PRINCIPAL LEADERSHIP – INTERPERSONAL DIMENSIONS

Crowther, Kaagan, Ferguson and Hann (2002: 46-49) have done extensive research into school leadership in Australia and provide a different view of the principalship arguing that it is teacher leadership, not principal leadership, that is required to improve outcomes for students. This also appears as a major theme in the modern literature around principal skill sets. Crowther (pp. 24) once indicated that a principal might not be necessary for school improvement, but has since moderated his view indicating that principals have roles in visioning; identity generation; alignment of organisational elements; and, interesting in the context of this study, distribution of power and leadership and external alliances and networking. In terms of principal's interpersonal needs, Crowther says principals need to be able to communicate strategic intent; incorporate the aspirations and views of others; pose difficult to answer questions; make space for individual innovation; know when to step back; and build on achievements to create a culture of success. The role for principal is clearly linked to Crowther's key to school improvement - parallel leadership. This, he explains as 'a process of teacher leaders and their principals engaging in collective action to build capacity.' It embodies mutualism, shared purpose, and respect for individual expression and contribution.' (pp. 167-173)

The work that Walker (2003) has done in defence of the principalship provides an interesting challenge to this Crowther work. While it is true that there appears to be a trend towards again including a role for instructional leadership in position descriptions for principals and in updated work roles, this does not invalidate the compelling volume of research which has appeared over the last decade related to the importance of *teacher* leadership. Crowther has examined the role of the Principal in the post-industrial age and sought to redefine it in terms of what he sees as a greater force, teacher leadership. Crowther has argued that to

continue to assert that administrators, particularly principals, are essential to successful school reform (when you) can't explain why this should be the case or how it happens (Crowther, Kaagan, Ferguson, and Hann, 2002: 4-5)

is to view schools, teaching and the principalship through an industrial-age paradigm. (Crowther, Kaagan, Ferguson, & Hann 2002: 4-5) Crowther presents a view of how teachers can exert influence on school communities, and enact and realize real and fulfilling educational change. Crowther's metaphor of teachers, as the 'sleeping giants' of educational reform, has meaning, because he observes that principals have been unsuccessfully using dated industrial, authoritarian models of change management to drive school reform with the aim to engage teachers as leaders in critical school change. Crowther has argued (pp. 167-173) that

Traditional approaches to school reform, with their central focus on the principalship, are largely inadequate to meet the needs of a society in which knowledge generation is of fundamental importance... (171) We continue to view the principalship through a lens that was probably justified in an industrial world but is inadequate to the challenges of a post-industrial, knowledge-based world.

However Walker (2003) brings a different view to arguments around the role of the principal and concepts of teacher leadership. His proposition is that, while generally agreeing with 'shared and team perspectives on leadership,'

As team structures become more common, and leadership consequently more dispersed – strong explicit leadership becomes increasingly important. (Walker: 2003: 1)

Walker's strong defence of the principalship and the skills required appears as a strong theme in the Twenty-First Century literature about principal leadership, and cautions against blind acceptance of teacher-centric leadership literature, and indicates that, as schools become more empowered places, quality principal leadership becomes even more important, and, in his words, 'indispensable'. (ibid: 1) Walker argues against views such as those of those of Waite (2002: 164) that

Were it not for the inertia of culturally engrained conceptions of schools and school structures, it might indeed be the case that empowered professional faculty has no need of a principal.

Walker questions the view that, a principal needs to surrender leadership to teams. His premises about leadership are expressed in the following table:

1. Team and shared approaches to leadership have become more fashionable in the face of considerable research and literature which rejects not only autocratic position-based leadership but also 'heroic' (or too hard to do) approaches such as transformational and charismatic leadership;
2. Principals want to and need to share leadership but do not want to 'give it away unthinkingly';
3. School leaders no longer lead a single organization – rather they are in charge of a collection of mini-organisations. Principals need to work harder to make these subgroups work together, and 'beat to the same drum', working around, through and above teams;
4. Explicit or strong leadership does not mean authoritarian leadership.

Table 10. Walker: Premises of Principal Leadership

Walker has developed an Australian metaphor for the principal – the principal as 'boundary rider' (making the connection with Australian stockmen patrolling the boundaries of large properties) with the role of:

'over-seeing the whole property often from the outside looking in.' They are usually key parts of all the teams which work the place, but members of none of them. They roam the property to make sure it stays together, that the right things remain 'inside' and the wrong things 'out'. (Walker: 9)

The characteristics people will see of Walker's (pp.9) 'boundary rider' include:

- Being organised
- Being flexible
- Being collegial
- Being compassionate
- Being visible
- Being consistent
- Marketing your strengths
- Enlisting parent support.

In his recent work with principals, Walker (2003: 8) elaborates on the role of the boundary rider, indicating that principals should seek to be

- leaders who hold that the students are the **only** reason for the schools existence, and that the loss of even one student is a major disaster. When it comes to saving students, sharing anything takes second place;
- leaders who 'protect' and sustain justice and integrity, and hold the various teams together through welding and clarifying shared values;
- leaders who move easily between the different professional groups within the school - between all brands of teams, between the school and the department, and between parents and staff;
- leaders who can see between and across different perspectives, thereby allowing them to see new possibilities while retaining the freedom to seize new opportunities;
- a keeper of 'fences' - who interfaces between teams within the school and the wider environment, repairing breeches, fighting for resources, and protecting students and staff;
- leaders who knows the intricacies of the school and what happens, and should happen, within its boundaries.

Walker defines, even more particularly, a strong interpersonal role for principals:

1. Creating teacher trust;
2. Creating certainty through building that stability platform;
3. Creating the insulation that used to be provided by bureaucracy;
4. Creating connections between leadership, teams and individuals who take on shared leadership roles;
5. Creating the conditions within which shared leadership still allows teachers to actually teach. (pp. 11)

Walker's challenges lead to the concept of the principal as an *authentic leader* being seen as a power of interpersonal leadership.

8. AUTHENTICITY AS A POWER OF INTERPERSONAL LEADERSHIP

The notion of authenticity is relatively new theme in the literature around principal skills but is one which has gained much support. Duignan's notion of authenticity has been seen by many as a *branch* of educational leadership, a *view* about leadership, or, in some circles, a *perspective* from which leadership can be looked at. (Bhindi and Duignan 1997: 160-164)

Bhindi and Duignan (pp. 160-164) argue that the notion of authenticity is critical – so critical, in fact, that leaders who have not embraced it will limit their achievements not only in the area of teacher leadership, but also in terms of the outcomes an organization can achieve. They argue that leaders who lack authenticity are doomed to fiefdoms which are characterized by low morale, low trust, little motivation, and minimalism.

The notion of authenticity, according to these authors (pp. 164) addresses trends in leaders towards expediency and obsession with self interest, narcissistic behaviour, personal advantage, lust for power and privilege. These traits in poor leaders have contributed to a persistent feeling among followers of being used, cheated or even demeaned. These authors define authenticity in terms of four key notions:

Authenticity	The discovery of the authentic (or real) self through meaningful relationships within (organizations) and processes that support core, significant values
Intentionality	Leadership which takes its energy and directions from the hearts, souls and intellects of members of the organization
Spirituality	This addresses the notion of soul, spirit and beliefs within the individual which bear examination in terms of effective relationships
Sensibility	to the feelings, aspirations and needs of others

Table 11. Authenticity (Bhindi and Duignan 1997: 118)

Bhindi and Duignan’s vision of authenticity in leadership is based on personal integrity and credibility, trusting relationship, and commitment to ethical and moral values (pp. 119).

Leaders who *are* authentic are able to inspire others because they are believable; because they care about others within the organisation and what they think; because they are not seen to be involved in deceptive practice to advance their own ends or careers; and because their everyday practices enshrine and advance principles with which others can engage. People in authentic systems feel valued, and not just as resources to be used and manipulated. (pp. 120)

Authentic leadership has been criticized by cynical leaders who do not value the concept of self in leadership. For these people, there is no need to know about others, or to care about them, nor any need for others to know about them. Leadership is a notion related to work; self and beliefs are a notion reserved only for matters ‘personal.’

Not surprisingly, the notion of authenticity in leadership is best expressed in situations in which it *is absent*.

9. LEAD MANAGEMENT

Another strong theme from the literature is Glasser’s (2000 in Jossey-Bass 2000: 33) notion of ‘lead management’ where he defines the educational leader as needing the human skills to:

- engage the workers in a discussion of the quality of the work to be done and the time needed to do it so that they can have input;
- show or model the job so that the worker who is to perform the job can see exactly what the manager expects;
- ask the worker to evaluate their own work for quality with the understanding that the leader accepts that they will know a great deal about how to produce high quality work and will therefore listen to what they have to say;
- show the workers that he has done everything possible to provide them with ...a non-coercive, non-adversarial atmosphere in which to do the job.

For Glasser, when these principles are put in place, the worker cannot help but see that the leader is as concerned with the workers' needs as he is with his own. 'Lead management,' says Glasser, is a 'unique creative approach to the difficult problem of persuading people to do what they are reluctant to do. It is about caring for others and hard work, and may involve acting, posturing, dramatising, gesturing and criticising as he or she attempts to add drama and excitement.' (Glasser in Josey Bass (2000:37)

10. FOLLOWER CENTRIC LEADERSHIP

Gronn's (1999: 18) work elaborates the emerging theme in the literature which is known as follower-centric leadership, reinforcing the importance of interpersonal skills. His notion of follower-centric leadership is indicated below.

Leaders who attend carefully to the thinking of those around them and who frame their own thoughts and actions with the beliefs of these people in mind are likely to be better at their work than leaders who articulate visions that have little or no grounding in the realities of those who they presume to lead. This does not mean that leaders should just do what we expect them to do. Rather, they should take, as their point of departure, the thinking and beliefs – the culturally ingrained understandings and values – of those whom they wish to lead. This suggests that a primary task for leaders is forming relationships that will support their own learning about the beliefs and values of those to whom they seek to relate.

Leadership then is a relational activity, requiring high level relations skills if high level outcomes are to be achieved. Gronn argues that leaders need a strong sense of self and identity and self – not just generally but at any point in time. (pp.69) The metaphor is created with Gronn's quoting of a discourse between Alice and the Caterpillar in Carroll's *Alice's Adventures in Wonderland* (pp. 68):

'Who are you?' said the caterpillar. 'I hardly know, Sir, just at present,' Alice replied rather shyly. 'At least I knew who I was when I got up this morning, but I think I must have been changed several times since then.'

What is referred to here is that questions of environment, emotion and time need to be related to a sense of 'self'. Good leaders, for Gronn (pp. 60), sense 'how we happen to be at a particular place and point in time.' According to this author many leaders' real or accurate sense of self is overtaken by a desired or sought-after sense of self. This, combined with a sometimes erratic impression management (the conscious and knowing act of conveying desired appearances in interactions with other people which are both convincing and credible), can betray a leader's *lack* of the essential relational capacity for leadership. (pp. 75)

This view of addressing the needs of followers is expanded by Lewis (1996: 254) who argues that principals need to establish a resource of knowledge of human

behavioural theories and be able to apply them intelligently; constantly analyse and be aware of the human needs of teachers and the ever-changing circumstances which affect teachers' motivation; demonstrate sincerity and integrity in carrying out policies and be flexible in the management of people. (pp. 254)

11. THE LEADER AS A POLITICIAN

A more recipe-style and adversarial view of principals' interpersonal skills is provided by Bolman and Deal (2008: 22-40) in their work which develops the theme of 'The Manager as a Politician.' (in Josey Bass 2000: 169) They argue that a principal needs to firstly identify the relevant relationships (figure out who needs to be led); then assess who might resist cooperation, why and how strongly; then develop relationships, where possible, with those people to facilitate the communication, education or negotiation processes to deal with resistance; and finally when these steps fail, carefully select and implement more subtle and forceful methods. This is a very different approach to much of the work previously studied in this chapter, as it places the interpersonal skills as the first, soft step of an adversarial approach to school leadership, which, when it fails, can be replaced by more robust and authoritarian approaches. Bolman and Deal make interpersonal leadership transactional indicating that it is about bargaining; about levels of control; about the judicious use of threats and force; implying that the critical interpersonal skill is to 'make threats credible' and at the appropriate level.

This view of interpersonal leadership is contradicted not only by most of what has been previously discussed but significantly through the later work of Sergiovanni who regarded the teaching workforce as partners in the moral authority of the principalship. Sergiovanni quotes Larry Norwood, a Washington principal:

My style is to delegate and empower, and my successes have been through (positive relationships with) other people. If I have a strength, it is as a facilitator.
(Sergiovanni 2000 in Josey Bass 2000: 269)

Sergiovanni says that he 'suspects' that one of the reasons for Norwood's success is that he implicitly rejects the notion of leadership expressed by Bolman and Deal. For Sergiovanni, this notion that leaders 'must be characters who single-handedly pull and push organisational members by the force of personality, bureaucratic clout and political know how; that they must be decisive; that they must have vision; that they must be able to successfully manipulate events and people, so that their personal vision becomes reality' is flawed.' Sergiovanni stresses that the leadership that matters – that counts – is the kind that 'touches people differently; ... that taps on their emotions; appeals to their values, and responds to their connections with other

people.' (pp. 269-270) Unlike the transactional, controlling, power-based interpersonal leadership argued by Bolman and Deal, it is *morally-based* leadership.

These themes from the leadership are the components which lead to the next section of this chapter, where an effort is made to synthesise these themes into the critical paradigms which have emerged around the place of interpersonal and relational leadership in the literature about principalship.

PART E - CONCLUDING PARADIGMS SUPPORTING THE INTERPERSONAL DIMENSION IN PRINCIPAL LEADERSHIP

So how does this translate into what systems do to select principals? What are the most powerful paradigms that emerge from the literature about the importance of interpersonal and relational skills in the principalship? This section of Chapter Two seeks to bring together some of the most powerful paradigms which support the inclusion of the interpersonal and relational dimension of leadership in the criteria for principal selection. Using the key themes developed in the previous section, these paradigms provide an overview of where the interpersonal and relational dimension of leadership fits within the recent research about what effective principals are, and what skills they need. The critique in the text will focus on what works for principals in the interpersonal dimension, and what does not work, and what particular interpersonal and relational skills a principal will need if he/she is to lead an effective school of the Twenty-First Century.

One guide to this question is the work of Erwin Miklos (1998) who said that:

Among the general professional criteria, are previous preparation, experience and competence. At a more specific level, studies have confirmed that human relations skills, organisational ability, communication skills, and the ability to elicit cooperation are considered most important. (Miklos 1988 in Boyan 1988:54)

Miklos says that personal characteristics which panels and districts have sought in applicants for the principalship include judgement, personality, character, open-mindedness, physical and mental health, poise, intelligence, sense of humour, voice and cultural background. (pp. 54) Miklos also includes the work of Gross and Herriot (1965) who identified four factors which might have predictive value in the selection of principals – academic achievement, interpersonal skills, motive of service and readiness to commit off-duty time to the job. Miklos determined that the work of principals is multi-dimensional and multiple selection criteria should be used. (pp. 55) What those criteria should be has been the source of significant debate, since, in jurisdictions around the world, but, surprisingly and despite this, the research on the

nature of principal selection criteria and processes has been very thin, even to the present. Further, this author makes the point that the selection criteria used in many jurisdictions may not have been the most important factors in principal selection and that factors such as lateral mobility, academic qualifications, age, gender, minority status, aspirations, attitudes and skills, sponsorship and support, visibility and experience, location and geographical mobility may well have been more important. (pp. 61-63)

The work of Lipham on the demonstrated characteristics of effective principals in assessment centres (1960 in Boyan 1988: 81) is also regarded as important in terms of principal selection. Lipham's research showed that

The effective principal was inclined to engage in strong and purposeful activity, concerned with achieving success ..., able to relate well to others, secure in interpersonal relationships, and stable in the face of highly effective stimuli. The ineffective principal was described as deliberate and pre-occupied with speculative reasoning, accepting with a meek and servile attitude his present level of achievement and status, lacking the essential skills of working with adults but anxious to give assistance and consolation to children, highly dependent on others for support, and likely to exhibit strong emotional reactions in upsetting situations. (Lipham 1965 in Boyan 1988: 81)

Lipham's work provides an interesting meld of the interaction between interpersonal and situational variables relevant to principal effectiveness in the late 1950's which might well be just as relevant today.

This relationship between interpersonal skills of the principal and situational factors is further explored in Duckworth's (1983: 46 in Boyan 1988: 103) work on the determinants of school organisation and culture. His research showed that principal interpersonal behaviours such as showing consideration, managing conflict, representing the school, sharing participation in decisions, facilitating interaction, counselling, inspiring, disciplining, delegating, praising and recognising, supporting and rewarding operated side-by-side with situational factors at the district (district professional support; resourcing), teacher (committees; decision-making) and student (level of cooperation; attendance; achievement) levels (pp. 103-4). This view consolidates that position that is being substantiated in this research that interpersonal skills are key elements in principal behaviour – albeit operating beside the differential situational contexts of schools.

The work of Snowden and Gorton on communication (2002: 31-50) also provides a strong substantiation of the importance of interpersonal and relational skills to principals. These authors identify the work of Lysaught (1984) as being key to an

understanding of the importance of interpersonal skills in school administration. 'More frequently than not,' says Lysaught (pp. 31), 'failures in communication lie at the heart of problems in organisation, goal setting, productivity and evaluation.' For this reason they argue that 'no one can manage a modern organisation who is not knowledgeable in communication principles and techniques and skilled in their use.' (pp. 31) The result of this is that

Without exception, all the major school administrator associations in this country (US) stress the importance of effective communication skills. The National Association of Elementary School Principals, for example, identifies communication as the indispensable leadership proficiency for elementary and middle school principals, stating, 'Of the various proficiencies that make outstanding K-8 principals, few are more important than the ability to communicate effectively. When the American Association of School Administrators (AASA) prepared its platform for the beginning of the 21st Century, effective communication... was considered to be crucial. (The organisation went so far as to say that) the future of public education depends on effective communication and relationship building.

Snowden and Gordon (pp. 31-41) identify the key aspects of effective interpersonal and communication skills as the ability to create mutual trust; setting a positive tone; having self-understanding; understanding others; being honest, tactful and sensitive; accepting people as they are by accepting individual differences; being dependable; understanding the significance of non-verbal messages and effective public speaking.

The work of Busher (2006: 37-60) provides a different lens through which to look at the value of interpersonal skills in the principalship – the lens of power. Busher argues that legitimate formal power – or authority – is derived from positional influences and the authority of office and comes from rational-legal sources that underpin organisations and, particularly, bureaucracies. This kind of power has been, according to Busher, valuable historically, and has not required the exercise of strong interpersonal and communication skills, as it involves formal authority; control over scarce resources; rules; regulations; control of decision processes; control of knowledge and information interplayed with control of boundaries and technologies. Using the work of Bacharach and Lawler (1980: 26-40), Busher argues that there is a new (or different) kind of power – called influence - which is changing the landscape of organisations and bureaucracies. Influence, according to Busher (2002: 37) comes from people's personal and professional qualities and the nature of the interpersonal relationships that they construct. Understanding the organisations and people they lead, says Busher (pp. 37) 'gives some people greater access to power than others and privileges some actions over others.' To exercise this power, Busher argues that leaders need to be enthusiastic; warm and supportive; have strong interpersonal skills; and be people-oriented in all that they do. Later in this text, Busher further

elaborates on this interpersonal – or informal- power (influence) indicating that it involves also managing the culture; using networks; using knowledge of the organisational system; collusion with colleagues; displaying values through work; making coalitions (with powerful allies) offering support and giving rewards or recognition. This influence, he says, operates side by side with the use of formal power (pp. 59). This author (pp. 83) argues that his notion of influence is compatible with the eight guidelines for action that Fullan and Hargreaves (1992: 112) offer for leaders in schools, including:

- Understanding the school culture;
- Valuing teachers and promoting their personal growth;
- Extending what you value (be inclusive of others' thoughts);
- Express what you value (remember the power of symbols);
- Promote collaboration - not co- potation (vision building is a two way process);
- Make menus, not mandates (offer choices);
- Use bureaucratic means to facilitate, not constrain, peoples actions;
- Connect to the wider environment.

Fullan's eight guidelines, in turn, sit well beside Jazzar and Algozzine's (2006: 224) seven core elements of twenty-first century educational leadership.

An awareness of their own emotions; an ability to recognise and acknowledge them; driven by a degree of self-belief.
Emotional resilience – the ability to perform consistently through a range of different situations under pressure and to adapt behaviour appropriately; and an ability to retain focus in the face of personal criticism.
Motivation and drive – to achieve results, make an impact and balance short and long-term goals.
Interpersonal sensitivity – awareness of other people's emotional perceptions and needs and an ability to take these into account when making decisions.
Influencing and persuading skills.
Decisiveness – the ability to arrive at clear decisions and drive them through when presented with incomplete or ambiguous information, using both logic and emotion.
Conscientiousness and integrity – the ability to display clear commitment to a course of action in the face of challenge and to match words with deeds

Table 12. Seven Core Elements of 21st Century Leadership

Scheetz and Benson 1994: 24 see the principal of the future in a similar way. The principal should act interpersonally, and

- Take risks;
- Have the courage to be less than perfect;
- Accept the differences of others;
- Share responsibility;
- Seek the thoughts, ideas and opinions of others;
- Be intrinsically motivated;
- Reflect on your own strengths and weaknesses;
- Strive for personal growth;
- Find satisfaction in the workplace.

Caldwell and Spinks (1998: 216-225) provide a different range of factors based around the interpersonal abilities of principals because, as more authority, responsibility and accountability is decentralised in schools, there will need to be a

capacity to work in teams will be required in virtually every facet. Principals will need to be skilled in the building of high performing teams whose work is needs based; they will need an ability to build strategic alliances; they will need skill in their dealings with teacher unions and other organisations; as well as an ability to design incentive, recognition and reward schemes.

McLeod and Brady (2008: 11) in their recent text focus the discussion on interpersonal and relational skills on what they call 'engagement'. Engagement is 'an employee's willingness to put discretionary effort into their work in terms of time, brainpower, and energy, above and beyond what is adequate.' These authors argue that engaged employees have a desire and commitment for always doing the best job; grip the task with energy and enthusiasm, often going above and beyond to increase quality and customer service; bring fresh ideas and infuse their teams with their own engagement; are less likely to seek opportunities to work elsewhere; and believe in the purpose of their organisation and demonstrate that through their actions and attitudes.

These authors define a series of abilities and actions that a leader must take to engage:

- Demonstrate a genuine interest;
- Communicate a winning persona;
- Make sure you know who you are (how you come across);
- Make sure you know who people think you are;
- Be authentic and be seen as such;
- Build on your strengths;
- Be properly briefed;
- Have a compelling story to tell;
- Create and maintain an appropriate organisational culture;
- Look to the future;
- Simplify the organisation and play at the right level;
- Have a plan for when you do not and cannot know what to do.

The Queensland work of Lingard, Mills, Hayes and Christie (2003: 130-140) openly avoids the 'normative forms of writing about leadership such as those described by Leithwood et. al. (1999) including instructional, transformational, moral, participative, managerial and contingent.' These authors explore the complex intersection of the discourses of identity, leadership and community and the principal's positioning within these discourses. Importantly, though, in the context of community building, the principal needs the qualities of 'empowering, enabling and capacity building. Additionally, according to Lingard et al (pp. 138) principals need to 'read' their local contexts and work strategically to advance their goals and must be able to 'mediate' internal, local and personal factors. Principals, say these authors, need to be able to actively construct their school's discourse, sanctioning what can be said, thought,

imagined and acted upon from an infinite set of possibilities. They need to be able to 'smell it' when parents are unhappy (pp. 138). The best metaphor these authors give is explained in the words of a new principal, indicating how he used effective interpersonal skills in effecting change in a small, indigenous community:

Without bolting in and saying, 'Now we're going to do this for the school,' and that sort of thing, I just hung in and sat back and had a look, sussed out who were the power brokers, and what was going on and stuff like that, who were the people that you listen to, and that sort of thing. Mrs Short stood up and she stood by me as one of those key people on staff who at the time seemed to be respected by lots of people across the community. So I just plopped myself alongside her, and said, 'OK, you tell me what I need to know, who I need to see.' So I relied heavily on her judgement to swing things around.

Despite the apparent causal language and style here, the principal is reflecting his high level interpersonal skills by seeking to read, understand and commit to community; showing respect to the existing culture and relationships; and by his understanding of dispersed leadership.

Lewis (1996: 208-211) elaborates on how this can be achieved. Lewis begins with a series of 'basic assumptions about effective communication' by principals. He argues that:

- Effective communication cannot occur until the principal prepares the teacher to be receptive towards what is being spoken;
- When receptivity is high, the principal can usually get right to the issues;
- When receptivity is low, the principal will usually waste time and energy by immediately presenting knowledge, facts and ideas;
- Complete receptivity is difficult to achieve, but rewards are worth the effort; and
- Probing is the best way to increase a person's receptivity.

