

Comparing the Leadership Styles of Two Heads of Department at Carnelian School: Comparative Case Studies.

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Two Heads of Department at Carnelian School:
Comparative Case Studies**

Dissertation submitted in part-fulfilment of the degree of

MSc in Educational Leadership

2014

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To

Marjo, Nikola, Luka

and

my parents

for their support, patience and determination

to never let me give up,

And to Professor Trevor Kerry

for his wisdom and his belief in me.

Acknowledgements

The research work disclosed in this publication is part-funded by the ESF project 4.100 – Developing Core Skills in the Public Service. The sponsorship is part-financed by the European Union, from the European social fund (ESF) under Operational Programme II – Cohesion Policy 2007-2013, ‘Empowering People for More Jobs and a Better Quality of Life’.

Sincere thanks goes to all participants who contributed towards the collection of data for this study. They were all a great help and a source of inspiration.

Abstract

The purpose of this dissertation was to compare and contrast the Leadership Styles of two Heads of Department who work at Carnelian Secondary School (anonymized). It augments a previous paper (Parascandalo 2011) which examined the role of the middle leader in secondary schools in educational literature. The investigation by means of two case-studies aimed to establish similarities and differences in leadership styles and its intention was to discover how different leadership qualities and approaches promote specific aspects of management which can make a department more effective. The research was based on the following questions:

1. What does the literature of educational research and theory tell us about defining leadership styles?
2. What are the similarities and the differences between the leadership styles of the two studied Heads of Department?
3. What are the teachers' and the SMT members' perceptions of the leadership styles of the two studied Heads of Department and how do they react to them?
4. What kind of learning cultures are encouraged by each of the two studied Heads of Department to promote departmental team building?
5. What kind of programme of training for Heads of Department might be put in place to promote successful practices and effective management strategies?

Participants included the two HoDs and all willing members of both teams, all the members of the SMT and two student teachers undertaking their practicum with one of the departments. Respondent triangulation was obtained through the perceptions of all the above, while methodological triangulation by means of interviews and observation sessions

proved very valuable as ethnographic research to really understand how both teams functioned. Qualitative data was from the sampling of results. All institutions, locations and individuals were anonymized.

Results suggest that Monica rarely moves out of the transformational style, has a high level of emotional intelligence and has a family bond with her members. In contrast, Catherine continually moves in and out of the transformational, transactional and the laissez-faire styles and has only a professional relationship with members. The similarities emerge when both leaders operate within the transformational leadership style while the differences emerge when Catherine frequently moves in and out of the three main styles identified for this study.

It was concluded that, even though higher marks were obtained in Catherine's subject, the same students fared much better in Monica's subject as her papers demanded intellectual, logical and mental visualization abilities, while Catherine's paper, one size fits all, was mostly based on fill-in, multiple choice and picture interpretation exercises.

Recommendations cover training in leadership, the organisation of resource sharing and a Human Resource position to identify and organise training for leaders. It is hoped that this investigation into leadership styles and their effectiveness will be followed by others as research in this area is limited in Maltese schools.

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Glossary of Abbreviations

HoD	Head of Department
SMT	Senior Management Team
HoS	Head of School
EO	Education Officer
NQTs	Newly Qualified Teachers
EI	Emotional Intelligence
MUT	Malta Union of Teachers
CDRT	Centre for Development, Research and Training
HRMD	Human Resource Management and Development
DQSE	Directorate for Quality and Standards in Education
SDP	School Development Plan
SDM	School Development Meeting

1.0 Introduction

This dissertation aims to compare and contrast the Leadership Styles of two Heads of Department (HoDs) who work at Carnelian Secondary School (anonymized), henceforth 'Carnelian'. This study augments a previous paper (Parascandalo 2011) which examined the role of the middle leader in secondary schools in educational literature. This current work pursues an investigation by means of two case-studies to establish similarities and differences in the leadership styles of two HoDs. Its intention is to discover how different leadership qualities and approaches promote specific aspects of management which can make a department more effective.

1.1 Leadership and the school vision

Good leadership is important as much depends on leaders and the way they lead for the success or failure through the teaching and learning taking place in their school (Dinham 2005; Fullan 2002; Sergiovanni 2001). Leadership involves the higher-level practices of the setting of visions and goals, and the motivation of the staff to achieve such goals by promoting the building of the right culture and climate (Leithwood & Levin 2005:14, Dimmock & Lee 2000). Through good leadership, leaders promote their vision of high-quality education by encouraging organised learning processes amongst teachers, which in turn influence student learning (Stewart 2006; Harris 2005; Voulalas & Sharpe 2005). This helps to improve their professional skills, student achievement and the school's effectiveness, while contributing towards the social needs demands of their environment (Leithwood & Levin 2005). Vision can be argued to be a powerful tool which connects teachers together urging them to reach higher collective levels of effectiveness, it being the very core of leadership (Ylimaki 2006; Leithwood & Riehl 2003).

In order to ensure the achievement of set targets and desired outcomes, a clear vision must exist. Without it, those within an organisation will often be working towards different and at times conflicting goals.

(Siraj-Blatchford & Manni 2006:16).

A fundamental skill of good leaders is the ability to clearly communicate a vision, through really connecting with their followers and getting their message and agenda across. As Yukl (2006:49) describes it, the vision has to be 'simple enough to be understood, appealing enough to evoke commitment and credible enough to be accepted as realistic and attainable'. School vision is an important factor of leadership as it sets the direction and the sharing of information about all that goes on in the school and the goals to be reached (Leithwood *et al.* 2004).

1.2 Leadership and the HoD

Some of the earliest research regarding HoDs argued that 'the key to improving the quality of teaching and learning lies very much in the effective leadership of the Heads of Department (Earley & Fletcher-Campbell 1989). The HoDs' skills, expertise and capacity to make sense of change were highlighted by Ball & Bowe (1992) as important and significant resources in the engagement of departments. In the model proposed by Turner & Bolam (1998), the Role of HoD was further attributed with the ability to:

- motivate and support members of the department team;
- provide strong leadership;
- be accessible to all of them and
- be a model of desirable behaviour.

Harris (2001) expounded that a HoD who was capable of sharing a clear vision with colleagues could create a good climate for change and could bring about improvement in the organisation. Organisational learning, productive communication and team development were further attributed to the skills of the capable HoD by Cardno (2002). All of these abilities and skills are most likely to be learned by the HoD on the workplace through 'informal learning' over the years of experience he/she accumulates in the service (Turner 2006).

1.3 International context

Over the last fifteen years, there has been an international emphasis on leadership and management skills, as the one deciding factor for successful organisations 'will clearly be influential leadership and we need a new generation of leaders in order to survive in the 21st century' (Bass & Riggio 2006). Studies show in practice and in theory that there is a strong link between effective leadership skills and high quality educational outcomes (NCSL 2001:5). The role of HoD, which has gone through changes since the mid-1990s, is considered of great importance in the public secondary education sector in all countries. This role demands optimal leadership and management skills and is the next step for teachers who want to advance in their career but do not want to leave the classroom altogether. International empirical research into the role and all its aspects: leadership styles and qualities; training and development needs; team building and learning and emotional intelligence (EI), has been increasing considerably in recent years (Childs *et al.* 2013; Tam 2010; Marshall 2010; Nguyen 2009; Bucic *et al.* 2009; Zahed-Babelan & Rajabi 2009; Rosenfeld 2008). However, international research indicates that societal culture has a strong influence on leadership behaviour (Kennedy & Lee 2008).