Lewis (pp. 208) argues that principals sometimes forget or are unaware of the importance of their non-verbals; that the tone of their voice often betrays a different message from the spoken word; that they believe communication is just putting forth words that will be understood; that their ego can influence the communication process; that they speak too much; that they forget to listen; and that they sometimes hear what they want to hear and believe what they want to believe. He argues that principals, when seeking to communicate, should remain attuned to the zones of acceptance; choose a time when receptivity is high; minimize speaking and maximize member involvement; be cautious of the words used; space out ideas; and seek to understand the teacher's perception of the communication. They should smile when speaking and use positive non-verbals; not expect to change teachers' views without persistent effort; show concern for the teacher by asking him or her to express their feelings; use the communication opportunity to make the teacher feel good; and stay with the subject until a satisfactory position has been achieved. (pp. 209-10, 221)

McLeod and Brady (2008: 178-196) argue that there are a number of important dimensions (pillars) for successful interpersonal leadership including leading from the front; forming strong authentic relationships at all levels of the organisation and beyond; and leading by example including setting the tone; involving people; harnessing diversity; acknowledging success; cascading your commitment; linking performance and reward; being yourself and getting inspired. Their conclusion:

It is not necessary to break the backs or the spirit of the people who work for us in order to get to the top of the mountain. Involving them, harnessing their talents and enthusiasm, and building a culture where they are encouraged to invest all they can of themselves is the way to build sustained success – the way to build resilience in hard times and garner the rewards in good ones. Pay attention to your people. The rewards are great when in turn they focus their attention for you. (McLeod and Brady 2008: 242).

A decade after he took over and reformed Boston's public schools – changing them from the worst in the nation to close to the best - Superintendent Thomas Payzant, the most successful school superintendent in the recent history of United States education retired at the end of the 2005-2006 school year. A nine-member committee, with help from a professional search firm, began work before he left looking for a replacement. What did they seek? Their answer was that a leader must have a range of skills, including interpersonal:

CULTIVATE COMMUNITY INVOLVEMENT	Schools in Boston are quite isolated from their communities
GET PARENTS INVOLVED	We need someone who will actually take on and implement some tools: keeping a database of parent engagement, encouraging parents who do not voluntarily come in to participate.
STAND UP TO STANDARDIZATION	The MCAS is strangling the curriculum. It's stifling creativity, and it's punishing kids who ought not to be punished
MEET THE STUDENTS	We believe that you should listen to us, make a substantial effort to incorporate our thoughts and ideas. We can come to Court Street. You can be available to us. Make time for your students. Just be there as a person we can come to comfortably if we have a topic or issue to settle. As someone we can count on. Being a good listener, [being] caring, having love for his students, being passionate about his job if you don't have those qualities, little can be done.
BUILD ON PAST SUCCESSES	Take every opportunity to understand the agenda that the mayor, that the board, and that the current superintendent are working on. The culture that has been created in the Boston schools a culture of continuous improvement, highly focused on student achievement you want to make sure that that is saved.
KEEP YOUR DOOR OPEN	The next superintendent needs to be someone who understands this is not an autocratic but a collaborative approach. They need to be listening to all the different groups who come to the table with their perspectives on the needs and wants of kids.
THINK - AND SPEAK - GLOBALLY	I think the superintendent needs to look at who's living in the community and what is the highest population or ethnicity or language and then look at how the schools are supporting that administrative-wise, teacher-wise, principal-wise. The whole structure needs to reflect what the community needs.

Table 13. REPLACING BYZANT (DeMarco 2005:1)

Begley (1999: 4-5) adds the dimension of values to the impacts of a principal's interpersonal abilities. He argues that changing times imply a number of justifications for studying the interpersonal business of school administration, indicating that

- Leadership involves considerable amounts of decision-making making values the key impact on which preferred alternatives are selected and which are rejected;
- There has been an over-emphasis on administrative theory, research and training and the technical and rational aspects of leadership and a neglect of the moral aspects of school leadership;
- Educational leaders find themselves working in environments where conflict is common. They need the tools to navigate this discourse; There can be a significant difference in the values articulated by school leaders and the values to which they are actually committed;
- In an increasingly pluralist and global society, administrators must have the ability to understand and reflect on their own emotions, motivations and biases;
- Administrators can be more effective when they understand or are able to interpret the actions of others. In particular, they need to be able to understand and be able to give reason to the actions of superordinates, peers, subordinates and students. They must also be able to recognise the sources and causes of value conflicts.
- It is useful for administrators to be able to mediate value conflicts, and distinguish between personal, professional, organisational and social values – they must know which values are appropriate to a situation.

Hoyle's (1998) text, 'Skills for Twenty-First Century School Leaders' provides an appropriate conclusion to these summary perspectives. Hoyle argues that school administrators, 'by virtue of their position, are looked upon as leaders... (which involves more than) technical competence in planning, budgeting, curriculum design and facility renovation: they must be able to communicate with their constituencies and they must have something worthwhile and important to say to them. The stories they tell... need to make sense to audience members at this particular historical moment, in terms of where they have been and where they would like to go.' (Hoyle 1998: 37) School leaders, for Hoyle, need to be able to:

- Articulate the school and district mission or priorities;
- Write and speak effectively;
- Demonstrate group leadership skills;
- Be able to persuade the community to adopt initiatives that benefit students;
- Engage in effective community relations and school business partnerships;
- Build consensus;
- Create opportunities for staff to develop collaborative and consensus-building skills;
- Integrate youth and family services into the regular school program; and
- Promote on-going dialogue with representatives of diverse community groups.

CONCLUSION

This literature review has involved a study of a range of views about importance of the interpersonal and relational dimensions of leadership within the context of the leadership literature, and then, more comprehensively, within the literature around

the principalship. While there are differing views, the general theme of the literature is that there are a host of interpersonal skills which are vital to the principalship.

Sergiovanni's (2000:26) advice to principals of the future makes sense when he says:

Allow for discovery, exploration, variety and challenge. Provide high involvement with the task and high identity with the task, enabling work to be considered important and significant. Allow for active participation. Emphasise agreement with respect to broad purposes and values that bond people together at work. Permit outcomes within broad purposes to be determined by the worker. Encourage autonomy and self determination. Allow persons to feel like origins of their own behaviour rather than pawns manipulated from the outside. Encourage feelings of competence and value and enhance feelings of efficacy.

Similarly his advice on the 'know-how' of the principal of the future reflects the interpersonal role of the new leader:

- The ability to develop and refine a 'nose' for things;
- A sense of what constitutes an acceptable result in any particular problematic situation;
- An understanding of the materials with which one is working, including oneself, other and the environment as it affects the materials and the acceptability of solutions at particular times;
- Knowledge of what to do and when to do it, which not only involves pragmatic decisions (what behaviour or procedure is called for at a particular time) but also implies issues of right and wrong;
- A sense of process – that is, the ability to diagnose and interpret the meaning of what is occurring as people interact. (Sergiovanni 2000: 15)

Just as the poet Emerson (1860) in his *Ode to William H Channing* says that human life cannot be accounted for on a purely mechanical basis without some notion of people involved, because men and women would have no meaningful relation to it, no sense of its beauty, no feeling for the fitness of its moral relations – so it is for the principals in our large secondary schools. If principals have no sense of the people who work with them; and no ability to deal interpersonally and relationally with them; this research indicates that they are destined to have a far more difficult job ahead of them.

These skills and ideas are not new. In the June 1969 edition of *Nations Business*, we read:

For the manager, it is as vital to listen as the effective salesman must listen, to determine what the 'prospect' will buy. The manager must 'sell' his ideas to superiors; he must persuade his subordinates; he must inform his associates. But in every case he will not be aware of what to sell, how best to persuade, and in what areas to inform, if he does not first listen to those around him. He must not only listen, he must try to hear what is not said. (From 'Nation's Business' June 1969: 70-72 in Trusty 1971: 191)

This research, combined with the analysis of leadership frameworks throughout Australia which universally include interpersonal and relational abilities in the selection criteria and processes for principals of all schools, and particularly large secondary schools, explains why we would expect to find these skills in a significant study of Executive Principals in Queensland Schools. Chapter 3 of this thesis will elaborate the research methods of this investigation, identifying the key elements of interpersonal and relational skills that will be sought during the study.

Chapter 3

Research Methodology

1. INTRODUCTION – MIXED RESEARCH DESIGN

This chapter details the research methods that were used in this research. It focuses upon the major components of the stages of the research and is divided into eight sections.

Educational research is considered to be complex because of its multi-faceted nature, contestability and flux (de Landsheere: 1997). Cardno (1998: 1) similarly argued that educational problems are 'inherently complex because schools are characterised by a multiplicity of tasks, purposes and expectations'. This research, too, is complex, because it uses perceptions data to examine one particular dimension of the broad range of skills required in the Executive Principalship.

To address these issues, this research, based on the effectiveness of interpersonal skills criteria in the selection of Executive Principals in Queensland schools, was conducted as 'applied' research. (Johnson and Christensen 2008: 10-11) Applied research for these authors is focused on answering 'real-world practical questions' (pp. 10), such as those identified in Chapter 1. In particular, the principal research question addressed is, 'Determine the interpersonal and relational qualities which are evident in Executive Principals' practice and whether the selection criteria related to interpersonal and relational skills within the Queensland leadership framework forms an appropriate platform for selecting effective Executive Principals.'

The methodology used was a version of the confirmatory (often called the *deductive*) method (Johnson and Christensen 2008: 19) which involves three steps – examining an issue based on the existing theory; collecting data to be used empirically to substantiate a range of views; and making a decision to tentatively make a conclusion on the basis of the data. This methodology essentially follows the quantitative research model (from theory to hypothesis to data to conclusions – the logic of justification) through three questionnaires. The research also involved qualitative research (observations and data and perspectives) where Executive Principals were interviewed with the results analysed and resulting data analysed as

part of a grounded research process (Punch 2005: 159-60), a concept developed later in this chapter. There was also the use of open-ended questions in the questionnaires. Thus the resultant research outcome, rather than being purely quantitative or qualitative was 'mixed' research. (Johnson and Christensen 2008: 34) Therefore, the research did not entirely focus on the quantitative research principle of determinism where there is a search for probabilistic causes.

Rather, the latter work in interpreting the research took on some of the more qualitative notions of context from Chapter 2 and recognised that behaviour is often highly situational and context bound rather than entirely predictable and general. In addition, the research also attempted to use another tool of the qualitative researcher which, in 1968, the sociologist Weber termed 'verstehen' (in Johnson and Christensen 2008: 37). This involved the researcher using this 'verstehen', or empathetic understanding, to try to understand the observed principals from the principals' viewpoints.

Quantitative research, however, formed a major part of the data collection process used in this project. The great majority of the items in the survey instruments (to Executive Principals, their supervisors and direct reports) were based on the conclusions and findings from the literature review, particularly Cranston and Erich (2005) and comprised statements where respondents needed to indicate their preference on the Likert scale of:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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Table 1. Likert Scale

The results from individual respondents were compared with the mean results of participants, and subsequently compared with other groups. For example, Executive Principals, their supervisors and their direct reports (senior school officers whose line management is directly to the principal) were required to respond to a version of the question, 'The majority of the work that the Executive Principal does in XXX school requires him/her to exercise quality interpersonal and relational skills.' Each category of respondents' answers were analysed allowing the researcher to develop a comparative view of the quality interpersonal and skills of Executive Principal in a number of schools from the view of the Principal him/herself, the supervisors, and the direct reports.

On the other hand, the interviews with the Executive Principals were more focused on qualitative research involving open-ended questions as the Executive Principal explained the nature of his/her leadership style and the importance of interpersonal and relational skills in his/her setting. The interviews took a different approach using grounded research. (Punch 2005: 159-60) This involved not attempting to define or predict, but allowing the respondent to make meaning of his/her leadership style; what the Executive Principal saw as interpersonal and relational skills and how these skills impacted on their work, particularly their leadership and management actions.

This 'mixed research' used both quantitative and qualitative research methods conducted concurrently to address the research questions. The reason for using both research methods is that this approach 'helps improve the quality of the research because the different research approaches have different strengths and different weaknesses. In simple terms, by using two research methods 'it is less likely that you will make a mistake.' (Johnson and Christensen 2008: 51)

2. CHARACTERISTICS OF THE PARTICIPANTS AND THE RESEARCH SITES AND THE APPROPRIATENESS OF PARTICIPANTS

There are fourteen Executive Principals in Queensland schools, ten in secondary only sites and four in Preschool - Year 12 (P-12) sites. As stated in Chapter 1, Executive Principalship is the highest level of the principalship in Queensland. Once a school reaches a sustained enrolment of 1600 students, principals who have applied for their position as a Band 11 principal, may be invited to re-apply for the position of Executive Principal. (Queensland Government Enterprise Agreement: 2006) There are three possible outcomes of this re-application process; incumbent appointment as Executive Principal; new appointment to the position of Executive Principal (requires the relocation of the incumbent); and incumbent re-appointment as a Band 11 Principal (the EP process lapses). Executive Principals are appointed on contracts (with reversionary rights to Band 11) at the level of Senior Executive Service (Level 2 – lower) and receive additional benefits to those available to Band 11 Principals including 100% private use of a government owned and maintained vehicle. (Queensland Government Enterprise Agreement: 2006)

This research employed a quota sample (Czaja and Blair 2005: 128) of the total of fourteen Executive Principals who have been appointed, to date, in Queensland. Executive Principals have been chosen as a focus for this study for a number of

reasons. Firstly, this is the highest level of the principalship in Queensland; the only level of principalship governed by a contract; and the one of the few situations of the principalship in Queensland where Principals may potentially twice apply for what is essentially the same position at the same school. Secondly, Executive Principals are expected to be the best of Principals in Queensland. They operate in the largest and most complex settings; normally they have been school leaders in a range of schools, and typically been promoted by the system up to five times. Usually they lead a classified school leadership team of Band 5 and above (the lowest level of the principalship, equivalent to Head of Department) of at least twenty deputy principals and heads of department and have total staffs of approximately 200, including more than 130 teachers. Thirdly, because there are so few of the positions, it is possible to study a clearly representative sample of the group.

The seven participants in this survey were selected using a process which attempted to be inclusive. Firstly, all Executive Principals were invited to participate in the research. The research sample was developed to include, two of the four P-12 principals to adequately represent this sector, and at least two women in order to reflect the current gender balance of the group. In addition, at least two of the sample needed to be from regional, rather than metropolitan, contexts. If the number of P-12 principals; regional principals or women principals exceeded the existing ratios of Executive Principals, a random selection process was used. As part of the random process, the geographic position of the schools was considered, to ensure where one Principal was eliminated because there are too many in the required group, the included Principal will be the one from the least geographically represented area. Because there was no indication in the research documented in Chapter 2 that age was a factor in the regard by principals for interpersonal and relational skills, this factor was not been considered in the makeup of the research sample. This process therefore emphasised the current structure and distribution of the Executive Principalship in terms of P-12 membership, geographical location and gender.

3. THE QUESTIONNAIRES

Three questionnaires were used in this research; one for the Executive Principal (EP) sample; one for the EP supervisor; and one for a direct report to the EP. The direct report was nominated by the Executive Principal, and analysis of the data attempted to account for this selection of the direct report by the principal. For example, if the data from the direct reports turned out far more positive in terms of the Executive

Principal's interpersonal and relational skills than the data from the supervisors, the selection of the direct reports by the EP might have needed to be looked at as an explanatory factor. Fortunately, the data in the research was very consistent (see Chapter 4). These questionnaires were used in conjunction with an interview with the Executive Principal. Questionnaires were chosen for a number of reasons. As Gillham (2000: 5-8) argues, questionnaires are chosen largely because of these reasons:

- Low in cost in time and money;
- Easy to get information from the sample very quickly;
- Respondents can complete the questionnaire when it suits them;
- Analysis of answers to closed questions is straightforward;
- There is less pressure for an immediate response;
- There is room to preserve the respondents' anonymity;
- Interviewer bias is removed;
- Questions can be standardised; and
- They can provide suggestive data for testing a hypothesis.

Table 2. Advantages of questionnaires

Alternatively, questionnaires can present problems in data quality. Typically, there are low response rates unless there is a 'captive sample' with three factors impacting – whether the respondents know the researcher personally; whether the questionnaire is seen as interesting; and the amount of time that has to be expected to complete and return the survey. (Gillham 2008: 7)

In the case of the questionnaire used in this research, the researcher knew, in terms of professional working relationships, all of the Executive Principals and all of the Supervisors and, depending on those chosen, would have knowledge of many of the direct reports chosen. This knowledge comes from the researcher being a senior principal in Queensland, an executive member of the Queensland Secondary Principals' Association for the eight years prior to being appointed as an Executive Director (Schools) and by his current work with the full cohort of Principals' supervisors. In terms of receptiveness to an invitation to participate, discussions with secondary principals reveal they seem to have a high level of interest in the research work, which combined with a personal invitation and ease of completion and return, should auger well for good response rates. This previous professional knowledge of the research subjects needs to be examined carefully in terms of perceptions of possible bias in the research.

On the positive side, the personal knowledge of the respondents added a degree of trust to the research process. Respondents knew the researcher from his work and

this may have had effect of bringing a sense of cooperation and openness to the responses. Alternately, the EP respondents, in particular, may have attempted to answer the questions in a way that enhances their effectiveness in this area because of their professional relationships with the researcher. This, however, was neutralised with the direct reports and supervisors who had little reason to overstate the EP competencies. In terms of examination of personal bias, the researcher had no strong, personal relationships with any of the chosen Executive Principals. Thirdly, the questionnaire was limited in size, with fourteen questions of the 17 questions being able to be answered on the five point scale mentioned earlier in this chapter.

In addition to low response rates, Gillham (2000: 10-13) discusses a range of other 'negatives' about questionnaires. In particular, Gillham noted, there can be problems in motivating respondents; there is a need for brevity and relatively simple questions; misunderstandings cannot be corrected; questionnaire development is often poor; and that a questionnaire lacks the capacity to make participants talk, reflect, tell stories and even to be silent. Other problems raised include the assumption respondents have answers available in an organised way; problems in wording the questions (which can have a major effect on the answers; the impossibility of checking the seriousness or honesty of answers; and respondent uncertainty as to what happens to the data.

These issues were addressed in this research. Time was spent in telephone conversations with the respondent Executive Principals and Executive Directors so that a strong scaffold for the research was put in place; the purposes of the research were made clear; and uses, outcomes and anonymity provisions of the data were clarified. In terms of the validity and reliability of the questionnaires, they were developed from the pre-tested work of Cranston and Erich. (2005)

4. THE QUESTIONNAIRES

The questionnaire design drew from the work of Frazer and Lawley (2000: 18-71) and involved five stages prior to administration. A further stage, Stage 6, involved presenting the proposed questionnaires to the University of New England for Ethics approval and the Education Program Group of Education Queensland together with the research application to seek approval to conduct the research.

Stage 1. The information to be determined is derived from the research questions and the key factors identified in the literature research. The questionnaires used the

tested Cranston research as a base, to minimize the need for an extensive pre-testing process.

Stage 2. The administration method and length of the questionnaire. The research was conducted through a sensitive process which ensured the opportunity for the EP to discuss the full range of issues associated with the research. Discussion with a range of proposed respondents suggested the research may be best conducted with a phone call to respondent, where the timing of the research will be discussed. Subsequent to these phone calls, and in accord with the timing discussed with the respondents, an electronic survey was emailed to each of the respondents. The survey would be self-administered at the respondents' school, in their own time, and involved mainly a selection of one preference on the Likert scale (Strongly Agree to Strongly Disagree) for each of 14 statements, and a written response to three open-ended questions. From testing, it was anticipated the survey questionnaire could be completed in about 30 minutes. The email addresses of all respondents were available via Education Queensland internet site.

Stage 3: Content, Wording, Structure and Layout

The content of the survey was derived from the research and the literature review, and the questions focussed on the key interpersonal and relational skills identified in the research; the selection criteria discussed in Chapter 1 and the literature review. The content questions were presented as statements focusing on these key attributes. The respondents, using the Likert scale, were asked to gauge the importance of a particular attribute in the Executive Principal's practice or to decide what significance the attribute had on EP practice from the supervisor's or direct report's point of view. The open ended questions asked respondents to expand on the attribute; to give examples; or to provide different or comparative points of view.

These five stages were vital to the effectiveness of the research and included:

Stage 1	Determine the required information and from whom it should be sought
Stage 2	Determine the administration method and the length of the questionnaire
Stage 3	Prepare the draft questionnaire considering <ul style="list-style-type: none"> • Question content • Question wording • Response format • Structure and layout
Stage 4	Pre-test and revise the questionnaire
Stage 5	Assess the reliability and validity of the questionnaire.

Table 3. Questionnaire Design

The wording of the questionnaires aimed to capture the extent of application of the attribute while seeking appropriateness, relevance to the topic and neutrality. (Frazer and Lawley 2000:24) Neutrality, in this context, meant not placing any bias in the question. For example, a neutral question might be, 'How many hours per week do you spend listening to teachers' points of view?' while a loaded question might be, 'How many hours per week do you *waste* listening to what teachers think about your ideas?' Besides the statement questions using the Likert scale there was limited use of open-ended questions. Because the sample was quite small, there was the opportunity to address (and re-address) key issues with open ended questions, despite the fact that they were more time consuming to complete and more difficult to analyse. The open-ended questions attempted to capture data that was not available via the Likert scale questions which had, as their main faults, limitations on the power of respondent to be specific and little opportunity for respondents to clarify and elaborate and provide new data. (Frazer and Lawley 2000: 27) There was also a small use of multichotomous close-ended questions. For example, 'Which of the following have you done in the last week?'

The order of questions addressed issues of order bias by categorising the Likert-response questions and the multichotomous questions into logical categories and including the open-ended questions at the end of each category (Frazer and Lawley 2000:32). The layout of the survey was simple with clear instructions at the outset; one column for the entire questionnaire; and headings and numbers used to identify questions. The categories for the questions were derived from the research questions (Chapter 1); the literature review (Chapter 2); the selection criteria, particularly the Queensland selection criteria, (Chapter 5) and the Cranston and Ehrich (2005) *Interpersonal and Relational Skills Questionnaire*, produced below:

Relational Capabilities

Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people.

The rating descriptions are:

D = Developing. This response indicates that you have engaged in some activities relevant to the statement but time and work demands have not allowed you to advance this activity to a personally satisfying level.

E = Established. This response indicates that you have established this activity and it is a regular component in your daily duties.

A = Advanced. This response indicates that you have advanced your capabilities in the activity by extending your engagement, undertaking additional work associated with the activity or undertaking additional training or learning in the activity.

N = Not Sure. This response indicates that you are uncertain as to how often you employ this capability and how much learning you may need to undertake to become functional to an effective level.

<i>In the context of interpersonal skills, to what extent:</i>		A	E	D	N
1	Do you value individuals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are you able to manage and resolve conflicts effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are you empathic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Do you interact with others with sensitivity and dignity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Do you create a dynamic work environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Do you create a work environment where people cooperate and care about each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Are you able to welcome challenge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Do you inspire and develop a sense of shared leadership?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Are you open to diverse opinions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you provide constructive feedback to colleagues and others in the context of mutual professional respect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Do you encourage participation by all sections of the school community including parents and other stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 4. Cranston and Erich questionnaire

This questionnaire, following the work of Cranston and Ehrich (2005), has been used by school leaders throughout Queensland by the (previous) Education Queensland Professional Development and Leadership Institute.

The layout of the questionnaire followed the principles from Frazer and Lawley (2000: 39) including:

Front cover	<ul style="list-style-type: none"> Title Graphic Brief explanation and rationale Return address
Back Cover	<ul style="list-style-type: none"> Invitation to make additional comments Message of thanks Plenty of white space A statement that copies of the results will be sent to the respondents
Page layout	<ul style="list-style-type: none"> One column per page (varies from Frazer and Lawley because of electronic format) Questions fit the page Sections are numbered A, B C Questions are numbered A1 A2 B1 B2 to make the number of questions appear smaller
Question layout	<ul style="list-style-type: none"> Readable size in Arial 11 Use of italics to emphasise key words

	<ul style="list-style-type: none"> • Instructions in italics • Responses in Bold • Answer boxes provide for sufficient and limited response for open-ended questions • Check boxes pre-coded • Directions to next question clear • Vertical arrangement of multiple responses • Instructions repeated ever question • Spacious appearance • No questions on front and back covers
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Table 5. Questionnaire Principles

Stage 4. Pre-test and revise the questionnaire

The purpose of this stage was to identify problems in the questionnaire prior to administering it to the full sample. The pre-test was brief as the questionnaire was heavily reliant on the pre-tested work of Cranston and Ehrich (2005) but there was still a need to establish the amount of time needed to complete the questionnaire (length); allow an opportunity to test data analysis techniques; as well as check the properties and effectiveness of the data collected. The pre-testing of the questionnaire was with:

One Executive Principal (a fellow researcher) (EP questionnaire)
This Executive Principal's supervisors (EP supervisor questionnaire)
This Executive Principal's choice of a direct report (EP direct report survey)
The researcher (who has been a senior principal) (all 3 questionnaires – has been EP and supervisor and direct report)
Three of the researcher's colleagues (the last two of whom are potential users of the data) <ul style="list-style-type: none"> • a Principal Advisor (who has been a senior Principal, a supervisor and direct report) – all 3 questionnaires; • the Regional Manager (Human Resources) who has significant responsibility for, and experience with, Education Queensland recruitment and selection – all 3 questionnaires; and • the researcher's supervisor who is a Regional Executive Director (who has also been a senior principal, a supervisor and direct report – all 3 questionnaires)

Table 6. Questionnaire sample

Pilot respondents were asked to both answer the questionnaire and make comments, in writing, in person or by phone, on the suitability of the questionnaire. Changes were made before finalisation of the questionnaire.