1.4 National context

In Malta, the post of College HoD of a subject or level falls under the Directorate for Quality and Standards in Education and is expected to collaborate with the college and the school Senior Management Team (SMT) to ensure high standards of teaching and learning practice and processes through dialogue with teachers while being guided by Education Officers (Ministry of Education 2010:96). They are teachers and leaders as they have a teaching load of sixteen lessons maximum, with a weekly non-contact day to attend the subject resource-office and they lead their subject/level department team. The salary scale is the same as that for Assistant Heads and after four years in the post can apply for Education Officer (EO) or Head of School (HoS). They receive no preparatory leadership training before moving into the role. The official agreement between the Maltese government and the Malta Union of Teachers (MUT 2007:8) lists the following points regarding the filling of the vacancy for the role of HoD:

- Selection takes place following an internal call for applications open to teachers who have ten years' teaching experience, of which the last five:
- Must be served in a state school and for the last four years, the applicant must teach the same subject for which applying to become the HoD of.
- Successful candidates are expected to attend specialised education and training sponsored by the Education Authorities after being appointed in the post.

The Job Description for Maltese HoDs includes the duties of observing, monitoring and mentoring newly qualified teachers (NQTs) in different schools; contributing towards curriculum development; the setting, co-ordinating and moderating of examination papers,

mark schemes and assessment processes at their school and in other schools; budgeting, provision and maintenance of resources and equipment for their department; holding and leading of regular departmental meetings and taking minutes and encouraging participation in EU or other projects in accordance with the School Development Plan targets as agreed with the SMT (Ministry of Education 2010:96). Regarding mentoring, the agreement between the Malta Government and the MUT states that:

Whilst the overall responsibility for the induction process in a College which is made up of a number of Primary and Secondary schools, lies with the Principal, the induction and mentoring responsibility of staff rests with the HoS and the SMT. In Primary Schools, this responsibility lies with the HoS, Assistant Heads and HoDs.

(2007:17-18)

1.5 Local context

Carnelian is a Government Secondary school which has been functioning for eight years. This year, about 750 students between eleven and sixteen years of age attended. Most of the 115 teachers have been teaching here from the very beginning, thus it might be construed that many of them feel Carnelian is 'their' school. Since it is a State secondary school in a college, it receives students from ten feeder State primary schools from the vicinity. Most of the high achievers opt for Private or Church secondary education, leaving the rest of the single-sex students to Carnelian, where the department teams have to cater for a wide range of abilities, down to foundation level. The HoDs are responsible for adjusting the curriculum to the needs and abilities of all the students. The HoDs being researched are mature and experienced in their subject and all the members of their teams are younger.

1.6 Research questions

Looking back, Bhindi & Duignan gave the following visionary paradigm for leadership by 2020:

Organisations are not solely concerned with outcomes, processes and resources. They are also concerned with the human spirit and their values and relationships. Authentic leaders breathe the life force into the workplace and keep the people feeling energized and focused...They build people and their self-esteem. They derive their credibility from personal integrity and their values

(1996:29)

Although researchers have put forward quite a number of different leadership styles or similar styles with different titles, the Transformational Style (democratic), the Transactional Style (autocratic) and the Laissez-faire Style (minimal control) are the main choice for the purpose of this study (Stewart 2006; Harris 2005; Leithwood 2004; Hallinger 2003, Eagly *et al.* 2003:573, Avolio & Bass 2002). The literature review, besides presenting the history and indicators of each style, puts forward recent to very recent international research papers which study different aspects connected with leadership styles. The following are the research questions which were used to attempt to discover the leadership qualities and approaches employed by the two studied HoDs:

1. What does the literature of educational research and theory tell us about defining leadership styles?
2. What are the similarities and the differences between the leadership styles of the two studied HoDs?
3. What are the teachers' and the SMT members' perceptions of the leadership styles of the two studied HoDs and how do they react to them?

4. What kind of learning cultures are encouraged by each of the two studied HoDs to promote departmental team building?
5. What kind of programme of training for HoDs might be put in place to promote successful practices and effective management strategies?

1.7 The nature of this research

The investigation was carried out with the two HoDs and all willing members of both teams, all the members of the school SMT and with two student teachers during their practicum with one of the departments. Respondent triangulation was obtained through the perceptions of all the above, while methodological triangulation through interviews and observation sessions proved very valuable as ethnographic research to really understand how both teams functioned. Quantitative data was from the sampling of results. All institutions, locations and individuals were anonymized.