Stage 5: Asses the reliability and validity of the questionnaire.

The key questions when examining the data from the pre-test are whether the questions and the questionnaire are *reliable* and *valid*. Validity requires the questions measure the dimension or construct of interest; and ensures the respondents interpret the question as intended. Reliability refers to the degree of variation in repeated trials, and this was tested in post questionnaire interviews focusing on the key aspects (Czaja and Blair 2005: 106) of:

<i>Overview of the pre-test, including any serious problems of respondent resistance to participation or to particular topics</i>
<i>Question-by-question problem identification, in which each participant in the pre-test is asked, in turn, about any problems he/she had with the item</i>
<i>Question-by-question suggestions for revision, in which the respondents can suggest alternatives for handling identified problems</i>
<i>Summary comments on how well or badly the pre-test went and on the main issues to be addressed before data collection begins.</i>

Table 7. Reliability tests

Following the collation of data from these interviews, the questionnaires were re-written and checked again, prior to administration.

5 THE INTERVIEWS

Andrew Hannan (2007: 2) has described the strengths of interviews as data collection instruments as:

- giving informants the chance to challenge the agenda set by the researcher, raising new issues, asking questions back;
- collecting qualitative data, i.e. allowing the researcher to probe the meanings interviewees give to their behaviour, ascertaining their motives and intentions;
- giving informants the opportunity to check what is meant by a question;
- allowing for long and complex responses;
- flexibility - making possible changes in the order of questioning, the questions asked and the topics discussed;
- probing - follow-up questioning seeking clarification or further explanation; in-depth inquiry.

Hannan also suggests that interviews, while being useful, are not good at some parts of data management:

- standardising procedures - it's all too easy to change the way a question is put from one interview to the next, or for one interviewer to differ from another in the way the same topic is raised, thus making it difficult to know that all the responses have the same stimulus;
- comparability - flexibility brings dangers in that the same topics may not be addressed or may be addressed in a different order thus making comparisons difficult;
- objectivity - the interviewer may lead the respondent, shaping responses through the tone in which questions are asked, non-verbal clues (e.g. nodding the head) and sighs of affirmation or gasps of incredulity;
- simplicity - the responses may become so complex as to make analysis very difficult if not impossible;
- large numbers - given the time interviews take it is difficult to survey large numbers of respondents;
- anonymity - hiding identities is not possible, in so far as the informant is revealed to the researcher in face-to-face meetings;

- 'facts' - they don't always tell us about what happens (practice), they are better as a means of exploring reasons and interpretations than as a way of finding out what actually takes place.

These faults aside, in addition to the surveys (questionnaires) used with the three sets of respondents; Executive Principals, their supervisors and their direct reports, the research employed an interview with the Executive Principals. Interviews were possible in this research because:

- the numbers were small;
- the Executive Principals were largely accessible (although some travel is involved)
- Some of the responses required could best be collected from an open-ended interview;
- Some of the questionnaire results could be best tested in the interview;
- Anonymity to the researcher was not an issue, although confidentiality remained important;
- Depth and clarity of meaning could be extended with open responses;
- The research sought to understand the 'why' of the response, in some cases, in addition to the response;
- There was room for additional trends to be collected using an open supplementary process. (Gillham 2000: 11)

The purpose of the interview was to supplement the quantitative data collected in the questionnaires and to identify themes arising from the research which would either support or contradict the hypothesis. The interviews followed the *constant comparative method* derived from 'grounded research.' (Punch 2005: 159-60) The constant comparative method is a method for analysing data in order to develop a grounded theory. Grounded theory was developed by the sociologists Strauss and Glaser as a way of formalising the operations needed to develop theory from empirical data (Glaser and Strauss (1967: 10-12). It is a methodological approach (entailing a cyclical process of induction, deduction, and verification) and a set of strategies of data analysis to improve the reliability and theoretical depth of analysis. These authors (pp. 28-52) suggest that when used to generate theory, the comparative analytical method they describe can be applied to social units of any size.

As Glaser and Strauss describe it, this process involves:

- Identifying a phenomenon, object, event or setting of interest
- Identifying a few local concepts, principles, structural or process features of the experience or phenomenon of interest
- Making decisions regarding initial collection of data based one's initial understanding of the phenomenon. Further data collection cannot be planned in advance of analysis and the emergence of theory

- Engaging in theoretical sampling - the key question is what group or subgroups does the researcher turn to next to collect data? Subsequent sampling decisions should be purposeful and relevant.

These authors further argue that the intent of constant comparative method is to connect emerging categories by comparing incidents from one data sources with another, then comparing that with other categories and incidents. The rationale for selecting comparison cases is their theoretical relevance for fostering the development of emergent categories. This method emphasises theory generation by letting the conclusions *emerge* from the data rather than being caught up by scripted categories following a strict procedural guideline. Thus the research interview questions developed as themes emerge from each Executive Principal. All interviews were recorded and transcribed to a cogent text which represented accurately the actual words of both the interviewer and the Executive Principal.

6. ANONYMITY

In such a small sample, there was a need to take particular steps to ensure anonymity of the participants while protecting the integrity of the research and allowing appropriate analysis of the datasets. The following decisions were made regarding these matters:

- All sites, regardless of their title (State College etc) were referred to in the text as X State School;
- Personal pronouns were always quoted as both genders (e.g. him/her; His/her)
- The data for each school and each principal in every table and graph in the research was not re-arranged and remains consistent (e.g. Executive Principal 1 is always 1, in the tables and graphs) to allow for trends in the data to be seen clearly;
- No names of urban centres, principals or schools were used in the research findings;
- The researcher made no personal contact with any other person in the school; thus there was no need for any person in the school (other than the direct report) to know about the Executive Principal's participation in the research;
- All identifying words from the open-ended responses and the interviews were edited by the researcher to ensure anonymity;
- Now that the research is complete, all identifying materials are held at UNE.

7. RESEARCH PHASES

The research phases were as follows:

1.	Undertake the literature review
2.	Design the questionnaires and interviews based on the data to be tested
3.	Test the questionnaires and the interviews
4.	Revise the questionnaires and the interviews
5.	Determine the participants
6.	Administer the questionnaires and add data to spreadsheet
7.	Analyse the data from the questionnaires
8.	Re-design the interviews
9.	Administer the interviews
10.	Transcribe the interviews
11.	Analyse the data from the interviews

Table 8. Research Phases

8. SUMMARY

This chapter has outlined the methodology which underpinned this research. The research approach is confirmatory (or deductive) and involved a mixed research approach to establishing the prevalence and importance of interpersonal skills in the Executive Principalship, using

- qualitative methods, using the constant comparative method in at least seven interviews with Executive Principals in Queensland schools; and
- quantitative methods underpinned by questions in a three questionnaires (rated on the Likert scale) and conducted with seven Executive Principals, their supervisors and one direct report for each;

Data and outcomes from these processes is analysed in Chapter 4.

Chapter 4

Data Collection and Analysis

The principal research for this project involved two separate processes – the interviewing of seven Executive Principals and a 17 question survey of the Executive Principals, their supervisors and one person who directly reported to each. This chapter will be organised around a range of themes which inspired the questions in the questionnaires and the interviews (which are attached in the Appendix) with the goal of reporting the outcomes of the research.

1. MAJOR ROLES

The first question was used as an 'icebreaker' and asked the participants to, 'Briefly describe your main roles as an Executive Principal (EP).' The purpose of beginning with this question was twofold – firstly to allow a free and easy introduction to the interview and allow the participants to prioritise the roles as they saw fit, and secondly to test the proposition that interpersonal and relational skills were sufficiently important that they would figure in this broad assessment of role.

The results of the first question, Question 1, were diverse with a number of trends emerging. The most common responses to the question form the first section of this section.

- (a) The most common theme (7/7 respondents) from this question indicated that the Executive Principal (EP) needed clearly defined structures and systems of leadership and management – with respondents referring to organisational structures; strategic structures; communication structures; clear accountabilities; operational structures; delegation; governance structures and strategic leadership. All seven respondents mentioned that the size of the setting required these structures for the principal to lead and manage the school.
- (b) A second theme from this question was that the EP should make sure that the college/school had a clear vision – this was expressed in different ways however four of the seven respondents placed this at the head of their

answer. Respondents indicted that for a school to be effective, clients needed to understand what it stood for; that the vision needs to mean something to the clients; and that one of the ongoing roles of the Executive Principal was to ‘marshal people towards the vision.’ One respondent indicated that he didn’t *do* anything – he simply met with people and coached them with the vision in mind. A second respondent indicted that the EP needed to have a ‘clear idea, a clear set of personal values influencing the vision (of the school) first of all.’ This respondent then argued that the next step was to network of ‘linked, strengthening actions that lead towards this clear vision.’ This respondent called this vision having a *common mission* which everyone understood. A third respondent argued that ‘the vision and values we had had to be very clear – in our case it was to be *a school of first choice* – so when I arrived at X State School we spent a long time actually describing and unpacking what a school of first choice would look like.’ This respondent indicated that what he/she was looking for was ‘alignment between words, alignment with rhetoric and alignment with reality so that what a school of ‘first choice’ would look like became a set of *indicators* – the qualities that everyone in the school actually wanted to see. These indicators became translated into ‘the drivers and underpinning planks’ of X State School,’ which sat around curriculum, teaching and learning, extra curricular activities, a safe and supportive environment and differentiation and appropriate pedagogical practices to extend students towards clear and absolute targets. A further respondent related this aspect in terms of ‘building the culture’ of the school’ while another respondent attended to this matter at a level below and indicated that it was the EP’s job to work out the plan, resource the plan, and monitor it. While this visioning might first not appeal as a strong relational practice, one respondent explained how important of a relational process it was by saying:

To put it another way, every time I go for leave or go away ill for two weeks I come back and I know immediately what it is that I do. I know in a way that hits me... because people are making decisions and going in directions which are contradictory with each other, which aren’t consistent with the philosophy of the school. People are upset with each other because the ability to resolve difference or at least get decisions consistent doesn’t seem to happen. They don’t agree; and you notice silly things happening around the place – silly in my definition because they are no longer consistent, and different senior executive members are going in different directions... So it’s lots of meetings for a long period of time. Finding out what is going on; checking with people; trying to pull back on some things and re-direct them so that they are in the right direction and everyone is again working together as a team. (Interviewer: ‘So it’s a people business?’) Yeah totally... I don’t do much else here.

This passage reflects the interpersonal complexity of leading staff towards a vision.

- (c) A third theme from this question could be best described as 'human resource (HR) management.' Some described this as 'motivating, celebrating and guiding'; others related it to 'making connections with people - 'it's clearly a people-oriented job'; while others described the role as 'largely around dealing with students' parents and staff issues.' A further respondent, who was more unclear about the role of the EP, indicated that he/she would 'hold HR. I will hold HR because of the complexity of some parts of it. There's a lot of negotiation.' This EP indicated that the authority of the Principal was needed to get the best HR outcomes for the school from the department, and for that reason it needed to be the province of the EP. A further respondent referred to this role as one of a group of HR management, facilities management, financial accountability and building Information Communication Technologies (ICT) infrastructure, while another respondent indicated that a key role was 'meeting with a range of people across the college, while not necessarily knowing the names of staff. Another respondent indicated that the key HR role was developing teams of people who work in a very engaged way, while setting them free to take risks. This respondent indicated that too much of a controlling direction in HR from the EP would lead to staff 'disengaging anyway' and used the metaphor for HR management of 'holding jelly in your hands'. In his/her words:

Sometimes it will slip out through your fingers a bit, and you sort of have to catch it and bring it back in. Generally, though, it's a bit of an uncomfortable feeling if you are someone who is very organised and clear about how to get things done, but letting go of that, letting the jelly slip between your fingers a bit, is really important. So that's what I probably do: balance what I want to do and my personal characteristics of needing it done yesterday with the patience and willingness to let people do it their own way.

- (d) The final theme which came through this question referred to the size of the school and the significant 'gap' between the EP and the students. 4/7 respondents talked about this gap, one indicating, 'you can't do everything – you have to rely on people to do things.' A second respondent indicated that while he/she loved curriculum, he/she 'gave curriculum away because I knew I had to be the one to negotiate the facilities stuff.' Similarly, he/she 'stepped back' from knowing and managing the staff of the school for the same reason (time) and in retrospect he/she 'probably stepped back too far,' letting others nurture and develop staff. A third respondent indicated that he/she used the

technique of 'strategic management through others' and therefore did not need to be connected with the staff because of the common vision which permeated the school. A fourth respondent agreed that strategic management was important but disagreed with the 'stepping back' indicating that 'you have to be the absolute visible leader – leading the teaching and learning while at the same time making sure everybody is doing their bit and everything is on track.' A fifth respondent agreed. 'I don't get anything done during the day because I am always with people whether it is a social thing; going to the football; being with parents; being visible around the school; resolving a conflict between a teacher and a parent or student that the Head of Department (HOD) can't fix – you're always dealing directly with the people.' What can be seen from this theme is that in a large school, perhaps the easiest path is to step back, embrace a model of strategic management, and let/hope others will do the people work for you well. However, what seems to be equally important is the view that if the EP can be directly involved in interactions with students, staff and parents, he/she will be more effective. There is no doubt that all the EPs spoken to experienced the same pressures, however only a few really prioritised the people business as being first and most important.

- (e) This question was also addressed in the open-ended questions of the questionnaire where all respondents were asked two questions related to the role of the Executive Principal. The first question, Question 17, required EP's to indicate, while realising the importance of interpersonal and relational skills, what *other* important skills were relevant to the position. The aim of this question was to first determine other priorities, but also to see if, in the answer to this question, respondents would still refer to interpersonal and relational capabilities.

The results from the participants are summarised in the table below. The grey highlighting identifies skills with an interpersonal or relational link.

Skill – EP 1-7	Skill – supervisor 1-7	Skill – Direct Report 1-7
<ul style="list-style-type: none"> • Strategic Thinking • Wisdom courage • Integrity • Skills around the curriculum and pedagogy • Management skills 	<ul style="list-style-type: none"> • Strong change management processes • Strategic and critical thinking • Problem-solving skills 	<ul style="list-style-type: none"> • Strategic decision-making skills and thinking skills • Strong understanding of best practice, pedagogy, leadership and curriculum • High level management skills – financial HR physical • Ethical and professional behaviour
<ul style="list-style-type: none"> • Curriculum Teaching and learning • Data skills • Strategic Planning • Alignment of strategies 	<ul style="list-style-type: none"> • Capability to reflect and self-evaluate • Capability to adapt, be flexible • Credibility as an educational leader • Intellectual capability • Integrity and ethical behaviour • Performance driven 	<ul style="list-style-type: none"> • Delegation • High level of strategic ability
<ul style="list-style-type: none"> • Network within and without the system • Time management • Organisational skills 	<ul style="list-style-type: none"> • Leadership, vision and the ability to articulate RISE • Aligning people and strategies to student learning outcomes 	<ul style="list-style-type: none"> • Strong knowledge base – curriculum and students • Links strategically – understands department's plans and interprets • Sees the big picture and leads the team towards it • Sense of humour • Being consultative
<ul style="list-style-type: none"> • Being organised • Delegation • Budget 	<ul style="list-style-type: none"> • Knowing where to intervene • Capacity – intellectual • Love of children • Ability with community 	<ul style="list-style-type: none"> • Clear exposed consistent vision for the school • Ability to understand the multi-faceted impacts of a situation on the school • Analytical ability – ability to sort out what's important • Ability to teach • Understanding the use of technology
<ul style="list-style-type: none"> • Thinking skills • Creativity in finding solutions • Political awareness • 	<ul style="list-style-type: none"> • Commitment to implementing systems and priorities • Facilities, finance, IT • National testing 	<ul style="list-style-type: none"> • Broad knowledge base of pedagogy and curriculum • Financial administration • Networking ability • Willing to take a risk • Ability to analyse data
<ul style="list-style-type: none"> • Strategic visioning • Team building and team approach • Organisational skills • Project management 	<ul style="list-style-type: none"> • Strategic analysis to make complex things simple • Articulating a compelling case • Systems and processes to ensure alignment 	<ul style="list-style-type: none"> • Flexibility • Problem solving • Conflict resolution • Resource management
<ul style="list-style-type: none"> • Decision Making • Strategic Thinking • Integration of Theory and Practice • Listening • Discerning • 	<ul style="list-style-type: none"> • Facilities Management • Finance • Staffing • Care about others • Disclose • Listen to others for their opinions 	<ul style="list-style-type: none"> • The ability to non micro manage • EP verbalises that an individual has the ability skills and knowledge to complete their job – they should be left to do it. • Skills to manage the full range of students • Valuing the opinions of others • Using a range of examples – not single situations – which can form a 'life-long' opinion.

Table 1. Skills other than Interpersonal and Relational Skills in Executive Principals

The finding from this part of the research is that, *even when asked to eliminate the interpersonal dimension from the work that is done by Executive Principals,*

53% of the responses from the total of all respondents (and particularly the Supervisors and Direct Reports) involved interpersonal and relational skills. This demonstrates that all the respondents found it difficult to describe the work of Executive Principals without using the interpersonal and relational dimension.

The second question, Question 18, asked respondents in all three categories to describe the most important skills of Executive Principals. The results are tabulated below, again with the skills in the interpersonal and relational area highlighted in grey:

Skill – EP 1-7	Skill – supervisor 1-7	Skill – Direct Report 1-7
<p>Being able to influence others</p> <p>Being able to help others keep or find perspective</p> <p>Being able to juggle handle many issues/tasks concurrently</p> <p>Caring for Kids</p> <p>Balancing tensions to achieved a productive workplace</p>	<p>Being very clear personally what one can commit to and promote and align others with this philosophy</p> <p>Managing complexity and people, finance and relationships</p> <p>Managing performance, partnerships and connection with the community</p>	<p>Leading with a central focus on improved outcomes for students</p> <p>Skills in driving best practice in pedagogy and curriculum</p> <p>Strategic thinking and analytical skills</p> <p>Strong interpersonal skills</p>
<p>An unrelenting focus on performance and the future</p> <p>An ability to build a team and a commitment to a direction</p> <p>An ability to understand the past, appreciate the present and build an exciting future.</p>	<p>Courage to be innovative and lead as role model to others</p> <p>Capability to share wisdom and expertise outside own school</p> <p>Commitment to corporate values and willingness to value add in a sphere of influence</p> <p>All capabilities re leadership matters to an advanced level</p>	<p>Time management</p> <p>Juggling the various roles and remaining respectful</p> <p>Open communication</p>
<p>Visioning</p> <p>Organising resources (HR, \$, etc) to support vision</p> <p>Perseverance and confidence</p> <p>Coaching and mentoring</p>	<p>Articulating a whole of school approval</p> <p>Building capacity in teams and individuals</p> <p>Strong systems for monitoring, evaluation and accountability</p>	<p>Integrity / Account Ability</p> <p>Being a strong leader</p> <p>Gaining respect and trust</p> <p>Good communication skills</p> <p>Strong knowledge base</p> <p>Having a sense of direction - developing teams</p>
<p>Being able to work out who does what</p> <p>Being able to trust and delegate</p> <p>Knowing when to intervene</p>	<p>Contributing to the strategic agenda of the district, region and system. Building an exemplary and contemporary school that pioneers innovations that are directed attributable to improved learning outcomes and readily transferable into other school settings. Achieving a school with outcomes that demonstrate considerable valued added-ness and continuous improvement which maintaining a favourable level of staff satisfaction that does not lead to staff bur out and/or disenchantment. Provision of a quality training ground</p>	<p>Communication</p> <p>Strong positive leadership</p> <p>Enthusiasm for educating young people - being able to involve everyone in this</p> <p>Strong pedagogical and curriculum base</p> <p>Analysis - data, people, complex situations</p> <p>Empathy</p>

	for future leaders. Capacity to lead strategically, building leadership density through flattened leadership models.	
Managing changing expectations of the role – adapting Staying on the forefront of new agenda but micro-responsibility for actions to improve data	Being able to build effective teams Great communications / motivation skills Being able to get results Being able to create an exciting dynamic work environment Being sensitive and constructive Being intelligent	"People" person Multi-task oriented High-level "corporate nous" Open to ideas and a willingness to "change task" where appropriate Ethically-based decision making
Strong strategic and visioning and planning Empowering individuals and teams Performance development Interpersonal, relational, communication Problem solving collaboratively and pro-actively	Interpersonals and relationships Predictable leadership Hope optimism and a future focus	The ability to work with a variety of people of differing skill level Diplomacy Resilience Organization and time management
Decision making Strategic thinking Integration of theory and practice Listening Discerning Curriculum Leadership Facilities management Financial accountability Visioning	Facilities management Being visible Making the strategy - vision Innovation Genuine care for others Quality systems Listen to others Generate a collaborative vision Engage with, at a real level, all members of the school community	Drive, determination, energy (more personal attributes) Time management / organisational skills Interpersonal skills Words and actions matching Communication skills and effective Policy knowledge

Table 2. Most Important Skills of Executive Principals

The conclusion from this question, Question 18, focussing on the most important work of Executive Principals, was even more emphatic, **with 77% of the responses in the interpersonal or relational area**. A second result from this question was that, when describing the interpersonal and relational skills (and other skills) that were most important, the range of interpersonal skills was thematically similar, but the responses were, in most cases, quite different, indicating the array of different skills which were important to different people in the EP role in different settings.

2. AUTHENTIC LEADERSHIP OR LEARNED SKILLS?

The second theme in the interview attempted to unpack the dilemma from the literature, 'Is leadership in a large school foremost about being your authentic self, or is it more about a series of skills learned along the journey of the principalship?'

The answers to the question about this issue, Question 2, varied amongst the respondents. While authenticity was seen to be important to the great majority of respondents, one respondent indicated that he/she had learned to have a clear 'work self' which was a defined and carefully-thought out public persona, quite different to his/her real and personal self which he/she kept for his/her personal life. This respondent indicated that he/she had learned from a senior officer within the department not to 'socialise with subordinates' because you can 'get too close to supervise.' After an experience where a subordinate had let him/her down, this person 'took two steps back' and presented a new public self to the school. This respondent summarised by saying, 'I suppose it's the down side; the hard bit of leadership.' At the other end of the spectrum, a second respondent indicated while that he/she had certainly learned things along the way, to be one's authentic self was actually the key:

Have (the skills) been learned? Yep. I think that I have learned from people who I admired or looked up at close, from afar, and gone 'Wow! Look at them! Aren't they terrific? I admire how they do that! It's like when you were a kid, playing in the back yard, and you see Dennis Lillee or Doug Walters and you want to be someone like that so you actually see these people you admire and try to pick stuff up. But I think what you also do – you actually come from your background, your upbringing, your family values and develop a sense of 'this is how I do my business; this is how I live my life. And I suppose one of the things is it has to be unrelenting, and you have to be absolutely honest, truthful and respectful in all your dealings with every person at every time. You need to be real because the day you are not real you will catch yourself out and people will see right through you. (Interviewer: So to be yourself is important?) Absolutely. That's just paramount. I am who I am and who I am at work is who I am at home.

A third respondent provided a contrasting view, indicating that to be completely honest and forthright and to be oneself does not chart the path of sophisticated leadership, and that many of the skills required are learned :

I do think that a principal in this school can only be successful if it's their own inherent being – that it I think it's important you are who you are – however when I first became a principal I had a view of the world that it should look like this, and I soon learned that as a Principal, I was a very naïve leader. I wouldn't tell fibs; I wouldn't tell a lie... Well now I can come in to staff and complement them on this or that, saying that I think this or that. It's not a lie, but it's an exaggeration to achieve something better for the longer term. ... So I actually didn't have leadership in some ways and someone along the line told me that it was a good idea so I studied it. I did that

because I thought it was the only way forward... So I did my Masters and it helped me put some theory around it (and I learned) when I got to visit other principals, or when I talked to other principals who I respected and heard what they do.

Another respondent agreed that authenticity was important, but was reluctant to believe and implement it:

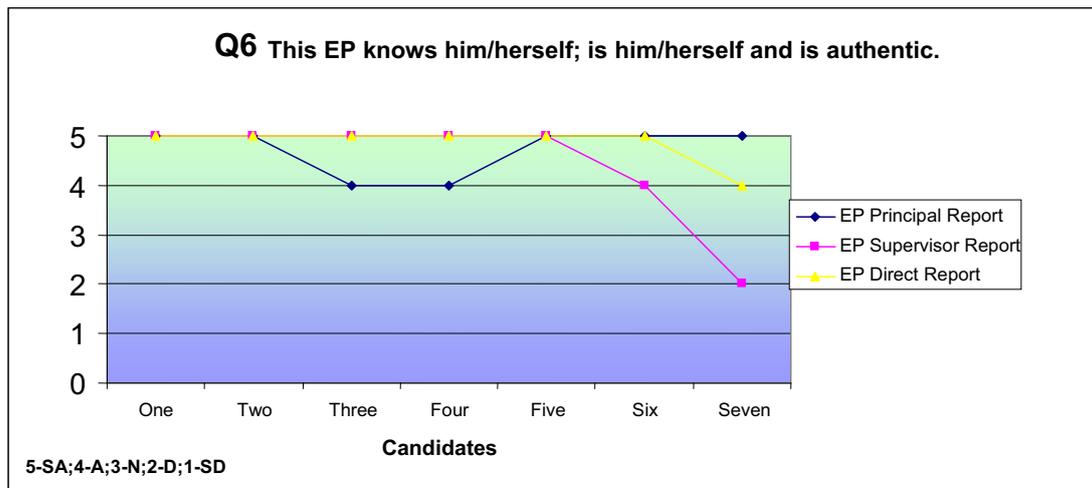
I guess it is really important to be true to who you are but that doesn't always agree with other people – that is probably the only difficulty. If you are a big person physically, for example, that is sometimes a problem for some people. And if you're a big personality, that just compounds it, but in the end you have to know what you're doing is right, to get a better night's sleep. And if you try to do too much of how you really are and who you are, people sometimes question it. People take a little time to get used to the fact that I am enthusiastic about unbelievable amount of things, and that I worked hard and long and got involved because I believed in it. So the learning is important. I made a huge number of mistakes in a small school in dealing with people and not being approachable and getting that feedback. As an early leader I was pretty much aware and happy for people to be critical of me. And I learned from it – you know? People told me I wasn't nice and sometimes crotchety... So I learned better ways of skinning a cat. As well, you see people, you learn from people and how they get this or that done. So you seek those people out; you watch them and learn; and then I think you realise you have to make some decisions about the person you want to be.

The predominant view, though, contrasted with these positions, and is best represented by a fourth respondent, who indicated that his/her values were the key and that authentic leadership was paramount:

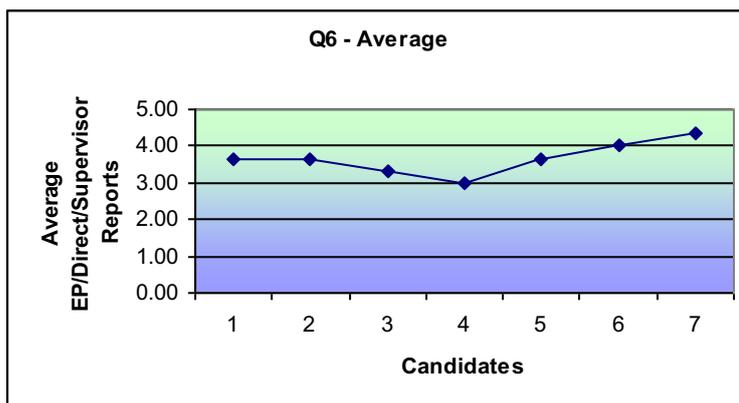
I do believe that different people would run the place differently, so the way I run the place is *me* (based on) the things that I have learned and the things that I think it's important to learn. What I'm stuck with, in terms of deep values, I just think is part of me. I think everyone else might have a good idea; or everyone else might have something good to say. I don't think I was ever brought up to not value someone else's opinion. But what I've learned is how to process things, to make those values work for me in real life. Commitment and loyalty and dedication and hard work; no I can't change those things. Even now, five weeks and four days before I retire, I'm still here at 6.45 in the morning looking forward to a late night.

What the interview research shows is significant variability to Bhindi and Duignan's concept of authenticity, from the one extreme of those who know it is important but really only pay lip service to it, to one candidate who was so driven by the view that he/she regarded authenticity as paramount. Some practitioners seem to have almost been damaged by experimentation with authentic behaviour, while others have found it their millstone.

The data from the questionnaires on authenticity (Question 6) showed the same trend as for most other questions with five of the seven EPs rating authenticity, and their commitment to it, very highly, with EPs 3 and 4 rating themselves slightly lower in this area and with EPs 6 and 7 trending lower than the others in the supervisor ratings. The question invoked a more complex response than *just* authenticity; it also asked whether the EP had a realistic self-perception and enacted this authentic view of him/herself in their daily interactions. The data shows recognition by all EPs of the importance of authenticity, and a reflection of it in his/her practice.



The individual candidate scores for this question, averaged between the three respondents is still high, with EP 7, who had the lowest Supervisor data rating the highest:



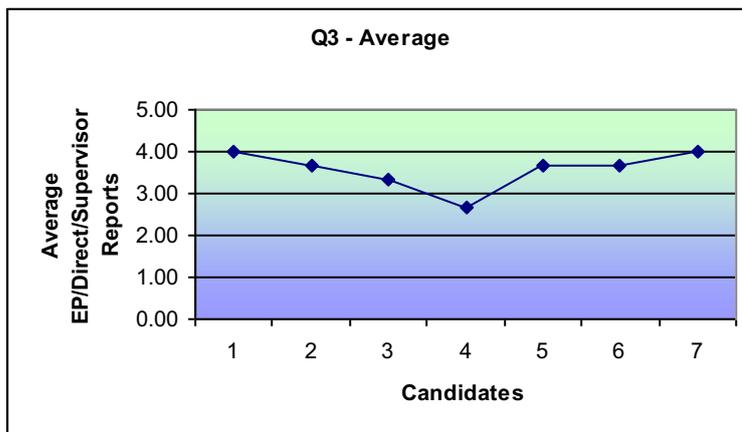
3. KNOWING AND UNDERSTANDING STAFF

A further significant focus of the research was the importance of honest, full, powerful and genuine relationships with staff. The relevant question in the interviews, Question 3, focused on how important this was from the point of view of the Executive Principalship. All of the respondents had staffs in excess of 200 – some

as many as 300 - so it was a difficult question, and an area which was both hard to do and very time consuming.

The respondents expressed a range of different views about both the importance of personal relationships and the pragmatism which sits around this priority.

The results for each candidate (averaged between the EP, Direct Report and Supervisor scores) show a strong commitment in this area, with EP 4 yielding the lowest average.



In the first instance, three of the respondents expressed the view that while full, powerful authentic relationships might be desirable, they were not possible. One respondent expressed this view the best, with the words, 'It can't be done! You've got to influence in different ways!' A second respondent agreed:

To be up front, I don't know the staff personally to that extent, and to do that in a school this size with every staff member would take more time than I would ever have. I would do almost nothing else...When I came here there were 27 contracts. I am flat out getting to know the permanent staff let alone 27 contracts, so what I have tried to do is make a connection with the people with whom I meet on a regular basis.

This respondent also indicated that while understanding that relationships were important, philosophically he/she was not totally in tune with the view that strong personal relationships are the key to high performance, adding,

I am someone who is a private person and I respect the privacy of others and will not encroach on the privacy of others. At the same time it's about making sure that you are always there when people are feeling most vulnerable or at a fragile point making sure you are aware...

A second respondent indicated the 'impossibility' of the task by saying, 'Did I know every teacher's name? No! Did I often recognise them? No! I would walk the college and there are times I would say, "Have you been here long?" They would say, "Seven months," and you would feel awful.'

A third respondent agreed with the sentiment of the first, but went on to indicate that he prioritised these relationships:

I don't think you can (know and understand the people who work for you). No one will understand 250 people. 120 teachers. I know all their names though. I would like to know the sort of personality each has got; and I try to make sure I know them as well as I can. The eight people who are close to me – I get to know them as well as they can. Their lives. Their families. And I try to encourage them to get to know their teams in the same way. I want them to learn with their people. (In summary) I do like to know what sort of person they are. I will put that little bit of extra effort in. When I first started teaching I wouldn't have been as interested in the people, but as I've gotten older, I've realised it's the genuine relationships which are important to you; you can see the ones that aren't – the people who are just putting on a show.

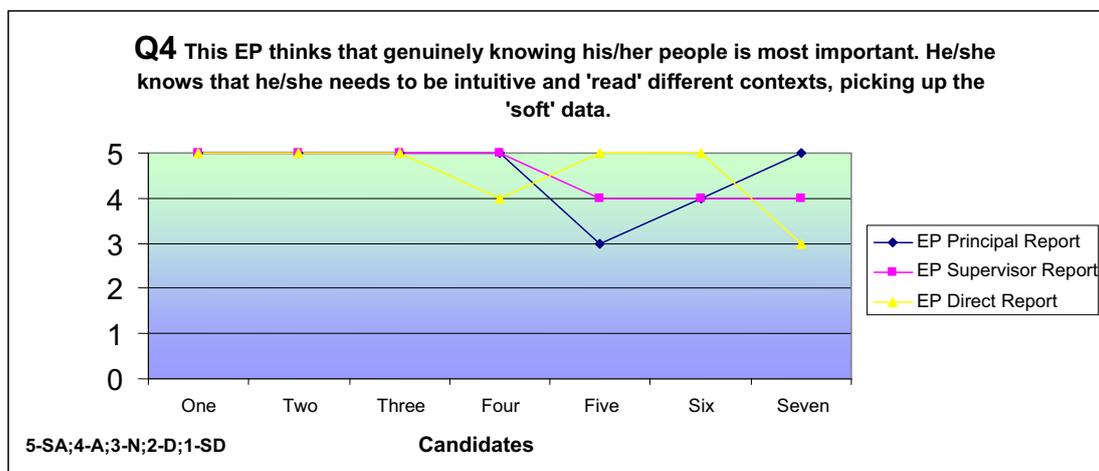
At the other end of the spectrum a fourth respondent indicated that the power of positive relationships was key to his/her operation. When asked how important it was to know and understand the people who worked in the school he/she responded:

Paramount! Absolutely! As someone once said to me you have just got to love the people and they have got to know that you love them... their holidays; what's happening in their lives; what they do; and what their aspirations are. 240 staff. That's my job. I have to know my staff; I have to know my team; and I suppose, the closer my reports are to me, the closer I have to know them. Sure, my direct reports tell me about the key things happening in the lives of their teams, but that's where I act and on Thursday afternoon in my newsletter I note and celebrate the really outstanding things that have happened in the school, and who has done it. Then I try to get around the school and celebrate and thank those people personally by going up and saying, 'Hey Phil! I heard about this! This is terrific! Well done mate! I am really impressed and at some stage you must...' (Interviewer: 'But some say that you can't do that though.') It's about what your priorities are. My priorities are about curriculum, learning and teaching. My priorities are about the people. It's sort of like, 'How would you like to live in a family and your father never spoke to you...?'

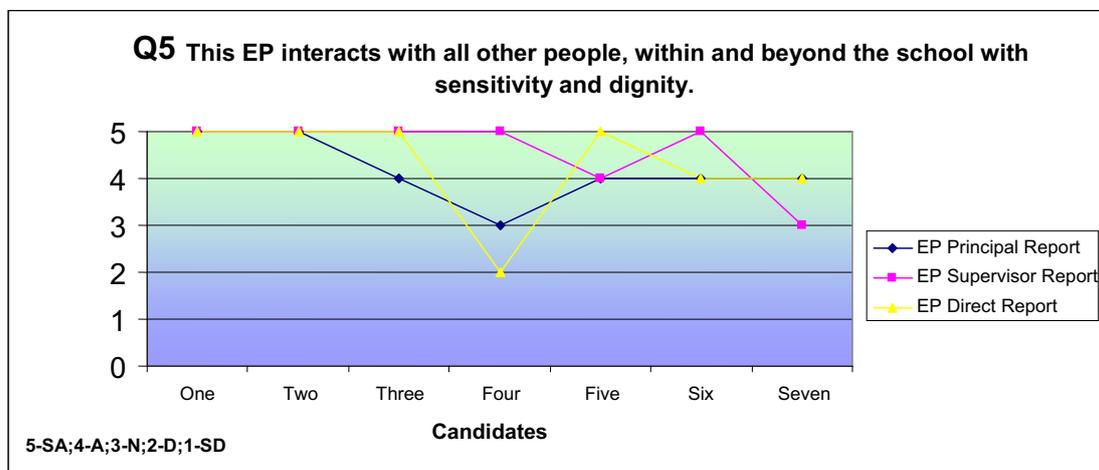
The final theme from this area of the research, represented by most respondents, is that rather than personally knowing staff, there is a need for a system of reporting and management in the school through which EPs get to know what they need to know. The respondent who best indicated this view said, 'I have great people that let me know the information that I need to know.'

The research indicated that while all principals valued knowledge about their staff, few prioritised it at the highest level, and most found out what they needed to know through systems of planning, reporting and communication channels. What was clear from the research was that the more powerful and intensive the personal relationships were; the better the morale; the better the atmosphere for progress and the higher the likelihood of improvement in the school.

The results from the Questionnaire Q4 reinforced this data, showing that Executive Principals placed very high importance in this area, despite many indicating it was difficult in their responses to interviews. The data in this area was very positive with a slightly lower trend in the direct report's responses for EPs 5 and 7.



The interactive abilities of the Executive Principal were also tested in Question 5 of the questionnaire which asked how well the EP interacted with other in terms of sensitivity and dignity. The positive trend for most of the EPs continued. The trend throughout the data of lower results for EP 4 and EP 7 continued, with, this time, the direct report substantiating the data for EP 4.



4. DECISION-MAKING PROCESSES – THE IMPORTANCE OF COLLABORATION

The processes for making decisions in a school can often be an indicator of the people-centeredness of the leadership and of the nature of the leadership. The questions that focussed on the processes for making decisions, Q 4 and 5, brought a variety of responses. Very few of the respondents were able to make their decision-making processes clear even though the exact wording of Q4 was, 'What processes do you have to make the major decisions in your school?' Very few of the respondents were able to categorise the type of decisions made in the school and where the focus of those decisions sat. For example, only one of the respondents indicated that most operational decisions regarding teaching and learning were made within the faculties, even though this was almost certainly the case. A variety of viewpoints were expressed however, which bear mentioning here.

One respondent indicated that, 'Generally the bigger the decision, the greater the need for ownership over those decisions and the processes around this. It is really important to engage people and have them on board, other wise the genuine take-up of those things when actually enacted is significantly weakened.' A second respondent agreed with this notion of process, indicating, 'I don't tend to make decision without a process leading up to them.' This respondent used two day admin conferences where all 21 classified officers left the site for two days and tried to 'organise things' and 'talk about the major things.' This respondent said that he had the skills to 'workshop people' and 'process them' and 'get a very clear idea of what everyone thinks.' This principal also took his senior executive (seven people) off site once per term to 'workshop the big things confronting us.' It was the job of each of the seven to bring the knowledge and views from their staff, people who worked for them, to the group. Many decisions were reached through consensus; none through direct vote; and some more controversial matters were determined, after consultation, by the EP.

Two other respondents were less confident with the use of classified officers for consultation. 'No – sometimes I don't think they (the classified officers) know sometimes what their staff members think. Sometimes there are other agendas that get in the way of people really wanting to listen to what's going on.' Both of these respondents had created additional groups or 'forums' to generate feedback from school stakeholders.

Two of the respondents had highly devolved models of decision making represented by comments such as, 'I hardly make any decisions on my own.' In one school, operational decisions were made in the sub-schools and a special strategic group was formed involving some HODs and some teachers to discuss the big picture directions for the school. Even in these situations, though, in the words of another respondent:

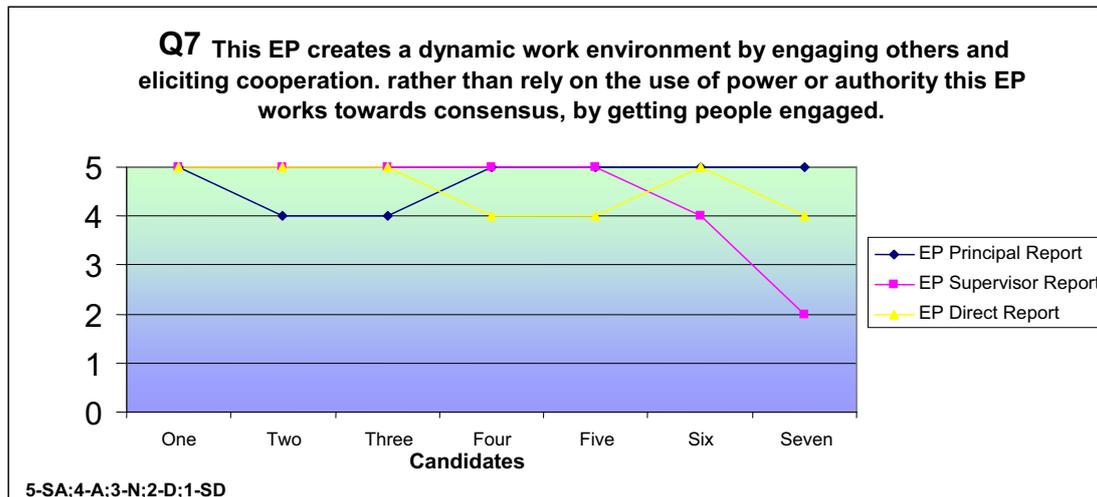
Sometimes I have to be the judge and jury and make a call because often you will begin a consultation process; you will listen and get feedback; and then that will change, and your job is to manage this *in point of time* because you cannot keep talking about the issue forever. You have to keep moving forward; keeping people on board; largely so you can preserve some kind of consensus.

Two of the seven respondents indicated that successful, careful creation of vision and values and clear, researched, corporate priorities made decision making easier. One respondent, for example, indicated that he had spent significant school resources renovating the learning environments in the last year. 'That was my decision. But it was based on the information that came through our internal SWOT analysis which made that area a priority. I made a really clear statement to all: I was going to go ahead and improve the learning environments.'

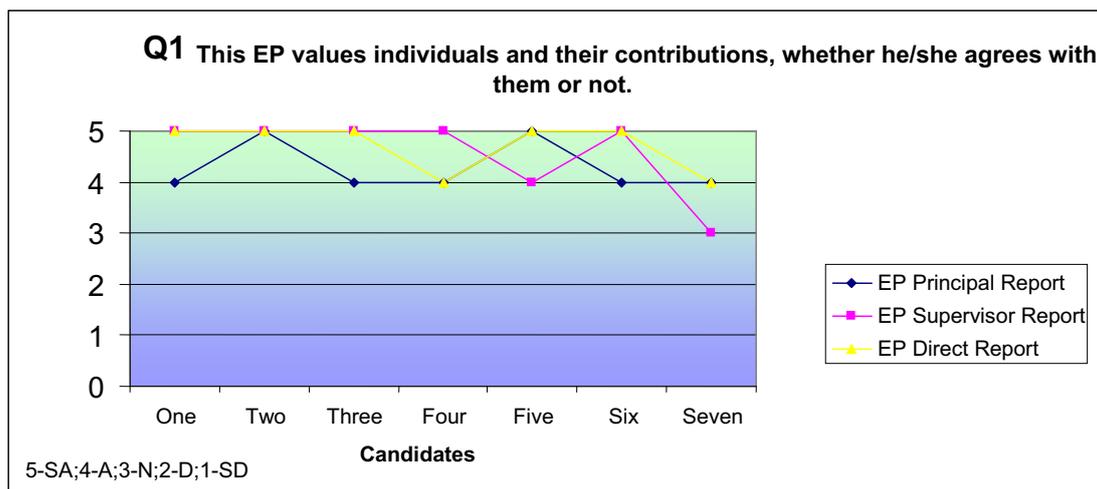
A final respondent indicated that while it was very important that you have 'mechanisms within your school that provide you with a wealth of opinions on a variety of subjects, there is only one person (the EP) that makes the final decision.' This EP indicated that he/she needed to have year level teams; faculties; have management meetings; have executive meetings; and a range of structures with clear processes. 'This is the decision we need to make; this is the process we need to go through; these are the people who need to be consulted; and this is how they need to be consulted.' This principal concluded, '...but it is the principal who is the person who makes the big decisions. Do I sweat the small stuff? Well what is the small stuff? Is the small stuff that the place needs to look tidy? Well if this is the small stuff, then sometimes I do.'

The picture about devolved decision-making from the interview research is varied. There were few clear trends amongst the respondents other than most had a committee structure to assist with consultation (although the structures could be quite different); principals seemed to make decisions at a variety of levels and seemed confident doing that if there was some form of consultation; and the key goal around input into decisions in most schools appeared to be consultation rather than engagement and empowerment.

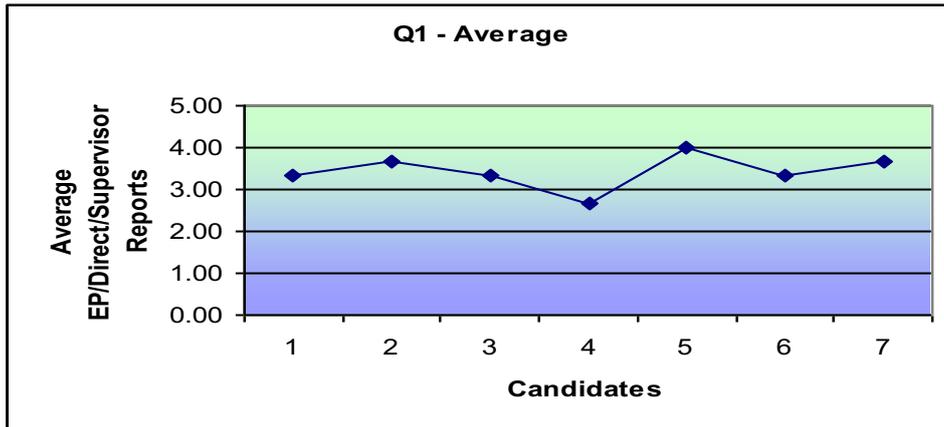
The picture from the questionnaires, particularly Q7, showed that most of the sampled Executive Principals had created dynamic work environments where cooperation and engagement were the key strategies used, and where many decision were made by consensus. These results replicated the results found in the interviews indicating that relational, consultative forms of decision-making were common in their schools.



Substantiating this, the data from Question 1 in the questionnaire indicates that there is significant agreement with the knowledge of and valuing of the opinions of the full range of people in the school.



The average result in the questionnaires for the question, 'This EP values all people whether he agrees with them or not,' is still quite high, indicating a strong valuing of diverse opinion in decision-making.



5. CONCERN FOR OTHERS

A further focus of the research was whether, in the making of decisions, EPs had a strong concern for how others feel (Q3 and Q8). There was strong consensus amongst the group that while it was not the primary focus, it was important to some extent. Comments such as:

Let's do what's right first, and think about how people feel about it secondary to that; and

I don't think it is the primary concern I have – that concern is: *is it best for kids?* but I do care about those people who are not happy. It's part of a hierarchy of concern; and

It's more important to do what is right than to try to keep everyone happy; and

It's more important to make what people will call the right decision – what's in the best interest of the balance of people – rather than look at how a section of people felt about that

dominated the responses, indicating that EPs felt that there were always going to be a group dissatisfied, no matter what the decision made. Some of the EP's stepped free of the hierarchical answer, though, and attempted to indicate whether concern for the feelings of other was a strong focus. One respondent explained:

It is a priority for two reasons: one because you should care about people; and operationally, if they are really grumpy with you, disaffected or alienated, or don't feel that they have been heard, you've got problems anyway!

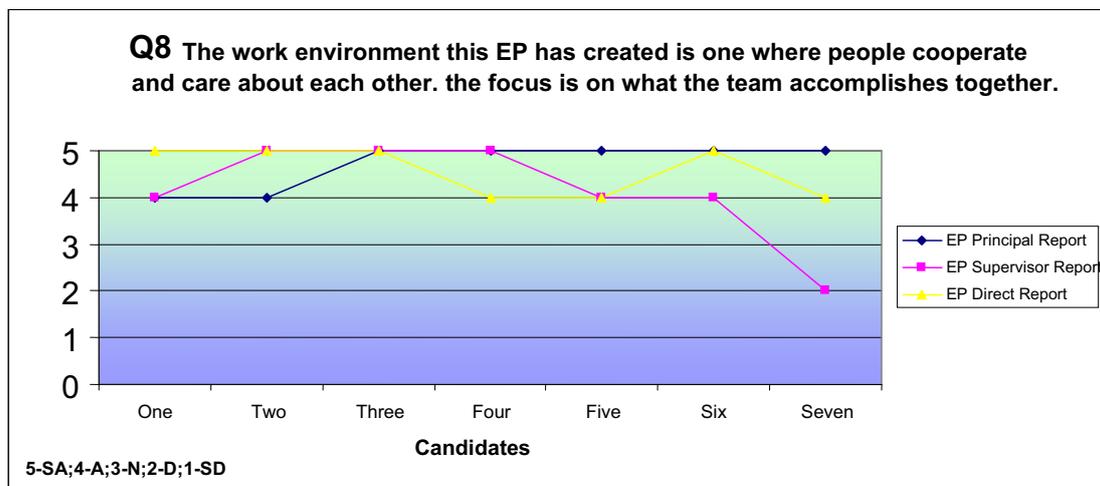
Another respondent agreed:

I think it is really important. If you make a decision which does not reflect their views, I think it's important to go back and explain why. You need to do that to develop trust in people so that they can have confidence in what you are doing.