2.0 Literature review

Although it is difficult to define leadership, it is perhaps 'the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives' (Yukl 2006:8). Through their power and persuasion, leaders motivate their team members to carry out tasks in a more effective way. Harris (2003:316) states that teacher leaders 'work with colleagues to shape school improvement efforts and take some lead in guiding teachers towards a collective goal' and De Lima (2008:166) adds that 'strong professional teacher leaders collaborate professionally with their colleagues and, importantly, they are also able to make them collaborate with one another'. This however, depends upon the 'extent to which teachers accept the influence of colleagues who have been designated in a particular area' (Harris & Muijs 2002:4). The actions taken by the leader to do all this and how it is observed by the ones being led is known as 'leadership style', which involves the personal values, attitudes, strategies, philosophy, skills and traits of the leader (Newstrom 2007).

2.1 Leadership styles

Back in 1997, Gronn described leadership as an emergent, attributed status, suggesting that it is not to be confused with headship or as 'something automatically bestowed by virtue of executive role incumbency' but rather as 'influence deemed legitimate by followers and leading is a symbolic activity defined as the framing of meaning' (Gronn 1997:277). Leadership styles may emerge from observation, prior experience, modelling, acquired knowledge, peer opinion or education. The leadership model resulting from extensive empirical research by Bass (1981, 1985), mentions three main leadership styles: Transformational, Transactional and Laissez-faire (Stewart 2006; Harris 2005; Leithwood

2004; Hallinger 2003). Results from several studies show that leaders move in and out of leadership styles continually and the pre-disposition of followers and the project in hand have a marked influence on the leader's movement from one style into another. Perhaps the ideal leadership style would be the one which motivates leaders into providing encouragement and support for their followers to develop all their possible potential (Murphy *et al.* 2007); see that they have high-quality job opportunities to stimulate their intellects to expand and refine their skills (Leithwood *et al.* 2004); show genuine interest in and be available to their followers, (Marzano *et al.* 2005) and give constant feedback about performance on time to enhance learning and to influence followers into putting self-interest second to the set goals to be reached (Silins & Mulford 2004; Bass 2000). The following is a close look into what we find in the literature concerning leadership styles.

2.2 The transformational leadership style

A leader who adopts the transformational style strategically lays down sound foundations of a vision which is then distinctly delivered to the followers (Stewart 2006; Ylimaki 2006; Harris 2005). This leader is fully aware of the values and aims of this vision and what the school has to achieve and will inspire colleagues to make a greater effort to reach success in all organisations, even schools (Frese *et al.* 2003). He or she then finds effective methods and processes to create a learning organisation which promotes efficiency, cohesion, support and a high level of professional practice (Dinham 2005, Leithwood & Jantzi 2005; Marzano *et al.* 2005). Such leaders generate enthusiasm and commitment from the followers through the care, respect, encouragement and support supplied, and expects them to take part in decision-making (Mulford & Silins 2003). The work atmosphere created by this type of

leader transforms the school, providing good conditions for teachers to operate effectively and for students to learn (Dinham 2005:335; Davis *et al.* 2005).

2.3 History of the transformational leadership style

Looking back, we find that Burns (1978:20), perhaps the first to introduce transformational leadership as a concept, stated that it is present where 'leaders and followers raise one another to higher levels of morality and motivation'. Based on Burns' concept, Bass (1985) presented the 'Bass' Transformational Leadership Theory' which expounds that the impact of this style on followers defines it as one which generates respect, admiration and trust. Although now quite dated, these references are seminal as they give insight into the building of the concept of leadership styles, such as the following three ways in which a transformational leader attempts to change the members of the team, according to Bass (1985):

- The way in which the leader conveys the task's value and importance to the organisation, the more clear the vision, the stronger the awareness and energy roped in from the members;
- The way in which the leader makes the team members stir away from their own hidden agendas and helps them focus fully on the targets aimed at by the organisation;
- The way in which the leader recognises the higher order needs of the members and activates them.