What the interview research showed (Q3 and Q8) is that five of the seven of the principals interviewed indicated that the feelings of others was a secondary

consideration to making the best decision for the school. Both of the respondents who valued the feelings of others at the higher level were female.

The results from the questionnaires (Q8) showed higher levels of regard for care and concern for others than did the interviews, with high results for almost all EPs (a consistently lower result for EP 7 was still evident, following a trend for lower results for this candidate) in this area. This indicates a priority for care for others in the way the EPs did business, even though, in the interviews, some indicated it was a lower priority than the key performance indicator of ‘getting the job done.’



6. CULTURE

An important part of the research focused on the culture of a school where there is participatory management, and the aim of the first interview question about this (Q6) was to establish how many of the principals, as a result of participatory management; would refer to the culture of their school in people terms. The second question (Q7) focussed the respondents on the term *participatory culture* and asked them how important a part it played in how the school functioned. The results were quite diverse, with just three respondents including notions of participation in their first answer. The most overt of these was a respondent who indicated, ‘it should never be X State School; it should be your school – I would say joint ownership – we are all on a journey, a joint partnership to make a difference.’ A second participant indicated that the culture from the top is not always replicated throughout the school and said, ‘I’m told that everyone in the school here thinks that they have a right to a say. But the culture that I’m trying to create is distorted at the middle management level often, where you’ve got a HOD, who could be an autocrat, in the staffroom eight hours a day and five days a week – always talking!’ Other respondents mentioned

participation in a secondary way, with phrases such as 'working together to bring about school improvement.'

The second question (Q7) provided an opportunity for the respondents to focus clearly on participatory management with all respondents indicating that it was important. As with the other focus areas, though, there was considerable variance in responses.

One respondent summed up the view of four respondents with the comment:

I think a participative culture is actually vital, but I wouldn't hand my hat on the decision-making part of it. If people feel they play a significant part rather than just doing their job, they make a difference. To me it's more than whether they make decisions – that is less material to me. It's better that they feel valued in what they do; they take things on because they want to do them; and they want to add value with what they do. That's more important than the structural stuff – the culture stuff wins all the time.

Another respondent agreed:

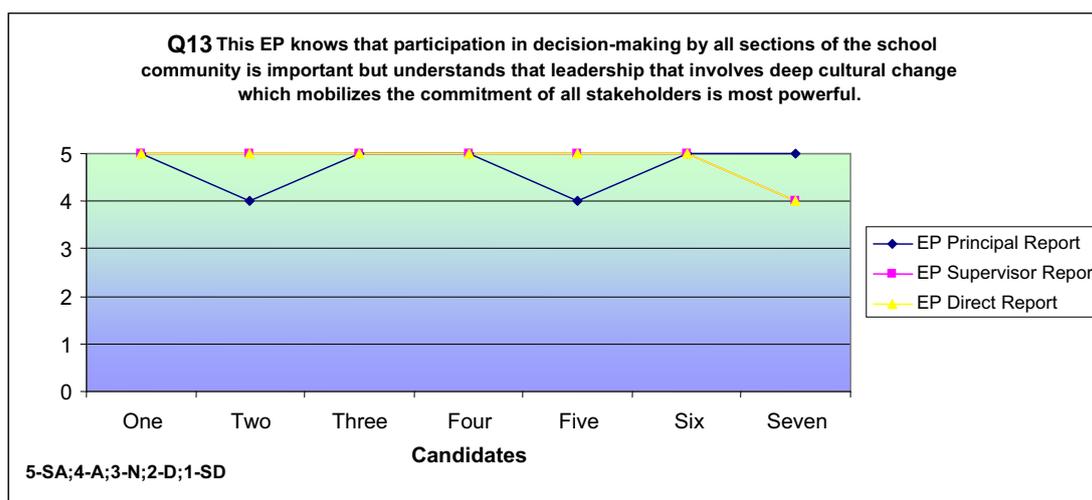
I do think it's important but it's not a democracy! It is quite democratic at times but we don't vote on things. It's a consensus that I try to guide! If it's really important to me than I will decide; if it's not we will run with what the staff believe or what the students think.

Two participants expressed a stronger view, indicating that participatory management – without caveats, was key. One indicated, 'I don't know how a school would function if you didn't have teams, and teams within teams – so I just don't know how it would work. I think that that is the key role for the Executive Principal to make sure the fundamental principle of people working together is upheld.' Another respondent indicated that his/her failure in this area was why the school didn't 'work' properly in the initial years:

Yes! That was what was wrong with my management, because in my efforts to try and make it efficient for them, I took away their ability to be part of the decisions – the decisions they should have been a part of in their sub-schools. Now everybody is a member of a number of teams. The whole point of the (new) structure was to engage people's ideas, staff, students and parents. We won Showcase and we had 85 parents who went. I had to figure out a way to pay because I wanted them there at *their* school. I believe if they're not there to be part of the planning, then they're not going to own it.

The research in this area showed that most of the principals were keen to articulate the view that a positive, participative culture was important. But for some, this stopped short of the key aspect of participative culture - the opportunity for all to participate in legitimate and meaningful processes designed to seek out the views of all parts of the school community, and the opportunity to have a say in the decision-making process.

The questionnaire (Q13) also asked EPs, supervisors and direct reports to, in the context of participatory management, rate the importance of strong leadership involving deep cultural change which mobilises the commitment of stakeholders. The results, higher than those for most other questions, show that the Executive Principals surveyed understood that participation and involvement in decision-making were important, however strong leadership involved much more than this – it required the ability to mobilise and inspire the commitment of the full school community.



The research also asked respondents to indicate the skills they used to engage people (Q7) and a range of techniques emerged, with one respondent indicating that, 'it's this part that I have to model every single day,' and others, while not so strong in their response, still indicating a range of skills used:

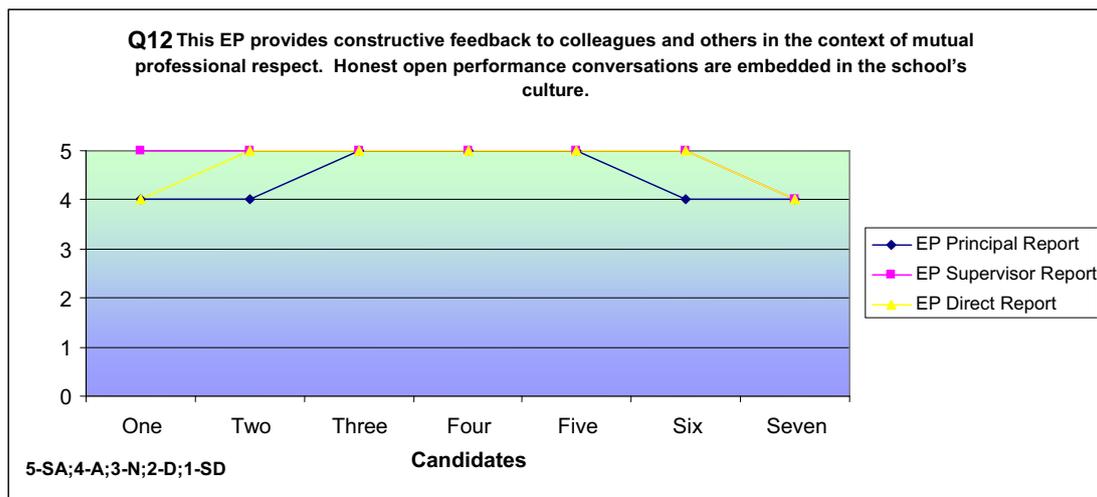
You need a strong values base
People need to understand how the school does its business if they are to participate
You need to be there. It's not atypical to be here three or four nights a week; there is stuff that goes on and you need to be a part of it
You've got to have some people leading who are positive and receptive to change – actually having these people on board will add to the participative culture. Others will say, 'Well they're on board – I may as well be too!'
People have a passion for the school – most students do; most teachers do; but most genuinely believe and are here for the kids. If they can see you are a leader, genuinely on that journey, some of them are prepared to come in and take the risk with you.
You try to inspire, challenge, convince with good reason. You do it by public speaking; by being with the people and being with the kids.
I try to convince people, not only through their own experience and my experience, but also through the theory – the theoretical basis of educational research.
I make sure that everybody feels part of the journey
On an overarching level it is modelling my own behaviours; it's not just about being visible for example, it's about being strategic when you're visible!
When we were littler, and I wasn't an EP, it was by spending a lot of time with these people, very regularly. My diary used to be full - meeting with people weekly or more – every hour of every day seemed to be taken up meeting and convincing people. I'd listen to them; find out what they were doing; try to coach; try to throw in extra ideas; trying to let them know how I thought; and that there was a better way of doing things. But as things got bigger, I've had to devolve all that out more – I've got three HODs reporting to one senior management person. It's got too big! Other people have to do what I used to do. I have to coach them in the way I want them to do it.

Support – have the courage to engage.
Resilience - It takes a hell of a lot for me to give up on someone. I have given up on people; but very rarely.
I need to be out and about and truly know what is going on. I need to be valuing people. But I also need to respect that many people have many skills that are at a higher level than me in certain areas. I need to make sure we use those skills and acknowledge those skills for the benefit of and the value of the team
You empower people and you give them consent by acknowledgement and rewards, and you show that you have confidence in the way they are doing things.

Table 3. Skills used to engage people

These skills, largely interpersonal, form the basis for engagement of staff for the principals in this sample.

This area was added to in the questionnaire by a question (Q 12) which asked about the use of positive, constructive feedback in the context of mutual professional respect. The results of this question indicated that there was mutual professional respect and a strong, positive performance culture in most schools.



The final question in the research around workplace culture (Q7) was related to genuine caring in the workplace, and what value the Executive Principals put on it. There were two themes in the interviews: the first being that professional behaviours were more important than caring behaviours – there being no guarantee of productive output within a caring environment. One respondent argued:

In some places they do have lovely relationships – it's a bit like a tea party – but the kids and their outcomes are not really that good. I think it's a balance. At the end of the day it is beautiful to have relationships – I think it's important to have relationships – but then I need to bring about quality results for every child at that school. And that's more important!

Another respondent agreed:

If I had to choose between professional behaviour and quality relationships I'd say let's do the work productively and well together over the caring. Because if we're doing the caring stuff ahead of the productive work, what are we here for? We are here to do the stuff, but the way in which we go about doing that stuff is fundamentally about caring. So it underpins it but I have seen people who profess to be caring and it's all about the caring and never about the work. So it's care for no purpose other than just feeling good about yourself because you're caring about others. And I'll a little bit cynical about that!

A further respondent indicated that a caring work environment was not realistic:

It's (caring) important. I think if they genuinely care, work together and act professionally, it's good! But I don't think it's realistic for us to think, for me to think, that people are genuinely going to care about each other. That doesn't happen. There is certainly a component of it though, and the more you have of that the better a school culture will be.

A fourth respondent placed caring and professional behaviour on a spectrum indicating that here was certainly a minimum standard, but it was the high level relationships that were to be aimed for, and strategically planned and enacted:

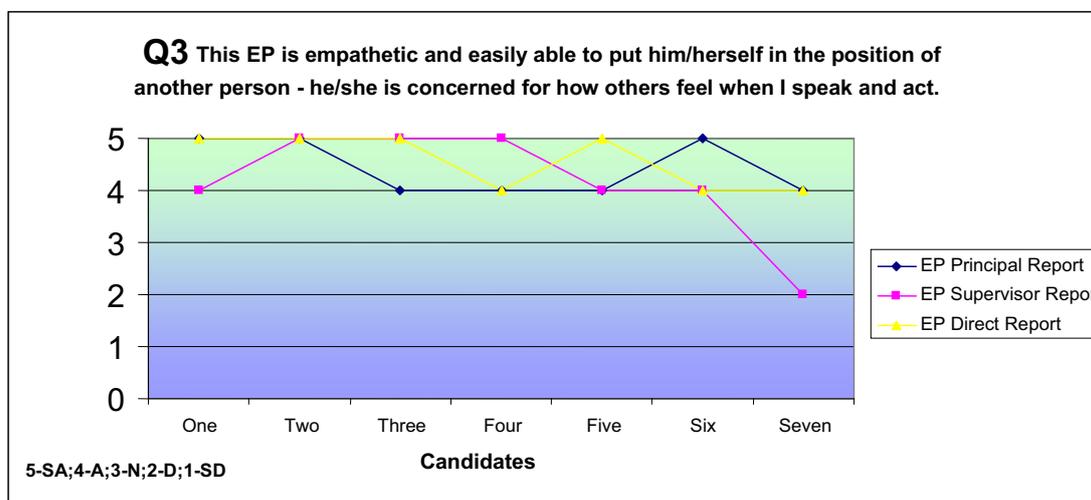
I suppose it's like a hierarchy. On one end it is unacceptable if they don't work professionally and act well together while at the other end it's like a dream, where you have this desire to get people to genuinely care and want to support each other and help each other because of the respect that each person has for each other. That what we aimed for at X State School, I suppose. We took opportunities. We designed certain activities; we went to retreats together to work on the teaming and the knowledge to develop the understanding of who that person is as a person – and that became really important – so when someone behaved in a certain way people understood where that person was coming from and just said, 'Yep!'

Another respondent agreed indicating that professionalism sat on a 'care spectrum' arguing that at one end, 'it's fundamentally about people just having to relate!' He/she added,

It's the ultimate. I'd rather people cared for each other but I'm not sure that that makes it more important! I would rather that people became great teachers, instead of just caring over-much about the kids. Teachers actually operate in a social environment that involves other adults. I can imagine a school functioning well-ish if people didn't like each other. And I can see a disaster if they loved each other. So you would need a balance and while it is important to strive towards caring relationships, sometimes that would have to be put aside.

The overwhelming theme in this research in the area of relationships (Q 7) is that while EPs regarded them as important, they were not seen to be as important as the achievement of quality outcomes for children, and that these kinds of close relationships, where they existed, were no guarantee for great outcomes for kids or the best of functioning schools.

The data from the questionnaires (Q 3b) showed that, generally, Executive Principals had high level skills in this area, demonstrated by the congruence of answers across their own responses, and those from supervisors and direct reports. Once again the trend for slightly lower results for EP 7 continued:



This data demonstrates a high level of concern for others, with just one EP receiving results below 4/5.

7. CONFLICT

Another of the high level interpersonal skills identified in the research (Interview Q 8-9) was the ability to resolve conflict. The interviews produced two kinds of responses. Firstly most EPs attempted to explain the process around conflict resolution at their schools with most indicating that most kinds of conflict resolution at the school happen at lower levels than Executive Principal. A first respondent used the analogy of fishing:

I teach people how to fish and they become quality fishermen. If I have to go and catch all the fish all the time, then why have I got them? We train the guys with fierce conversations; they practise it; I advise them and we do role plays. It's great to have a group of people in your school who can do it!

Another EP explained:

I manage this through the organisational structures. I only get to manage the conflict related to the most significant issues. The HODs will manage the conflict first, and if it is being managed well, then it will go through to the DPs, and if it continues there, it might eventually get to me.

Most EPs agreed. Some added the coaching model to this approach indicating that he/she would, with staff,

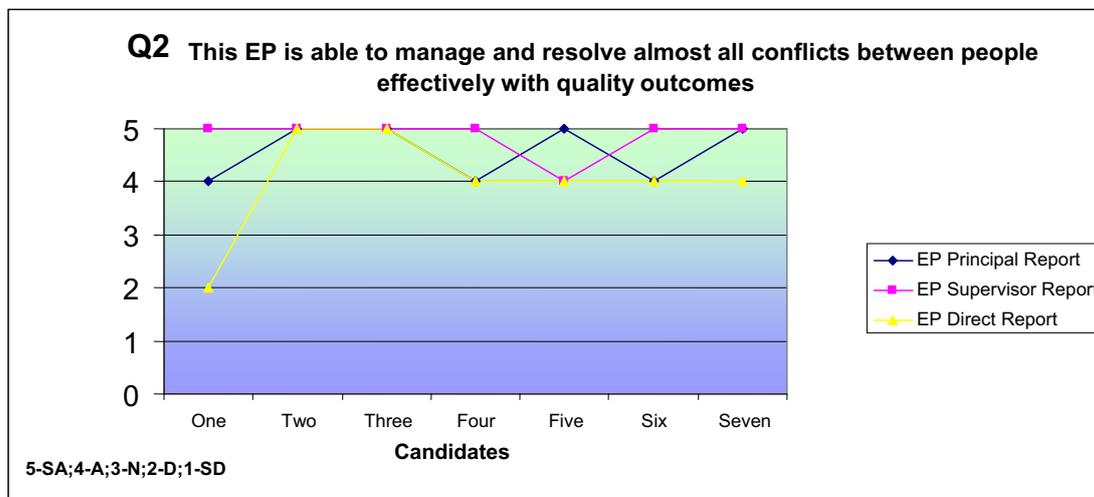
go through the routine where you actually need to tell your HOD about that. 'Can I help you to role play how to tell your HOD? Can we share some ideas? How might you bring that up?

The second data related to those EPs who shared the skills they used (5/7) indicated in the following table (from Q 9):

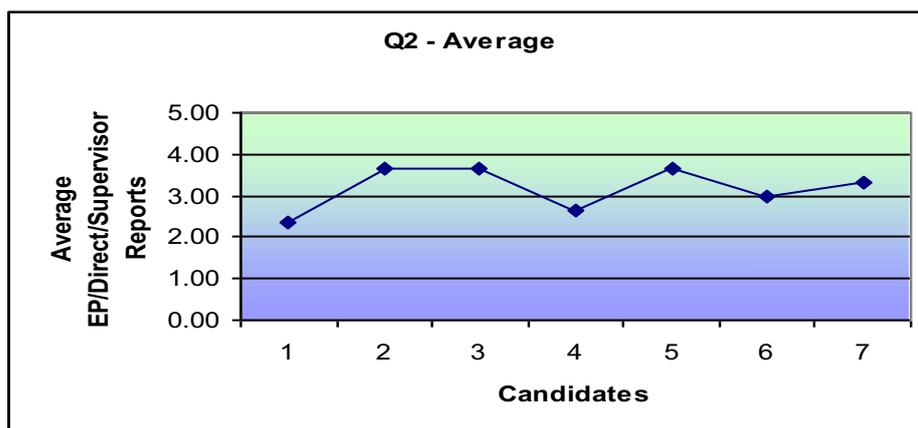
You try to mediate an outcome
The trick is about being honest with people
You chip away and work with people – taking small steps. Conflict is rarely solved overnight
You are up-front with people; you call behaviours
You check and make sure people are coping with what you're doing
You actually take people along with you and don't bludgeon them in the process
We use fierce conversations
We practice and role play with each other
I try to avoid the grievance process. I think it's sometimes unnecessary and I think it makes it nastier quicker.
I start with let's have a look at this from your point of view
We brainstorm solutions
We anticipate it a little bit and plan for it
Acknowledge people's feelings
Listening to people; acknowledging the hurt and the hard.
Being able to disagree with a point of view in a non-adversarial environment.
The power of apology; conceding to their feelings – opens the door to rational discussion
Take the heat (usually emotion) out of the argument – they usually come from emotional places
Get to the issues; unpack them and resolve them
Let people vent and tell you whatever they want – sometimes this is all it is about.

Table 4. Conflict resolution skills

The data from the questionnaires (Q2) was similar, showing that Executive Principals, their direct reports and their supervisors had high level skills in this area. The exception was EP 1, whose direct report rated him/her lower in this aspect.



The average result for all three categories of respondent to the statement, This EP is able to manage and resolve almost all conflicts between people effectively with quality outcomes is also high and indicated below:



A further outcome from the literature was in the area of management of people who disagree. The results from the research (Interview Q9 and Q10) were very consistent in that all of the Executive Principals agreed that disagreement was in the first instance, a positive aspect leading to better decision-making. Responses included, 'I like people who question and argue...,' and 'I don't have a problem with conflict. You will find within my administration meetings people who will argue a point of view. ROBUST!' One respondent added,

What would the world be like if everybody agreed with me? When I went out and selected people to be HODs, DPs and Sub School principals, I realised that I can already think like me, so I don't need all these little Alfred's running around the place. It would be a far easier place if everybody just nodded their heads and said, "Oh – you'll come up with a wonderful idea," but it would not be a better place. I actually think it is really important to have people who think differently to you and have different ideas. That actually allows you as you are going through the decision-making process to make sure you've untapped every potential element of what could be a good decision.

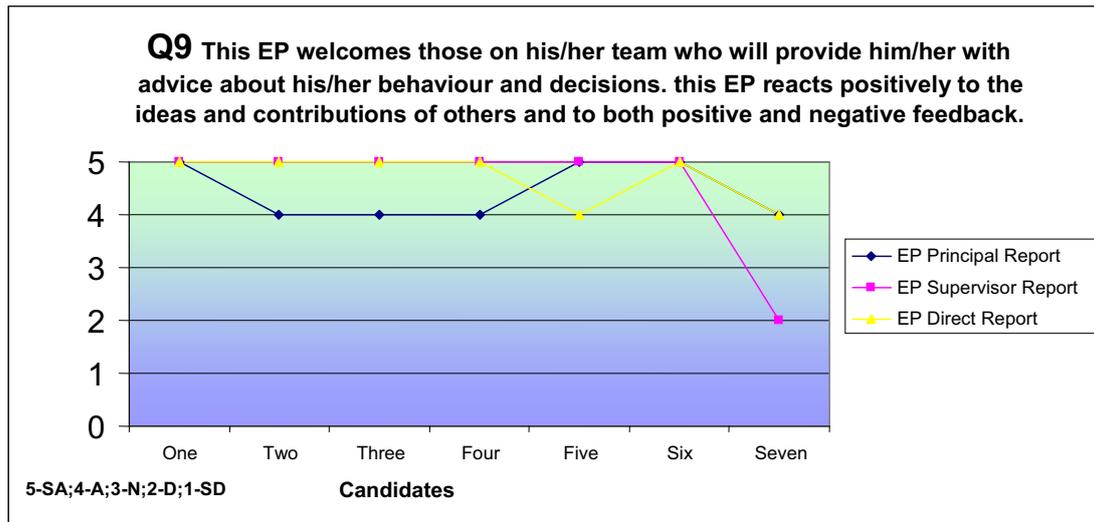
Another comment in this area was that major disputes needed to be handled in a transparent way, particularly when the disagreement is undermining or laced with a destructive agenda. One respondent indicated that he/she had to be careful not to be suspicious of these people all of the time, and to realise that in the face of this kind of unfair disagreement, some of these people still had something to contribute:

So I demonstrate all of the time that I'm prepared to listen, and I model not being seen to be frustrated. I don't want to bully people back so I threaten them like naughty children who won't go to bed! You don't give them the attention when they're running around the house when they should be in bed. You give them the attention the next morning after being in bed, saying, 'You really did that well!' or 'I rely on you to know about Maths,' or 'I really appreciate that!' This kind of thing is something you don't solve overnight. They're fixed over a very long time as you vent that trait in them.

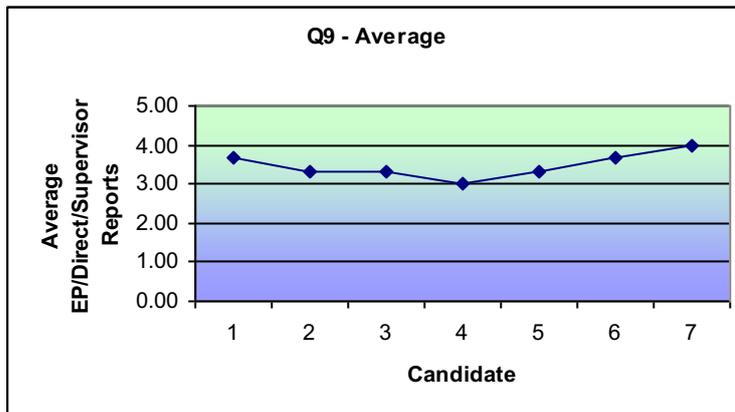
The research from the interviews clearly showed that all of the Executive Principals had had significant experience with disagreement, and that they had had to learn to

manage and use both the positive and negative forces of disagreement to adequately fulfil the requirements of their positions.

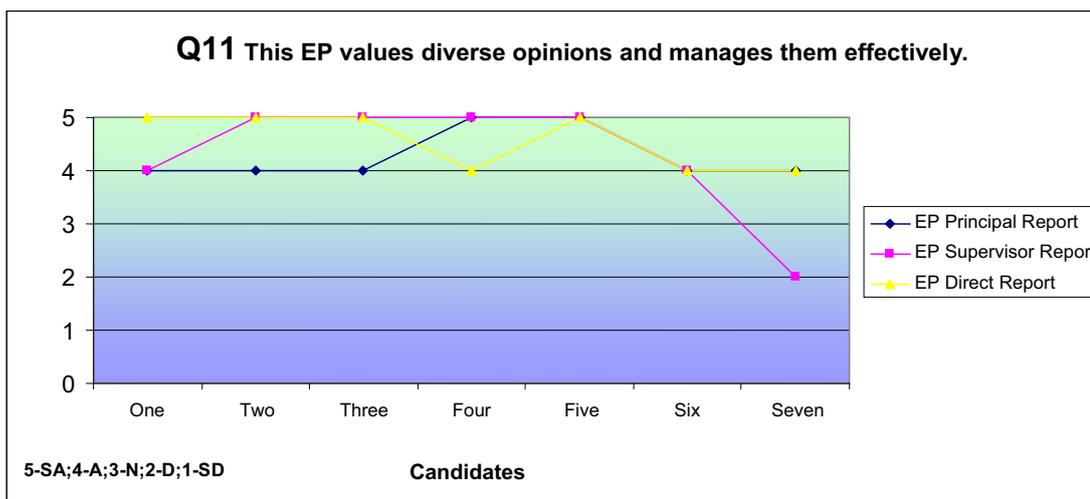
The data from the questionnaires (Q9 and Q11) showed a similar trend – with most EPs reacting well to people who disagree; people who were willing to provide both positive and negative feedback; and those who had diverse opinions. The data continued the trend for lower results from the supervisor of EP 7.



The individual results for this question, averaged between the three respondents, also showed a strong positive trend:



The results for the question in the questionnaire (Q 11) which asked whether EPs value and manage diverse opinion were similar, showing relatively high level skills in this area for all but one participant, EP 7.



8. STAKEHOLDERS IN DECISION-MAKING

In decision-making, one of the key aspects in the literature is who you are listening to. In the interviews, a question (Q 11) focussed on who the principal stakeholders in the school were, and the results were varied:

EP	Principal stakeholders	Rationale (summarised)
1.	Parents	P and C; 7 subcommittees; 50-60 people at a monthly meeting; 100 parents involved in the school
2.	Teachers	The most numerous group; involved in our core business; in classrooms and they're the people who make the difference
3.	Students	Fundamentally, why schools exist is for students
4.	Parents, teachers, students and community	They're all most important in different ways. The most important is probably the students but the teachers are 'most' important too. You're not going to achieve anything if not for the teachers
5.	People who come here to work primarily, but also the history culture and reputation of the college	The college is everybody but it is nobody. Above and beyond the college, it's very contextual
6.	The students! Absolutely! Foremost!	They are the essence of the college
7.	Kids first, then teachers	Our mission is for the children; teachers are important as they're the people who do the work!

Table 5. Principal Stakeholders

The data from this question showed not that the EPs disagreed, but more that in any large educational context there are a variety of stakeholders, all of whom are important. The difference in the answers appeared partly contextual: where parents played a large role in their school, they were important; where they didn't, their views were not considered so much or so importantly. The most common response from the data was that students were the most important (4/7).

9. INSPIRING AND MOTIVATING

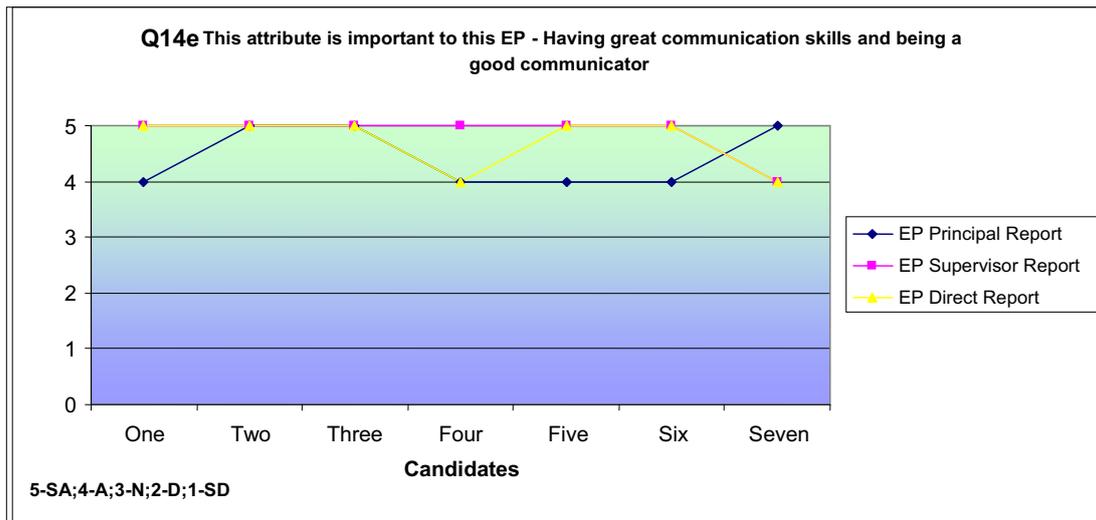
The research (Q 13 Interviews) indicated that one of the important skills of principals and leaders was to be able to inspire and motivate others. The interviews provided strong support for this notion, with six of the seven EPs interviewed indicating that these were important parts of the EP skill set. The seventh indicated that the skills were valuable, but rephrased and indicated that it was the ability to influence which was most important. Even he/she indicated though, 'Those people who I remember are the people who inspired me and motivated me! They're the ones I talk about! They're the ones that have had the big impact.'

Another respondent expressed the ability to inspire and motivate this way this way:

I think that the words passion, passionate and pride in what you do and having a genuine love of the school and the people around you are the keys – you need to be true and not false. People can smell ya – about whether you really feel or whether you're just putting on an act. In those tough little situations where you have to make a decision, people know whether you're real or whether you're just not. This is what carry's you over. People will sometimes say about you, "I don't really agree with him, but you've got to give him this, he believes in what he is doing and he believes that what he is doing is right." I think one of the greatest compliments I've had recently is that a Grade 2 teacher came up to me and said, "Alfred, what I like most about you is that when you speak at assembly it is all about the kids. Every decision is about the kids and I can't believe how obvious that is. When you came here I thought you would only on about data..."

Others said different things such as, 'I know I can pump people up on that; I can get people excited; I can challenge them about what they do in the classroom.' Another respondent said, 'I think you do need to be able to inspire and motivate. I think people see you living it out and being committed to it, and I think you need to be a reasonably good public speaker.' A third respondent agreed, adding, 'If you want a school that is functional, I think the ability to inspire and motivate is very, very important. I think that if you want a school where people go along and love to be part of that school, I think the principal needs to be a passionate public speaker – not just on Awards Nights, but when you walk around the undercover area and say to the kids, 'How's it going today?'

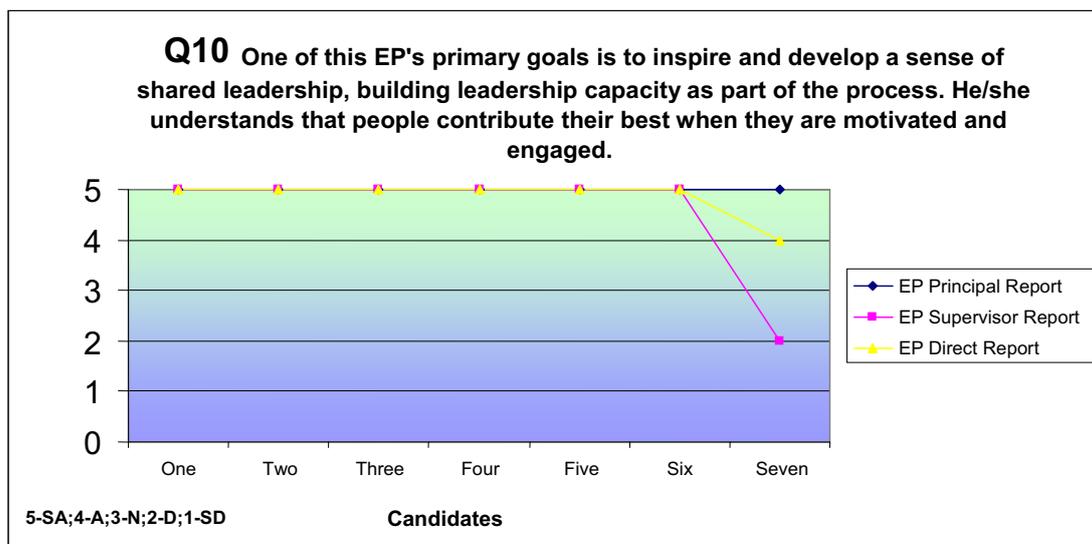
The area of public speaking was mentioned by five of the seven respondents as an important skill in inspiring and motivating. The questionnaire (Q 14e) supported this by asking how important public speaking was and yielded a similar result, with all groups rating all EPs highly:



Another respondent spoke about the importance of being able to speak 'off the cuff' in a variety of situations as being an important part of inspiring and motivating.

I think you have to be a really good all-round communicator actually. I remember my school captain in 2003 said, 'You speak a lot better when you don't have a real speech! It's because it comes naturally and you speak from the heart it becomes easy to prioritise what is important. I reckon I could sell ice to an Eskimo, now, actually! It's the intonation in your voice; it's the genuine authentic passion for children; it's an absolute commitment to public education that people hear when I talk to them. That's what's important! I couldn't follow someone who couldn't speak and who couldn't convince me in an argument in public.

The data from the questionnaire (Q 10) strongly supported the view (except for the rating from EP 7's supervisor) that the ability to inspire and motivate was very important, and evident in the performance of the cohort of EPs.



10. THE IMPORTANCE OF INTERPERSONAL SKILLS

Perhaps the key question in the interviews was Q 12, which focused on the views of the Executive Principals interviewed about the importance of interpersonal skills. The data from the interviews was quite clear with all the EPs being very succinct in agreeing that strong interpersonal and relational skills were important. A summary of responses is in Table 6.

EP	Response to the question, 'How important are interpersonal and relational skills?'
1.	<i>It's essential.</i> I don't think you can function properly unless you've got a reasonable range of those and can put your hand across a whole range of interactions
2.	I think anyone who works in a people industry <i>needs to have high level people skills.</i>
3.	Interpersonal skills are vital
4.	<i>It's vitally important at the EP level,</i> for me anyway, in my style, and I like everyone around me to have as much as they can. It's about personal skills, emotional intelligence and relational skills.
5.	<i>I think they are just paramount.</i> You need to have excellent interpersonal skills because you're the person who creates the climate.
6.	<i>You need to have high level interpersonal skills;</i> you need to be perceptive and you need to be able to discern. You need to be able to listen, and you need people to understand that you WILL listen, but the people around you need to have similar skills.
7.	<i>No! You've got to have them,</i> though I guess there are people out there without them. And I'm quite amazed they're at that level sometimes. Without them you're not going to keep kids in your school. The EP still has a massive impact on what the community sees as the school, and what it's on about. The EP has to communicate this. You can't let everyone else do the hard stuff.

Table 6. The importance of interpersonal and relational skills

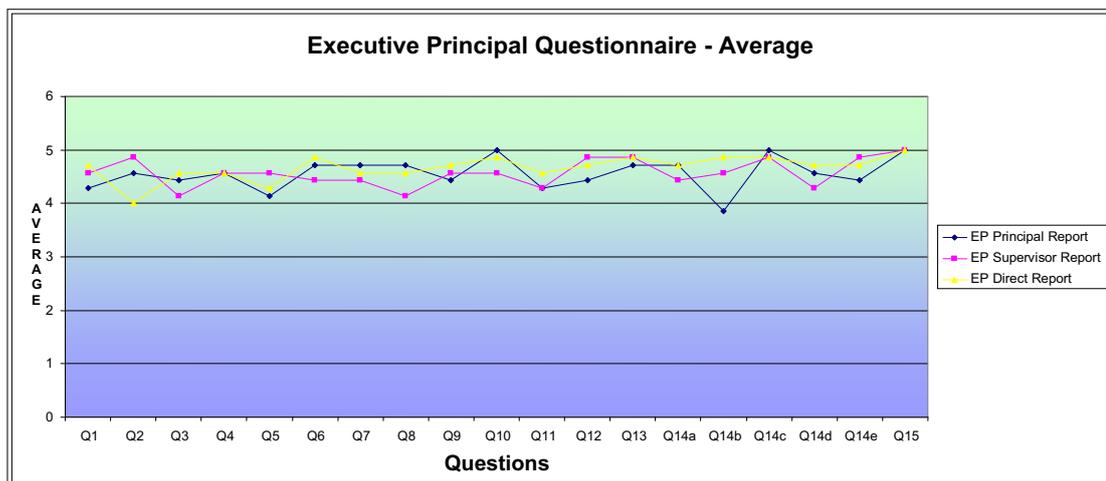
These interpersonal and relational skills have been broken down into significant parts in both the interview and the questionnaire, so this section of the research, in terms of perception of all parties about the importance of the skills as a whole, is therefore important. In the lead-up to this research, a senior officer of the Queensland Department of Education and Training indicated to the writer, in conversation about the interpersonal and relational skills topic for this research:

I don't know why you would spend two years on that research! Everybody knows that Executive Principals and Principals at all levels need high level interpersonal skills, and everybody knows that they don't have them!

Amongst the teaching and administrative workforce, it is possible that there is a strong, anecdotal perception that principals – and Executive Principals – do not have high level interpersonal and relational skills they need. This research, however,

covering half of the Executive Principals in Queensland gives a strong indication *that they do*. The research indicates that they understand what the skills are; it shows that many have worked hard towards acquiring them; and it shows that their supervisors and their direct reports agree that they have them.

This is best seen when the average of the results for all questions is graphed (below) – showing a high performance in almost all areas across all participants in the research. The evidence here shows that it is not the EP's view of him/herself who is the highest in the scoring – it is regularly the direct report's score which is often higher, but almost always very close to the EP's own response. The research therefore provides evidence that the interpersonal and relational skills are important for Executive Principals. It also shows that the incumbents understand them; have worked to acquire them; and are demonstrating them in the workplace.

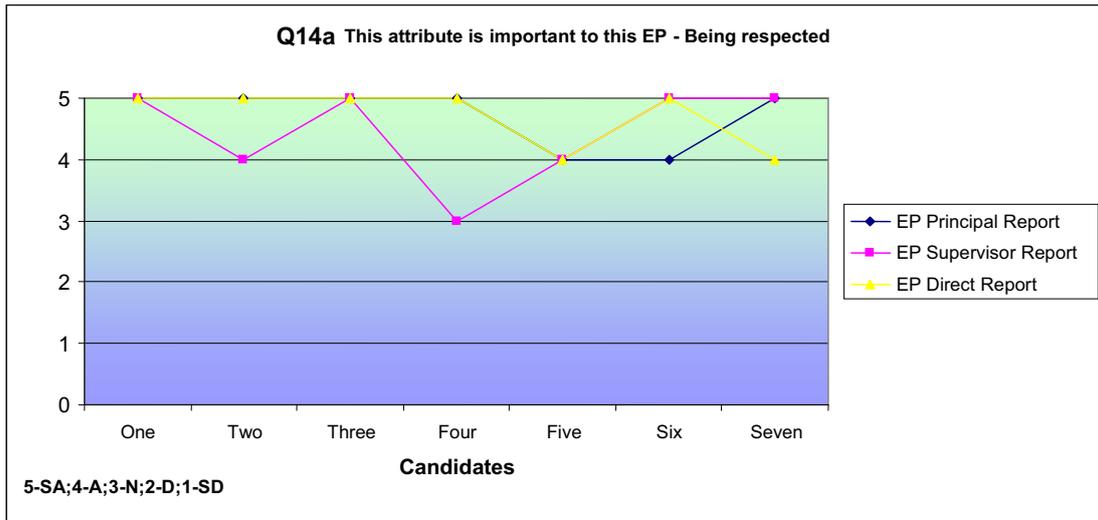


11. ASPECTS OF THE EXECUTIVE PRINCIPALSHIP

The survey also took the opportunity of testing some of the interpersonal perceptions around the Executive Principalship in five areas:

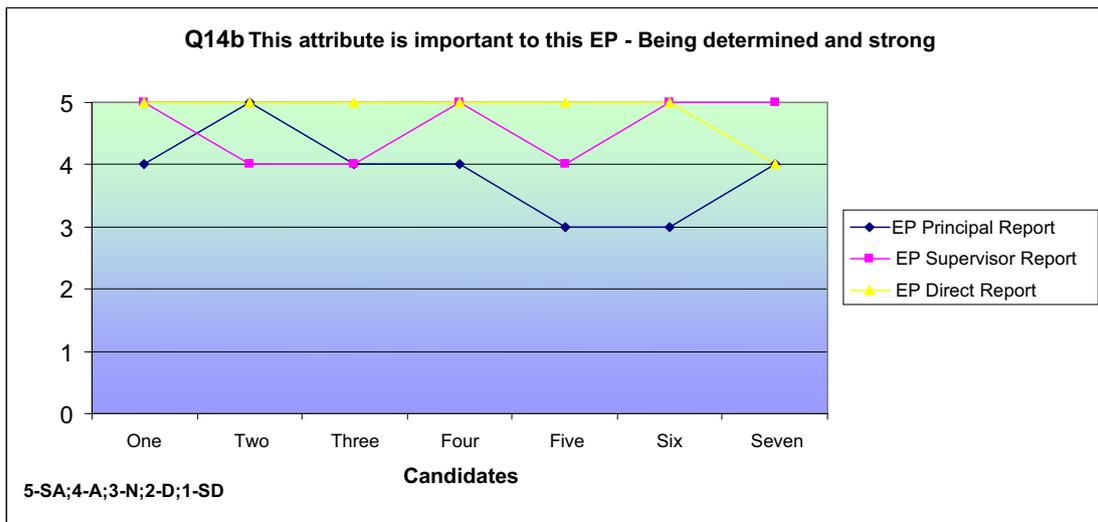
11(a) Being respected

This question produced strong results particularly from Direct Reports, who made it clear that their EP needed to be respected. The supervisors of three of the EPs placed a little less emphasis on this aspect.



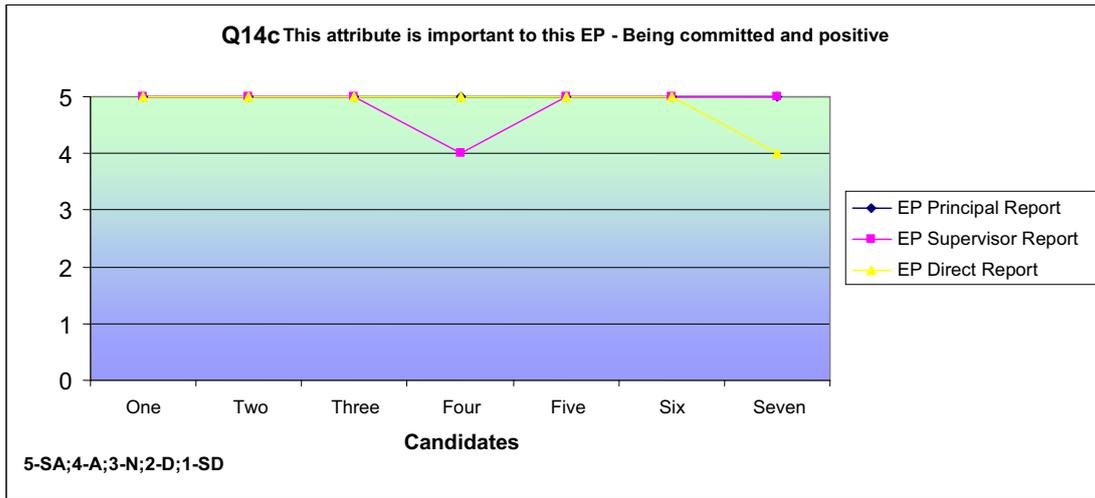
11(b) Being Determined and Strong

Being determined and strong also yielded strong results with the EPs themselves rating themselves lower than or equal to either Direct Reports or Supervisors in five of seven cases:



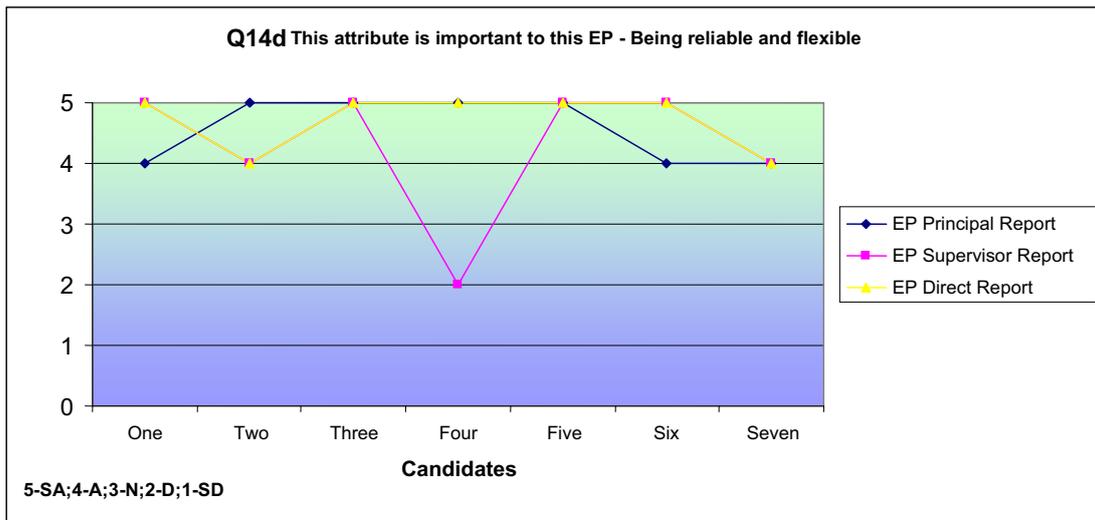
11 (c) Being committed and positive

When the trend for EPs 4 and 7 is taken out of the data, this question was answered more positively than most, with almost all respondents rating the importance of being positive and committed at 5/5:



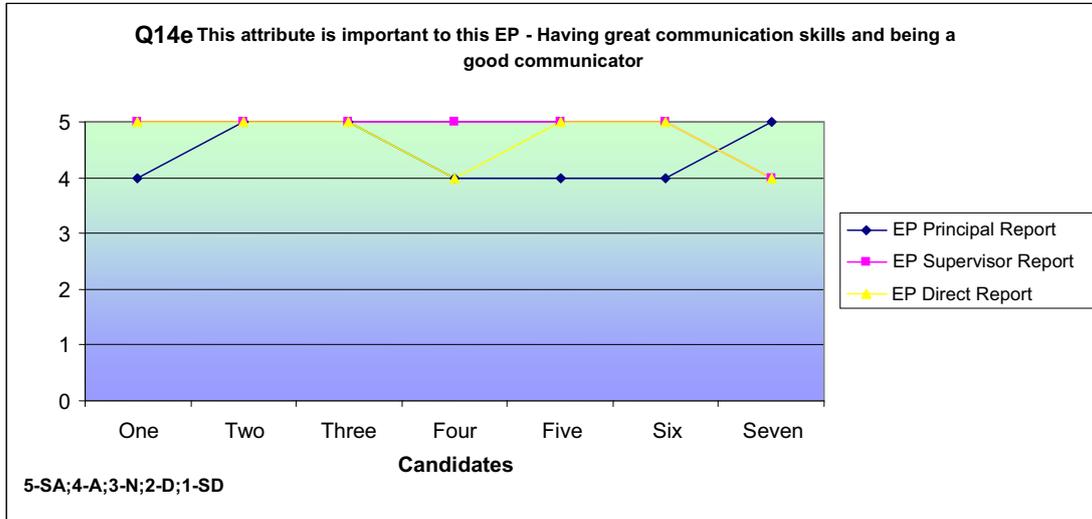
11 (d) Being reliable and flexible

The question on reliability and flexibility, while still yielding high results, provided a slightly less convincing result, with the trend for slightly lower results for EP 4 being exacerbated in this area.



11 (e) Having great communication skills and being a good communicator

This question also yielded very high results, with the EP Supervisors rating this as most important:



The results in all of these categories are quite similar with slight variations (determined and strong had the lowest ratings of the set, while being committed and positive had the highest ratings). The result from this question of the survey is that all of these aspects were seen by the EPs, their Supervisors and their Direct Reports as important, and therefore could be seen as part of the EP skill set in the area of interpersonal and relational skills.