These higher order needs could be of a different nature, such as the following eight desires listed by Spitzer (1995): achievement, activity, affiliation, competence, meaning, ownership,

power and recognition. A shorter list from the 'Choice Theory' by Glasser (1998) includes survival, love and belonging, power or recognition, freedom and fun. Although dated, both include needs which still appeal to people today and when recognised and stimulated in the members of a team, they create inner tension which motivates members to take action. The early empirical research done by Bass (1985) set three moral aspects connected to the transformational leadership style: the moral character of the leader; the embedded values and morality of the leader's vision and the ethical choices made and actions taken up and pursued by the leader and the followers. Later, Tichy & Devanna (1986: viii) wrote that 'transformational leadership is about change, innovation, and entrepreneurship'. Twelve years later, Leithwood *et al.* (1998) presented transformational leadership as having a strong influence on organizational learning at school as it promotes positive emotions and confidence in one's skills. Bass & Avolio (1993) put forward these four components of transformational leadership:

- **Intellectual Stimulation:** leader always encourages creativity and new methods to make things work and find new ways to learn along the way.
- **Individualized Consideration:** leader leaves communication open to all members for support, encouragement and the sharing of ideas, giving due recognition for contributions.
- **Inspirational Motivation:** leader clearly conveys the vision to followers and motivates them by inspiring passion, making them reach objectives.
- **Idealized Influence:** leader receives respect and trust from members who adopt the same values and ideals found in their role model.

Neatly summing it all up, Nicholls described transformational leadership as:

that activity which stimulates purposeful activity in others by changing the way they look at the world around them and relate to one another. It affects people's personal beliefs by touching their hearts and minds.

(1994:11)

2.4 Indicators of the transformational leadership style

According to research carried out in the public education system of Australia by Voulalas & Sharpe (2005), leadership plays a key role in the transformation of schools into learning organizations. People learn while feeling truly responsible for their actions, having the ability to make decisions and to influence circumstances (Voulalas & Sharpe 2005; Newmann *et al.* 2000). Evidence from research indicates that the transformational leadership style gives the best results as it conduces to the development of schools undergoing reforms to become learning organizations (Silins *et al.* 2002). This style inspires followers through being communication and task-oriented and as Mulford & Silins (2003) suggest, this gives teachers confidence as they know what the school is doing and why. In fact, transformational leaders see that there are various processes going on which enable followers to work together (Murphy *et al.* 2007).

Emotional intelligence (EI) has become one of the determiners of recognising effective leadership potential (Palmer *et al.* 2001). The more influence the transformational leader exerts on the followers, the greater the emotional link and the easier for them to identify with the leader. Sivanathan & Fekken (2002) demonstrated that leaders with high EI were considered more effective and transformational by their followers. Gardner & Stough (2002), state that the fundamental skill of effective leadership is the ability to monitor one's

emotions and those of others. After examining forty-nine managers for leadership styles and EI, Barling *et al.* (2000) specified that EI is positively related to three out of four components of transformational leadership: idealised influence, individualised consideration and the highest, with inspirational motivation. Marzano *et al.* (2005) stated that teachers appreciate leaders who give them individual attention; provide inspiration to solve issues in a different manner and who share the team's responsibility. Leaders who thought of themselves as being transformational rather than transactional or laissez-faire leaders, said they could recognise and understand their own and the others' negative and positive feelings and emotions and were comfortable with expressing them to the followers, which helped them to solve problems in the organisation more effectively (Barling *et al.* 2000).

In their research articles, Crawford *et al.* (2003) and Crawford & Strohkirch (2000), demonstrate that transformational leadership is related to personal innovation. These leaders are markedly more innovative than transactional or laissez-faire leaders. Studies using the Multifactor Leadership Questionnaire developed by Bass & Avolio (1990) attested that this is the leadership style which most positively correlates with work-effectiveness (Antonakis *et al.* 2003; Avolio *et al.* 1999). Furthermore, transformational leadership is proven to be directly linked to high level organisational learning (Ben-Horin Naot *et al.* 2004); outstanding performance (Dvir *et al.* 2002) and strong learning culture, higher aspirations and a wider spectrum of interests from workers (Amitay *et al.* 2005).