12. INTERPERSONAL SKILLS – WHAT THEY ARE

The final aspect of the research, measured in open-ended questions in the questionnaires (Q 16 and Q18), attempted to identify the most significant interpersonal skills relevant to the Executive Principalship, and used by Executive Principals. The results of the questions are in the table below:

Skill – EP 1-7	Skill – Supervisor 1-7	Skill – Direct Report 1-7
<p>Dealing with complex or difficult situations with people Caring for staff and students Managing groups or teams Nurturing individuals</p>	<p>Being respectful of others Communicating in a clear, open manner Providing support for teams and collaborative undertakings Influencing rather than directing</p>	<p>Communication skills; range of channels to ensure people are informed</p>
<p>My behaviour My Intent How I spend my time</p>	<p>Capability to persuade and influence others Capability to resolve conflict Capability to inspire others Capability to create conditions where others empower themselves Capability to actively listen Capability to create high performance teams</p>	<p>Open and transparent conversations Having the hard conversations with dignity</p>
<p>Being a good listener Being empathetic - understanding Being a problem - solver for win-win Being confident and trustworthy Being friendly and trustworthy Not playing favourites</p>	<p>Walking the Talk' Being respectful and considerate of others Being clear about expectations and holding people accountable</p>	<p>Effective Listening Resolving Conflict (conflict Resolution Skills) Negotiation/mediation Strong Leadership - making a decision if required Being honest and open in all discussions Supportive</p>
<p>Resolving Conflict Trusting in others Caring about people Being able to convince and persuade Being able to motivate Being able to vision</p>	<p>Engaging key local community members well Using district and regional forums to reinforce her status as an Executive Principal. Being very forthright in advocating for her school's Positioning herself strategically on significant high profile professional forums and engaging senior officers and political members in conversations Seeking to lead local principals even in difficult contexts such as school promotion and enrolment management actions. (edited)</p>	<p>Working with significant teams Modelling conversations in individual and team meetings Supporting aspirational staff Being available whenever possible Including ALL staff in whole school activities and days</p>
<p>Taking time to relate with people Listening actively Contributing to their work role Committing to achieving goals together</p>	<p>Passion and commitment to public education Caring for and knowing people Being reliable and hard working Being himself Listening to others</p>	<p>Regular communication with staff via multiple modes Open door approach Attendance at staff functions Sensitive to needs/pressures of staff and adjusts accordingly</p>
<p>Asking questions about them as a person and caring about those issues important to them Empowering and believing in them Empathising with them and sharing openly my own inhibitions Acknowledging and celebrating their success Caring and conflict resolution - WIN WIN for all</p>	<p>Aligning profession activity Inspiring performance in staff Instilling confidence in community</p>	<p>An extensive consultative process Taking time to know and understand her colleagues Showing a genuine caring attitude for colleagues as people as well as those fulfilling a role Listening to all Allowing others to take the lead and be constructive</p>
<p>Personal interactions Visibility and connections Supporting their activities Taking an interest in them as people Providing some situations for</p>	<p>Speaking with / listening to students Creating networks Creating communication and decision-making structures Having a passion for the school</p>	<p>Being involved and knowledgeable about all aspects of the school Being around students in class and in the grounds developing relationship with the good /</p>

them to be involved in decision making	and public education Having confidence in others Being himself Having the ability to influence and motivate	sporty students Delegating, but not always allowing the task to be completed without interference
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Table 7. How Interpersonal skills are demonstrated

The skills derived from this section provide a complex endorsement of the research. The themes explored here include the full range of skills including authenticity; an ability to engage in consultative decision making; caring and empathy; knowing and understanding others; the ability to manage complex situations; wisdom, courage and integrity; influencing and motivating; being able to resolve conflict; and the capability to inspire performance, instil confidence and create high performance teams.

13. CONCLUSIONS FROM THE RESEARCH

While the outcomes of the research will be fully developed in Chapter 5, an **Executive Summary** of the outcomes from the research provides the conclusion for this chapter.

- a) The results from the sample of Executive Principals which included men, women, experienced EPs, new EPs, secondary EPs, P-12 EPs and EPs from metropolitan and regional areas were relatively consistent. While there were trends of lower scoring for two EPs (EPs 4 and 7) given the trends in question responses to all questions being similar, and given that the total of differential results showed similar patterns to other EPs, it seemed to be more likely that the lower results for these two candidates represented either a harder set of 'markers' (particularly EP supervisors) or a slight difference in either the performance of these EPs or the perception that the supervisors had about the performance of these EPs.
- b) The results from Executive Principals, their Supervisors and their Direct Reports were largely consistent.
- c) All respondents in the research recognised that interpersonal and relation roles were critical to the Executive Principalship. No group of respondents was able to describe the role of the EP outside of an interpersonal or relational context.
- d) Authenticity, and being oneself, was seen as an important facet of being an effective Executive Principal, however many of the important

interpersonal and relational skills were part of an important learned skill set.

- e) Most of the Executive Principals interviewed and surveyed, as well as their Supervisors and Direct Reports, agreed that it was very challenging to know and understand the full range of staff at the school well. While some accepted that the job was too difficult, most had strategies in place to know the important interpersonal and relational contexts in the school.
- f) Collaborative decision-making and participation in decision making were rated as important by a range of respondents. This element scored lower than some other areas because some respondents defined the concepts differently, some indicating that participation in and engagement with the culture of the school was more important than having a say in making decisions.
- g) Most Executive Principals indicated in the interviews that concern for others was a less important factor in decision-making than doing the right thing or making the right decision. However, in the questionnaires, they rated this as an important factor in making the right decisions in the school.
- h) Executive Principals were able to describe a range of strategies they used to engage staff, parents and students in school life.
- i) The research established that Executive Principals (one EP scored lower in only this item) had and needed high level conflict resolution and negotiation skills. In the context of this, most valued disagreement as an important part of the decision-making processes in their schools.
- j) Executive Principals agreed that one of the characteristics of their school was that there were multiple stakeholders. Generally, the EPs rated students as most important with staff next important.
- k) There was very significant agreement from all respondents that the ability to inspire and motivate was an important skill for Executive Principals, and that public speaking was an important part of this.
- l) All Executive Principals regarded interpersonal and relation skills as important in the conduct of their work, and all were able to detail the particular skills they regarded as most important.

Chapter 5

Conclusions and Recommendations

1. INTRODUCTION

Kakabadse, Kakabdse and Davies in *Leading for Success- the seven sides to great leaders* (2008: 12-13) describe the first characteristic of effective leaders as 'being great.' Their characteristics of 'being great' include:

Sense of timing	Knowing when to act as well as being in the right place at the right time.
Sense of feeling for people	Understanding others and having an empathy with their position and perspective of their vision.
Sense of language levels	Being able to communicate at all levels in languages suitable for the situation.
Transforming transactions to transcendence	Taking the tasks and lining them up with the overall cause (vision) in a spirit where staff want to do them rather than have to.
Sense of presence	Being visibly in command with the right level of authority and approachability.
Sense of self	Having confidence in self and a personal purpose which fits with that of staff and company.
The paradoxical portfolio of alchemy	Bringing it all together in the right combinations.

Table 1. Being 'great'

These characteristics (notwithstanding his other six dimensions including developing leaders; crafting the future; surfacing sentiments; finding ways through; engaging and driving for success) provide an initial summary of this research. The research question asked whether the present focus on interpersonal and relational skills in the selection criteria for Executive Principals in Queensland was warranted. What the research has found, from both the literature and the research with Executive Principals is that leadership in these settings is an interpersonal and relational activity. While there are other attributes of Executive Principal leadership (such as knowledge of curriculum and pedagogy; financial knowledge and acumen and the ability to develop facilities), many of these things can be learned, delegated or managed, and have proven secondary to strong interpersonal and relational skills. They are clearly secondary when one looks to the leading of any organisation, but particularly with a school. Does the Executive Principal need to know the essence of the physics syllabus; modes of assessment and how to discriminate between an A and a B in every subject? The answer is no. Executive Principals at the highest

levels of performance will sometimes never delve into this detail. They will have people who know about physics; they will have teams of teachers who can teach and assess it; and they may never need to understand matrices and vectors. But could they be effective Executive Principals if they had no ability to generate and motivate effective teams? Could they be effective in the role if they had no sense for other people, no empathy and no knowledge and understanding of self? This research has shown that it is the interpersonal and relational skills which appear most important, and it has shown through each of the Executive Principals studied that they understand they need these skills and how important they are (as do their supervisors and direct reports) and that they have had to develop them. This research has shown that it is not enough to have a quality team around you with the skills (although this is desirable); Executive Principals need the skills themselves as do all leaders of large and complex enterprises. The research concludes absolutely that in selecting Executive Principals in Queensland that the criteria of strong interpersonal and relational skills should be retained, and, further, comes to the conclusion that it is *these skills which are most important*.

This chapter will first examine the leadership frameworks in a number of Australian states to contextualise the criterion of interpersonal and relational skills (which appear under different titles); then revise the conclusions from the literature study and reconcile these findings with those from the research. The research methodology will then be evaluated and some conclusions and recommendations, for systems and for schools, will be developed.

2. THE LEADERSHIP FRAMEWORKS

The process for selecting leaders in Australian states follows a similar process, almost regardless of the state or instrumentality. Most states and territories have a leadership framework which forms the basis for the selection criteria for principal positions. Applicants usually write to these criteria, and, if short-listed, undertake an interview based on these criteria. Subsequently, there are referee checks for successful candidates to confirm the data from the previous processes.

This section examines the leadership frameworks in a number of Australia states and makes reference to frameworks elsewhere. The purpose is to document the importance and consistency of the interpersonal and relational dimension which appears in all frameworks and to place this skill set in context with other demands of selection processes for principals.

THE LEADERSHIP FRAMEWORKS FROM QUEENSLAND, NEW SOUTH WALES AND VICTORIA

This research examines the leadership frameworks in Queensland and two other mainland states. The NSW and Victorian frameworks were chosen because they encompass the largest number of principals in Australia, and, in both cases, have more annual appointments than are made in the Queensland state system. The three frameworks are discussed here to contextualise the notions of this research and to provide substance to the value of the research by showing the importance placed in all frameworks on the interpersonal and relational capabilities.

A. QUEENSLAND

The Queensland Leadership Framework is known as Leadership Matters and it is the most recent of the eastern states' frameworks. It has five inter-related capabilities essential for effective school leadership, these being:

- Personal Leadership,
- Educational Leadership,
- Intellectual Leadership,
- Relational Leadership and
- Organisational Leadership.

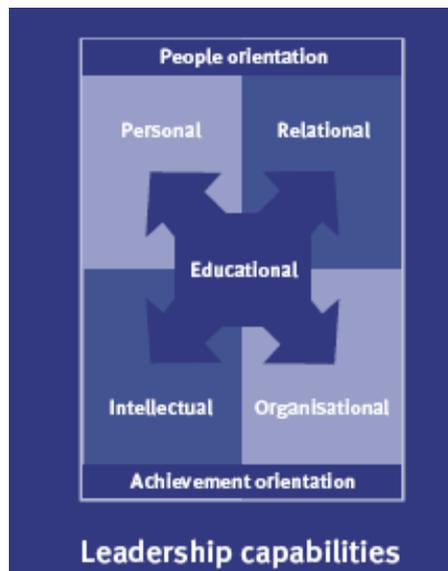


Figure 1: Leadership Matters capabilities

The framework recognises that while the role of the principalship is becoming increasingly complex, it needs to be clearly focussed on achieving student outcomes. To achieve this, effective principals will, according to the framework, demonstrate

leadership across a number of capability areas. The framework claims to have applicability across the different stages of school leaders' careers – aspiring, beginning, consolidating, high achieving or transitioning.

The Queensland framework is based around a range of research in the area of the principal making a substantial difference to student outcomes – in particular the work of Blasé and Blasé (1998) and their work on instructional leadership and supervision; Peter Hill's (2001) work on the relationship between principals and teaching and learning; Lashway's (2002) work on facilitative leadership; and Murphy and Hallinger's (1992) studies on the evolving role of the principal.

The interpersonal/relational component of the framework is known as the relational capability and derives particularly from the work on leadership dimensions by Davies (2005); Duignan (2004); Gunter (2001); Sergiovanni (2001) and Walker, Begley and Dimmock (2000). A range of materials are provided by Educational Queensland to both define the capability and to test principals' proficiency in this area. In particular, the Leadership Matters Questionnaire (Cranston & Erich 2007) provides the following context around the capability:

In the context of interpersonal skills, to what extent:		A	E	D	N
1	Do you value individuals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Are you able to manage and resolve conflicts effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Are you empathic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Do you interact with others with sensitivity and dignity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Do you create a dynamic work environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Do you create a work environment where people cooperate and care about each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Are you able to welcome challenge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Do you inspire and develop a sense of shared leadership?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Are you open to diverse opinions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Do you provide constructive feedback to colleagues and others in the context of mutual professional respect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Do you encourage participation by all sections of the school community including parents and other stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 2. RELATIONAL CAPABILITIES

Relational capabilities are the interpersonal skills required to develop and maintain quality relationships with a diverse range of people.

This structure provides the quality tested framework which was drawn upon in Chapter 4.

B. VICTORIA

The Victorian Framework for the selection of principals at all levels is based on Sergiovanni's (2001: 24) Model of Transformational Leadership:

1. Technical Leadership
2. Human Leadership
3. Educational Leadership
4. Symbolic Leadership
5. Cultural Leadership

Table 3. Sergiovanni: Five forces of leadership (2001)

The framework is different to the Queensland framework as there are different dimensions, particularly the cultural and symbolic forces. What is important at this stage of the discussion is that Sergiovanni does include a Human Leadership force which embraces the interpersonal and relational emphasis of this study. This force is however, reflected in the Victorian framework and selection processes.

Human Leadership within the Victorian Government Department of Education's Developmental Learning Framework for School Leaders (2007: 6) is defined as 'an effective leader demonstrat(ing) the ability to foster a safe, purposeful and inclusive learning environment, and (having) a capacity to develop constructive and respectful relationships with staff, students, parents and other stakeholders.'

There are three capabilities; a leader will advocate for students; develop relationships and develop individual and collective capacity. At the highest level,

Leaders create an environment that intuitively responds to changes that impact on a school community. A range of strategies are initiated to improve relationships between teams and individuals and behaviours that impact negatively on a cooperative environment are addressed. They create innovative ways of communicating and evaluate the effectiveness and efficiency of communication strategies. They delegate authority to others ... and publicly support other schools to build trust and cooperation across the system (Victoria Dept of Education 2007: 6).

The Victorian Department of Education attempted to enhance this model by creating links between Sergiovanni's (2001: 24) Model of Transformational Leadership and two descriptions of leadership capabilities. The various capabilities have been linked to the Sergiovanni domains. For each set of capabilities, examples of leadership

behaviours that characterise each domain have been provided. These are examples of behaviours that would be expected of school leaders operating at a relatively high level of competence in the area of human leadership.

HUMAN LEADERSHIP
Harnessing the school's social and interpersonal potential to maximise school capability
Key Capabilities: Leading the School Community Ensuring Accountability Supporting Others Maximising School Capability Organisational Leadership Survey Manages People Supports Staff Coaches Staff Values Training & Development Performance Standards Staff Management
Behaviours:
Leading the School Community <ul style="list-style-type: none"> • Helps clarify the meaning of the school's vision in terms of its practical implications for programs and structures. • Takes action to effectively manage relationships with parents. • Shares leadership and builds teams.
Ensuring Accountability <ul style="list-style-type: none"> • Takes action to ensure high performance by delegating responsibility to others while holding them accountable for outcomes. • Sets clear standards for others and creates accountability mechanisms for agreed outcomes. • Ensures that the annual appraisal process is designed to support the learning and growth of teachers.
Supporting Others <ul style="list-style-type: none"> • Provides an effective and comprehensive professional development program that supports individuals to gain the skills to contribute to the realisation of the school's goals, including a planned program of staff eLearning development. • Actively fosters an environment of support, wellbeing and respect among staff and students. • Identifies and supports staff to assume and exercise leadership from different positions in the school. • Actively supports people through appropriate induction, mentoring and appraisal.
Maximising School Capability <ul style="list-style-type: none"> • Allocates staff based on an assessment of their capability and potential for growth. • Provides staff with opportunities to fully utilise their capabilities as a means to achieving the school vision. • Recruits to promote the most effective group dynamic and results for students, school and community.

Table 4. Human Leadership (Victoria Dept of Education 2007: 16)

The Victorian framework thus has an emphasis on the interpersonal and relation dimension of school leadership, incorporating this into principal selection.

C. NEW SOUTH WALES

In New South Wales, the School Leader Capability Framework (2006) has been developed by the New South Wales (NSW) Department of Education and Training in conjunction with the NSW Secondary Principals' Council and the NSW Primary Principals' Association and is based on the research conducted with 322 effective NSW principals. It has five domains which overlap as indicated in Figure 2.

Figure 2. The NSW School Leadership Capability Framework



The Interpersonal Domain is the area most associated with the interpersonal and relational leadership which is the focus of this research. This domain has three dimensions – effective communication relating to the ability of school leaders to communicate effectively to a wide range of audiences; productive relationships relating to leaders’ ability to develop and sustain productive relationships within and beyond the school community; and inspiring others which relates to leaders’ ability to inspire motivate and celebrate achievement. In addition, the inner circles of the model have relevance to this work, in that they develop notions of emotional intelligence (a sense of self; interpersonal skills based on empathy; and the ability to enthuse others and take risks); ways of thinking (being able to read a situation and match action to it; being able to see the core issues and anticipate difficulties in complex human situations; and an ability to predict and assess consequences of alternatives) and diagnostic maps (being able to read the ‘signs’ and draw on collective intelligence). (NSW Government *The School Leadership Capability Framework* pp. 3-10)

The NSW framework provides an additional leadership and recruitment structure which has a strong, identifiable interpersonal and relational dimension.

D. OTHER FRAMEWORKS

The findings in Queensland, New South Wales and Victoria are supported by other leadership frameworks, such as the six-pronged system for selecting leaders in Catholic schools (<http://www.gec.qld.catholic.edu.au/pdf/ALeadershipFramework.pdf>) clearly identifying *interpersonal leadership* as the second dimension; the selection standards in New Zealand

(<http://www.minedu.govt.nz/index.cfm?layout=document&documentid=3850&index>)

– also comprising six dimension, the fourth of which is *relationship* management; and the National Standards for Head teachers ([http://www.ncsl.org.uk/leadershipdevelopment/entry to headship/dev-entry-nationalstandards.cfm](http://www.ncsl.org.uk/leadershipdevelopment/entry%20to%20headship/dev-entry-nationalstandards.cfm)) (used in England) where the third dimension is *developing self and working with others*. In addition, the Scottish Qualification for Headship with its key function of ‘managing people’ which is based on a critical work in this field, O’Brien and Murphy’s (2002) ‘Assessing Effective Interpersonal Skills in Prospective Schools.’ Another Australian state’s framework, that from South Australia, is called ‘Leaders Learning’ and, again, it has five dimensions, one of which aligns with the work of this research:

LEADING AND WORKING WITH OTHERS

- Ethics and leadership principles
- Building a culture of collaboration
- Communication and developing relationships
- Personnel management

A publication of the Australian government’s APAPDC, *Lead Learn Succeed*, also has five propositions around leadership:

- Leadership starts from within
- Leadership is about influencing others
- Leadership develops a rich learning environment
- Leadership builds professionalism and management capability
- Leadership inspires leadership actions and aspirations in others.

(APAPDC (2) pp. 10)

3. FINDINGS FROM THE LITERATURE REVIEW

The findings from the review of literature form the basis of this research and the major conclusions are documented in this section.

Firstly, documented in this chapter, is a review of the selection frameworks in three Australian states (and supported with detail from other states and overseas) found that all jurisdictions had at least one criterion which focussed on interpersonal and relational skills. In Queensland the criteria is known as the relational capability (although supported by the personal capability) and includes valuing individuals; conflict management; empathy; sensitivity; cooperation and caring; welcoming challenge; shared leadership and participation from all stakeholders. In Victoria, the dimension is known as ‘human leadership’ and includes leading others supporting

others; maximising school capability; manages people; supports staff; managing relationships with parents; building teams and sharing leadership; professional development; supporting others and maximising school capability. In New South Wales, the dimension is known as the interpersonal domain which has three dimensions – effective communication; productive relationships within and beyond the school community and inspiring others, including motivating and celebrating. All three jurisdictions, and the other states and countries sampled, had a similar focus on interpersonal and relational ability.

Part B of the literature review established from the work of Short and Greer (2002), Stogdill (1948), Mitzberg (1998), Kotter (1996), Kouzes and Posner (1995) and Dublin, Dalglis and Miller (2006) that interpersonal and relational skills had a strong place in the general leadership literature and was particularly for Kotter (1996: 45) about communicating, empowering, gaining credibility, having integrity, being trustworthy and having the skills to inspire others along the path of the organisation. For Dublin, Dalglis and Miller (2006:3) it was about being self-aware; having empathy and courage, while aligning and motivating people; concert building; creating inspiration and visibility; satisfying higher order needs; giving emotional support and encouragement, promoting principles and values. This section of the research established that these skills have become pivotal to the leadership portfolio required historically and currently across the professions and in business.

Part C of the literature study examined the importance of interpersonal and relational skills in the literature of school leadership where the notion that not only were interpersonal and relational skills important, they were most important:

They seem to understand people, know how to motivate them, and how to deal effectively with their problems. It is primarily this factor, rather than technical expertise, that caused the “significant others” to perceive these principals as effective (Smith 1989:16)

This theme from Smith was supported by the work of Heck and Hallinger who found in 2005 that

the interpersonal skills of the principal may be crucial and that ‘an increasing number of scholars are approaching educational leadership and management as a humanistic and moral endeavour rather than a scientific one.’

Stoll (in Hallinger 2002: 46-47) agreed and argued that

current leadership approaches are ‘insufficient’ and *human* characteristics such as bridging community, building capacity, setting the conditions for inquiry-mindedness, building extended community, relating to people, and managing situations are key to contemporary principal leadership.

The work of Cheng (2002: 46) supported this with his work on *human* leadership which is

leadership that is supportive, fosters participation, enhances staff commitment and satisfaction, and encourages positive interpersonal relationships.'

Cheng has conceptualised his leadership dimensions across the domains with 'human leadership' being further refined as follows:

Affective Domains	Enjoy good social relationships between members Committed to developing an open climate in the school Unfreeze the existing social barriers through charisma
Behavioural Domains	Facilitate social interactions at all levels Organise for friendship and collegial activity internally and externally
Cognitive Domains	Emphasise human values and human contacts Highlight the meaning and value of social relations in education and school life

Table 5. Leadership Domains (Cheng)

This section concluded with the work of Johnson (2000: 91) who did significant work on the employment of principals at the commencement of the century. This author speculated on why a particular principal, representative of the sample, was hired:

I think that was why Cronin was hired. His first concerns were people first, people second and people always. Is he a great academic thinker? I think not. Is he a great visionary? No. He was hired because he's a people person and believes people can make a difference. (Moore Johnson 2000: 92).

This section of the literature research therefore also found that interpersonal and relational skills were critical, and perhaps the most important.

Part D of the literature review focussed around eleven themes from the literature and these are summarised in the table below:

Theme	Author/s	Significant thoughts
Human Leadership	Hart, Bredeson	The 'currency' principals use to work with people – the ability to understand, work with and motivate others
Leadership Forces	Sergiovanni	The human force – harnessing available social and interpersonal resources. Leaders are: <ul style="list-style-type: none"> • They will be people of substance. • They will be people who stand for important ideas and values. • They will be people who are able to share their ideas with others in a way that invites them to reflect, inquire, and better understand their own thoughts about the issues at hand. • They will be people who use their ideas to help others come together in a shared • consensus. • They will be people who are able to make the lives of others more sensible and meaningful. (Sergiovanni, 1994: 6).
The Moral Imperative	Fullan	The school principal, according to Fullan is 'of course the key person in developing relational trust, both in demonstrating it herself or himself, and in fostering a culture of trusting relationships'. This trust environment leads to the development of beliefs, values, organisational routines and individual behaviours that 'instrumentally affect students' engagement and learning' (Bryk and Schneider 2002: 115 in Fullan 223:43) reducing teachers' sense of vulnerability; facilitating public problem-solving; fostering a climate of mutual support; and providing a moral resource for school improvement (Fullan 2003:42).
Leadership within Social Contexts	Goffee and Jones	We need to be led by those who inspire us by selectively showing their weaknesses (revealing humanity and vulnerability; relying on intuition; managing with tough empathy (caring intensely about employees and the work they do); and revealing their differences.
Collaborative Decision-Making	Beyer	The school leader should be a person who empowers others, encourages creativity and flexibility, promotes collaborative planning and shared decision-making in an effort to develop trust throughout the school setting, and utilizes these qualities as a catalyst for successful school restructuring and reform.
Emotional Intelligence	Goleman	Self awareness – knowing one's internal state, preferences, resources and intuitions. Self regulation – managing one's internal states, impulses and resources. Motivation – emotional tendencies that guide or facilitate reaching goals Empathy – awareness of the feelings, needs and concerns of others Social Skills – adeptness in inducing desirable responses from others

Teacher/Principal Leadership	Walker	<ul style="list-style-type: none"> • Team and shared approaches to leadership have become more fashionable in the face of considerable research and literature which rejects not only autocratic position-based leadership but also 'heroic' (or too hard to do) approaches such as transformational and charismatic leadership; • Principals want to and need to share leadership but do not want to 'give it away unthinkingly'; • School leaders no longer lead a single organization – rather they are in charge of a collection of mini-organisations. Principals need to work harder to make these subgroups work together, and 'beat to the same drum,' working around, through and above teams;
Authenticity	Bhindi and Duignan	<p>The discovery of the authentic (or real) self through meaningful relationships within (organizations) and processes that support core, significant values</p> <p>Intentional leadership which takes its energy and directions from the hearts, souls and intellects of members of the organization</p> <p>Spirituality - the notion of soul, spirit and beliefs within the individual which bear examination in terms of effective relationships</p> <p>Sensitivity to the feelings, aspirations and needs of others.</p>
Lead management	Glasser	An approach to persuading people to do what they are reluctant to do.
Follower-centric Leadership	Gronn	Leaders who attend carefully to the thinking of those around them and who frame their own thoughts and actions with the beliefs of these people in mind are likely to be better at their work than leaders who articulate visions that have little or no grounding in the realities of those who they presume to lead.
The leader as a politician	Bolman and Deal	A principal needs to firstly identify the relevant relationships (figure out how needs to be led); then assess who might resist cooperation, why and how strongly; then develop relationships, where possible, with those people to facilitate the communication, education or negotiation processes to deal with resistance; and finally when these steps fail, carefully select and implement more subtle and forceful methods.

Table 6. Themes from the literature

The final section of the research examined a range of 'recipe' approaches to interpersonal and relational leadership. Four of the key approaches are summarised here:

A. Fullan and Hargreaves (1992: 112)

- Understanding the school culture;
- Valuing teachers and promoting their personal growth;
- Extending what you value (be inclusive of others' thoughts);
- Express what you value (remember the power of symbols);
- Promote collaboration - not co- optation (vision building is a two way process);
- Make menus, not mandates (offer choices);
- Use bureaucratic means to facilitate, not constrain, peoples actions;
- Connect to the wider environment.

B. Scheetz and Benson (1994: 24)

- Take risks;
- Have the courage to be less than perfect;
- Accept the differences of others;
- Share responsibility;
- Seek the thoughts, ideas and opinions of others;
- Be intrinsically motivated;
- Reflect on your own strengths and weaknesses;
- Strive for personal growth;
- Find satisfaction in the workplace.

C. McLeod and Brady (2008: 178-196)

- Demonstrate a genuine interest;
- Communicate a winning persona;
- Make sure you know who you are (how you come across);
- Make sure you know who people think you are;
- Be authentic and be seen as such;
- Build on your strengths;
- Be properly briefed;
- Have a compelling story to tell;
- Create and maintain an appropriate organisational culture;
- Look to the future;
- Simplify the organisation and play at the right level;
- Have a plan for when you do not and cannot know what to do.

D. Hoyle (1998: 37)

- Articulate the school and district mission or priorities;
- Write and speak effectively;
- Demonstrate group leadership skills;
- Be able to persuade the community to adopt initiatives that benefit students;
- Engage in effective community relations and school business partnerships;
- Build consensus;
- Create opportunities for staff to develop collaborative and consensus-building skills;
- Integrate youth and family services into the regular school program; and
- Promote on-going dialogue with representatives of diverse community groups.

The literature study provides significant support to the proposition that, while there are broad and disparate views about the precise nature of these skills, interpersonal and relational skills are critically important for principals in large and complex schools, and that they may be the key to the performance of Executive Principals.

4. FINDINGS FROM THE RESEARCH

The results from the sample of Executive Principals which included men, women, experienced EPs, new EPs, secondary EPs, P-12 EPs and EPs from metropolitan and regional areas were relatively consistent. While there were trends of lower scoring for two EPs (EPs 4 and 7) given the trends in question responses to all questions being similar, and given that the total of differential results showed similar patterns to other EPs, it seemed to be more likely that the lower results for these two

candidates represented either a harder set of 'markers' (particularly EP supervisors) or a slight difference in either the performance of these EPs or the perception that the supervisors had about the performance of these EPs.

The results from Executive Principals, their Supervisors and their Direct Reports were largely consistent.

- All respondents in the research recognised that interpersonal and relation roles were critical to the Executive Principalship. No group of respondents was able to describe the role of the EP outside of an interpersonal or relational context.
- Authenticity, and being oneself, was seen as an important facet of being an effective Executive Principal, however many of the important interpersonal and relational skills were part of an important learned skill set.
- Most of the Executive Principals interviewed and surveyed, as well as their Supervisors and Direct Reports, agreed that it was very challenging to know and understand the full range of staff at the school well. While some accepted that the job was too difficult, most had strategies in place to know the important interpersonal and relational contexts in the school.
- Collaborative decision-making and participation in decision-making were rated as important by a range of respondents. This element scored lower than some other areas because some respondents defined the concepts differently, some indicating that participation in and engagement with the culture of the school was more important than having a say in making decisions.
- Most Executive Principals indicated in the interviews that concern for others was a less important factor in decision-making than doing the right thing or making the right decision. However, in the questionnaires, they rated this as an important factor in making the right decisions in the school.
- Executive Principals were able to describe a range of strategies they used to engage staff, parents and students in school life.
- The research established that Executive Principals (one EP scored lower in only this item) had and needed high level conflict resolution and negotiation skills. In the context of this, most valued disagreement as an important part of the decision-making processes in their schools.
- Executive Principals agreed that one of the characteristics of their school was that there were multiple stakeholders. Generally, the EPs rated students as most important with staff next important.

- There was very significant agreement from all respondents that the ability to inspire and motivate was an important skill for Executive Principals, and that public speaking was an important part of this.
- All Executive Principals regarded interpersonal and relation skills as important in the conduct of their work, and all were able to detail the particular skills they regarded as most important.

In terms of the themes from the literature, there was very high correlation, as indicated below:

Theme	Author/s	Correlation
Human Leadership	Hart, Bredeson	Questions 1 and 2 - High 7/7
Leadership Forces	Sergiovanni	Question 7 High 7/7
The Moral Imperative	Fullan	Questions 7/8/9 High 7/7
Leadership within Social Contexts	Goffee and Jones	Questions 5/6/12 High 7/7
Collaborative Decision-Making	Beyer	Questions 11/13 – High 7/7
Emotional Intelligence	Goleman	Questions 4/6/8/3 High 7/7
Teacher/Principal Leadership	Walker	Question 10, 12, 5, 7 – High 7/7
Authenticity	Bhindi and Duignan	Question 6 – High for 6/7 respondents
Lead management	Glasser	Question 7 High - 7/7
Follower-centric Leadership	Gronn	Question 4 High – 7/7
The leader as a politician	Bolman and Deal	Question 10 – High 7/7

Table 7. Correlation with leadership themes

5. REVIEWING THE RESEARCH METHODOLOGY

A. What worked well.

- the literature review proved productive and generated important themes for the research;
- the cooperative arrangements between the University of new England and the University of Southern Queensland which allowed ready access to an appropriate range of research materials;
- the approval processes from UNE and the Queensland Department of Education were efficient and timely;
- The use of the Queensland-tested Cranston research as the basis of the questionnaire worked well given how well it aligned with the literature review;
- All invitees accepted involvement with the project and all interviews were conducted and all questionnaires returned;
- The research assistant's work in transcribing the interviews and tabulating the data was very high in quality and cost effective;

- The day-to-day support from Dr Riley and Dr Smith was of the highest quality, making the researcher feel that he was receiving better service than being an on-campus student;
- The helpful, constructive, timely feedback from Dr Riley and Dr Smith;
- The spreadsheet and application used to manage and graph the data.
- All of the technology, including particularly digital voice recording.

B. What could have been improved

- The researcher's expertise with the constant comparative methodology. The early interviews were very similar, and, with more practice in the methodology, there could have been more tested emergent themes;
- The use of time – too much time spent early in the research which concentrated the final chapters a little;
- There were two areas of the research, emotional intelligence and teacher leadership, which could have been explored better in the questionnaires;
- The quality of the results might have been improved had the research included the Executive Principal of a multi-campus indigenous school in Cape York.

6. THE RESULTANT PICTURE

The picture which emerges from this research is clear. High level interpersonal and relational skills are identified here as critical to the Executive Principalship, and the research suggests that all systems should continue to use this criterion in the selection of Principals, particularly of large schools. This conclusion is based on a number of parts of the research:

- The literature review showed that almost all authors felt that interpersonal and relational skills were key to the execution of the principalship;
- Executive Principals agreed that interpersonal skills were vital to the execution of the roles in both interviews and questionnaires;
- Executive Principals' Supervisors agreed that interpersonal skills were vital to the execution of the roles in questionnaires;
- Direct Reports to Executive Principals' agreed that interpersonal skills were vital to the execution of the roles in questionnaires;
- The interpersonal and relational skills identified in the literature study aligned with those identified in the human research.
- The average result for all questions in terms of agreement that various facets of interpersonal or relational ability were important to the principalship (and that they existed in incumbents) was 4.52/5 (90.4%)

The consequent findings from the research lead to a need to document the dimensions of an effective Executive Principal from the point of view of his/her interpersonal and relational skills. While the list below is not exhaustive, nor in any way in order, it is an attempt to summarise the major interpersonal and relational skills identified by this research.

- Being motivated by strong personal values and a passion for the school and all within it
- Influencing - above and beyond mechanical compliance
- Being able to cause others to act in a shared direction – being able to use one’s ideas to develop a shared consensus and to make meaning for others
- Being able to motivate and inspire others – including the ability to be able to speak well
- Having concern for and being receptive to the feelings and positions of others – empathy
- Being oneself – authenticity; genuinely caring about others
- Being honest and up-front
- An ability to build capacity and build teams – trust
- Being able to trust and empower others
- Being emotionally intelligent – knowing oneself, self management, social awareness and social skills
- The ability to promote open dialogue
- Being genuinely respectful, supportive and sensitive to others – acknowledging people’s feelings
- Being able to read social contexts – the soft data
- To be calm in the face of difficult and upsetting situations
- To value diverse opinion and disagreement; to accept and value difference
- The ability to communicate a positive ‘spin’ on situations
- The ability to work with staff – not just tell them what to do.
- Being able to minimise and resolve conflict – having negotiation and mediation skills

Table 8. Interpersonal and Relational Leadership in Queensland Schools with Executive Principals

7. RECOMMENDATIONS

7.1 For Principals

- Principals aspiring to be effective leaders (particularly in large and complex contexts) need to understand that there is a set of interpersonal and relational skills which are key to effective principalship. The leaders need to know what these skills are and learn and practice them.

7.2 For Systems

- Systems should retain a commitment to interpersonal and relational domains of performance in their leadership frameworks.
- Systems should, at the very least, use interpersonal and relational skills as a significant criterion in the selection process.
- Systems should identify the skills they value in this area, and check for these specific skills through quality referee reporting systems.
- Leading systems will regard interpersonal and relational skills as the most important skills, and, in addition to quality referee checking, design specific selection instruments to test for and rate these skills.
- Leading systems will have leadership programs for principals which are designed to enhance and grow interpersonal and relational skills in leadership cohorts.

7.3 For Further Research

- Further research on the other common criteria for principal selection could be conducted in order to better understand the comparative importance of each criteria
- Further research could be done across different levels of the principalship to determine whether the findings in this study are replicated throughout the principalship.

8. CONCLUSION

The research has substantiated the view that, both in terms of the literature and the human research, interpersonal and relational skills are a vital part of the Executive Principal's skill set, and that these skills should continue to be used as a measure of suitability for the Executive Principalship in Queensland. The research has also been able to define, in a quite specific way, the particular skills which make up the group known as interpersonal and relational skills, and, from the interview data, why the skills are important. Further research could be conducted with other bands/levels of the principalship to determine whether the data would transfer to other levels of the principalship, and whether there would be the same consistency of the responses from these principals, their supervisors and their direct reports. However, because of the high level of agreement in this research it would be reasonable to hypothesise that these skills would be valued across the principalship.

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Appendix

Interview Questions and Questionnaires

**LETTER OF INTRODUCTION:
RESEARCH INTERVIEW – EXECUTIVE PRINCIPALS**

Thank you for taking the time to complete this interview.

This interview is part of research being conducted by **PHILIP ANTHONY COOK** as partial fulfillment of his thesis which is titled 'The effectiveness of interpersonal and relational skills criteria in the selection of Queensland Executive Principals'. Mr Cook is a student in the Faculty of the Professions at UNE, and completing a Master of Administrative Leadership (Honours) program.

The questions relate to your role as an Executive Principal.

Your responses will be coded once the interview is transcribed and will remain entirely confidential for the whole research process and beyond. The researcher and his research assistant (Valerie Odell) will be the only persons who sight the data. The research methodology will ensure that in the published material, you are not able to be identified. Electronic and hard copies of data will be securely stored only at the Education Queensland Darling Downs and South West Queensland Regional Office and will be destroyed after 5 years.

This research has approval from the University of New England and the Department of Education and Training (forthcoming).

Should you have any questions about completing this questionnaire, please contact

- (a) the researcher, Mr Phil Cook, at phil.cook@deta.qld.gov.au or phone 0417735782; or
- (b) the researcher's principal supervisor, Dr Dan Riley driley2@pobox.une.edu.au or (02) 6773 3113

Thank you again for participating in this research.

PHILIP COOK

THE INTERVIEW

The interview is being conducted using constant comparative theory. The researcher will ask a series of planned question, however these may change as the interviews progress.

The interview could take up to one hour, and will be conducted personally by the researcher in your school.

PART A. PLANNED QUESTIONS

Roles

1. Briefly describe your main roles as an Executive Principal.
2. Are these roles learned? On the contrary, how important is it to just be yourself?
3. How important is it in such a large setting to know and understand the people who work for you? How do you do this?

Decision-making

4. What processes do you have to make the major decisions in your school?
5. In decision making, do you have, as a strong focus, concern for how others feel when you institute change or make a decision?

Culture

6. If you had to describe the culture of your school, how would you describe it?
7. Do you believe that a participative culture is an important part of how your school functions? If so, how do you enrol and engage people in decision-making in the school?
8. Is it important that people genuinely care about each other in your workplace, or is it more important that they can work together and act professionally towards each other?

Conflict and disagreement

9. Inevitably, conflict is a part of any workplace culture? How do you manage it at this school? Give an example where you've managed it well or not so well. What did you learn?
10. How do you react to people who disagree with you? Give an example?

Stakeholders

11. Who are the principal stakeholders in your school? How important are they? Do they have a genuine say which makes a difference? How do you make this happen?

Interpersonal and relational skills

12. How important are interpersonal and relational skills at the Executive Principal level? Does the EP need high level skills in this area in this area, or is it enough to have a team around you who have these skills?
13. A common theme in the leadership literature is that effective leaders are able to inspire and motivate others? Do you believe this too, and how do you achieve it?
14. Because your school is so large, do people have to develop an understanding that, while there will be an appropriate level of consultation about the big issues, they will, following consultation and decision, need to do as they are asked?

THANK YOU!

Thank you for taking the time to complete this interview.

The results of this research, once approved by the university, will be sent to all respondents.

Please record any additional comments or feedback here.

PHILIP COOK
0417735782

RESEARCH QUESTIONNAIRE – EXECUTIVE PRINCIPALS

Thank you for taking the time to complete this questionnaire.

This questionnaire is part of research being conducted by **PHILIP ANTHONY COOK** as partial fulfillment of his thesis which is titled 'The effectiveness of interpersonal and relational skills criteria in the selection of Queensland Executive Principals'. Mr Cook is a student in the Faculty of the Professions at UNE, and completing a Master of Administrative Leadership (Honours) program.

Your responses will be coded once received and will remain entirely confidential for the whole research process and beyond. The researcher and his research assistant (Valerie Odell) will be the only persons who sight the data. The research methodology will ensure that in the published material, you are not able to be identified. Electronic and hard copies of data will be securely stored only at the Education Queensland Darling Downs and South West Queensland Regional Office and will be destroyed after 5 years.

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- (d) the researcher's principal supervisor, Dr Dan Riley driley2@pobox.une.edu.au or (02) 6773 3113

Thank you again for participating in this research.

PHILIP COOK

COMPLETING THE QUESTIONNAIRE

Please answer all questions 1-18. Questions 1-15 simply require you to check one box. Questions 16-18 are open-ended and require dot point answers. All questions are on Pages 2 and 3.

This questionnaire can be completed in two ways:

- A. Electronically: Please complete the survey and email it to Valerie.Odell@deta.qld.gov.au or
- B. Print: Please print the survey, complete it and post it to:

Valerie Odell
Private and Confidential
PO Box 38
TOOWOOMBA QLD 4350

PART A. LIKERT SCALE QUESTIONS.

Please click in the box which best represents your level of agreement with the statements. There are no correct answers. You need to Strongly Agree (SA) Agree (A) be Neutral (N) Disagree (D) or Strongly Disagree (SD). Please check one box for every question 1-12.

N	<i>In the context of interpersonal skills, rate yourself on the scale provided</i>	SA	A	N	D	SD
1	I value individuals and their contributions, whether I agree with them or not.					
2	I am able to manage and resolve almost all conflicts between people effectively with quality outcomes.					
3	I am empathetic and easily able to put myself in the position of another person - I am concerned for how others feel when I speak and act.					
4	I think that genuinely knowing my people is most important. I know that I need to be intuitive and 'read' different contexts, picking up the 'soft' data.					
5	I interact with all other people, within and beyond the school with sensitivity and dignity.					
6	I know myself; I am myself – I am authentic.					
7	I create a dynamic work environment by engaging others and eliciting cooperation. Rather than rely on the use of power or authority – I work towards consensus, by getting people engaged.					
8	The work environment I've created is one where people cooperate and care about each other. The focus is on what we can accomplish together.					
9	I welcome those on my team who will provide me with advice about my behaviour and decisions. I react positively to the ideas and contributions of others and to both positive and negative feedback.					
10	One of my primary goals is to inspire and develop a sense of shared leadership, building leadership capacity as part of the process. I understand that people contribute their best when they are motivated and engaged, and where their opinions are listened to.					
11	I value diverse opinions and I manage them effectively.					
12	I provide constructive feedback to colleagues and others in the context of mutual professional respect. Honest open performance conversations are embedded in the school's culture.					
13	I know that participation in decision-making by all sections of the school community is important but understand that leadership that involves deep cultural change which mobilizes the commitment of all stakeholders is most powerful.					

For question 14, please check one box for each of 14 A-E.

14	This attribute is important to me					
A.	Being respected					
B	Being determined and strong					
C	Being committed and positive					
D	Being reliable and flexible					
E	Having great communication skills and being a good communicator					

For question 15, please check one box only.

15	Strong interpersonal skills should remain as a significant criteria in the selection of Queensland Executive Principals					
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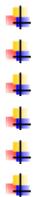
PART B. OPEN ENDED QUESTIONS

Please answer the next three questions using dot points using the space provided:

16. People would say that I exhibit my interpersonal and relational skills most by:



17. While interpersonal and relational skills are important there are other important skills that I need in this job including:



18. The most important skills in being an Executive Principal are:



THANK YOU!

Thank you for taking the time to complete this questionnaire.

The results of this research, once approved by the university, will be sent to all respondents.

Please record any additional comments or feedback here.

PHILIP COOK
0417 735 782

RESEARCH QUESTIONNAIRE – EXECUTIVE PRINCIPALS’ SUPERVISORS

Thank you for taking the time to complete this questionnaire.

This questionnaire is part of research being conducted by **PHILIP ANTHONY COOK** as partial fulfillment of his thesis which is titled ‘The effectiveness of interpersonal and relational skills criteria in the selection of Queensland Executive Principals’. Mr Cook is a student in the Faculty of the Professions at UNE, and completing a Master of Administrative Leadership (Honours) program.

The questions mainly relate (except where indicated) to the Executive Principal (EP) that you supervise. There are a small number of questions (clearly indicated in blue) which are for your opinion, unrelated to this Executive Principal. All questions in black type relate to the EP you supervise.

Your responses will be coded once received and will remain entirely confidential for the whole research process and beyond. The researcher and his research assistant (Valerie Odell) will be the only persons who sight the data. The research methodology will ensure that in the published material, you are not able to be identified. Electronic and hard copies of data will be securely stored only at the Education Queensland Darling Downs and South West Queensland Regional Office and will be destroyed after 5 years.

This research has approval from the University of New England and the Department of Education and Training (forthcoming).

Should you have any questions about completing this questionnaire, please contact

- (e) the researcher, Mr Phil Cook, at phil.cook@deta.qld.gov.au or phone 0417735782; or
- (f) the researcher’s principal supervisor, Dr Dan Riley driley2@pobox.une.edu.au or (02) 6773 3113

Thank you again for participating in this research.

PHILIP COOK

COMPLETING THE QUESTIONNAIRE

Please answer all questions 1-18. Questions 1-15 simply require you to check one box. Questions 16-18 are open-ended and require dot point answers. All questions are on Pages 2 and 3.

This questionnaire can be completed in two ways:

- C. Electronically: Please complete the survey and email it to Valerie.Odell@deta.qld.gov.au or
- D. Print: Please print the survey, complete it and post it to:

Valerie Odell
Private and Confidential
PO Box 38
TOOWOOMBA QLD 4350

PART A. LIKERT SCALE QUESTIONS.

Please click in the box which best represents your level of agreement with the statements. There are no correct answers. You need to Strongly Agree (SA) Agree (A) be Neutral (N) Disagree (D) or Strongly Disagree (SD). Please check one box for every question 1-12.

N	<i>In the context of interpersonal skills, rate yourself on the scale provided</i>	SA	A	N	D	SD
1	This EP values individuals and their contributions, whether I agree with them or not.					
2	This EP is able to manage and resolve almost all conflicts between people effectively with quality outcomes.					
3	This EP is empathetic and easily able to put him/herself in the position of another person - he/she is concerned for how others feel when I speak and act.					
4	This EP thinks that genuinely knowing his/her people is most important. He/she knows that he/she needs to be intuitive and 'read' different contexts, picking up the 'soft' data.					
5	This EP interacts with all other people, within and beyond the school with sensitivity and dignity.					
6	This EP knows him/herself; is him/herself and is authentic.					
7	This EP creates a dynamic work environment by engaging others and eliciting cooperation. Rather than relying on the use of power or authority this EP works towards consensus, by getting people engaged.					
8	The work environment this EP has created is one where people cooperate and care about each other. The focus is on what the team accomplish together.					
9	This EP welcomes those on his/her team who will provide him/her with advice about his/her behaviour and decisions. This EP reacts positively to the ideas and contributions of others and to both positive and negative feedback.					
10	One of this EP's primary goals is to inspire and develop a sense of shared leadership, building leadership capacity as part of the process. He/she understands that people contribute their best when they are motivated and engaged, and where their opinions are listened to.					
11	This EP values diverse opinions and manages them effectively.					
12	This EP provides constructive feedback to colleagues and others in the context of mutual professional respect. Honest open performance conversations are embedded in the school's culture.					
13	This EP knows that participation in decision-making by all sections of the school community is important but understands that leadership that involves deep cultural change which mobilizes the commitment of all stakeholders is most powerful.					

For question 14, please check one box for each of 14 A-E. This question relates to the EP you supervise.

14	This attribute is important to this EP					
A.	Being respected					
B	Being determined and strong					
C	Being committed and positive					
D	Being reliable and flexible					
E	Having great communication skills and being a good communicator					

For question 15, please check one box only. This is your opinion, not related to the EP you are referring to.

15	Strong interpersonal skills should remain as a significant criteria in the selection of Queensland Executive Principals					
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PART B. OPEN ENDED QUESTIONS

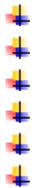
Please answer the next three questions using dot points using the space provided. Question 16 is about the EP you supervise.

16. People would say that this EP exhibits interpersonal and relational skills most by:



Questions 17 and 18 are your opinion.

17. While interpersonal and relational skills are important there are other important skills an EP needs in this job including:



18. The most important skills in being an Executive Principal are:



THANK YOU!

Thank you for taking the time to complete this questionnaire.

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Please record any additional comments or feedback here.

PHILIP COOK
0417735782

Appendix E

RESEARCH QUESTIONNAIRE – EXECUTIVE PRINCIPALS’ DIRECT REPORTS

Thank you for taking the time to complete this questionnaire.

This questionnaire is part of research being conducted by **PHILIP ANTHONY COOK** as partial fulfillment of his thesis which is titled ‘The effectiveness of interpersonal and relational skills criteria in the selection of Queensland Executive Principals’. Mr Cook is a student in the Faculty of the Professions at UNE, and completing a Master of Administrative Leadership (Honours) program.

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Thank you again for participating in this research.

PHILIP COOK

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PART A. LIKERT SCALE QUESTIONS.

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For question 14, please check one box for each of 14 A-E. This question relates to the EP who supervises you.

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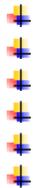
For question 15, please check one box only. This is your opinion, not related to the EP you are referring to.

15	Strong interpersonal skills should remain as a significant criteria in the selection of Queensland Executive Principals					
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PART B. OPEN ENDED QUESTIONS

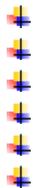
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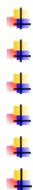


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PHILIP COOK
0417735782