There is more security, optimism, strong direction and clear aims in the vision statements of transformational leaders than in those of passive leaders (Berson *et al.* 2001). These positive

attributes in the leader's vision have been proved as having immediate influence on organizational performance through staff satisfaction (Kantabutra & Avery 2007).

2.5 The transactional leadership style

Almost opposite the transformational style on the leadership theory spectrum is the transactional style. Whereas the former motivates followers through the sharing of vision and values; the latter focuses on interpersonal transactions where the leader motivates followers by granting rewards for achievements (Brain & Lewis 2004; Chen 2004) and takes corrective action when goals and deadlines are not reached (Antonakis *et al.* 2003; Kinicki & Williams 2003:468; Bass & Avolio 1994). The follower abides by the mutual understanding very early on in the relationship that carrying out the leader's orders is his or her main aim. This style functions well in the business world as these leaders meet and strike good deals with people every day and move on to other transactions. Kurland *et al.* (2010:11) state that the transactional leadership style is 'an exchange process based on the fulfilment of contractual obligations' and that it comprises these three first-order factors:

- Contingent reward leadership, which refers to leaders' behaviour focused on clarifying role and task requirements and providing followers with material or psychological rewards.
- Management-by-exception (active), referring to the active vigilance of a leader whose goal is to ensure that standards are met.
- Management-by-exception (passive), where leaders intervene only after non-compliance or mistakes by followers

(Antonakis *et al.* 2003; Bass and Avolio 1994).

2.6 History of the transactional leadership style

The term 'transactional leadership', also known as 'managerial leadership', was first coined and explained by Weber (1947). This style functions on a 'this for that' relationship between the leader and the follower: good actions or decisions on the part of the follower bring reward, failure brings punishment. Weber (1947) outlined only the transactional and the transformational styles as the two basic styles within which leaders worked. One of his theories about transactional leaders asserts that these bureaucratic leaders use their knowledge and authority to achieve results within the ambience, methods and conditions that they find in existence without trying to bring about change. Burns (1978) classified transactional leaders as political party, opinion, legislative, executive and bureaucratic leaders. In Bass & Avolio's (1994) full range of leadership styles, contingent reward leadership was the only leadership behaviour that was seen as effective. When studying teachers' perspectives regarding the strategies used by school principals to motivate them, Blase (1993:150), intimates that 'effective principals influence largely through exchange', indicating transactional leadership. As Avolio (1999) noted, contingent reward leadership is 'reasonably effective' because setting clear expectations and goals and rewarding followers for goal attainment are likely to motivate to a certain point. Transactional leaders regard management as a means of using their legitimate power to give commands and of rewarding followers for services rendered (Bateman & Snell 2002:397). However, whereas Burns (1978) had stated that a leader has to be either transformational or transactional, Bush & Coleman (2000), after studying works of later scholars like Bass (1985); Hater & Bass (1988); Bryman (1991); Bass & Avolio (1994) and Lowe & Kroeck (1996), suggest that both styles can be found in any given leader. Operating both these styles in educational management, a leader can be assured of the smooth running of the organisation (Ramsden 1998).

2.7 Indicators of the transactional leadership style

Transactional leaders appeal to the self-interest of each of the group members and promise rewards to motivate them into reaching goals (Bass 1999). They are efficient in planning and budgeting, and use their power to engage, control, organise and monitor members under their responsibility to make sure goals are reached. Daft (1999:427) claims that they lead in a transitory manner, focusing impersonally on the task in hand, building no emotional bonds with any of the followers. These leaders act fast and decisively when cutting costs for efficiency and productivity. They give great importance to detail, rules, procedures, standards and short-term goals. Barling *et al.* (2000) negate any link between EI and the transactional leadership style as it does not require empathy or reflective self-insight on the leader's part. Any acknowledged transaction between leader and followers is reward for the goals met and punishment for those which weren't.

Since this style controls and coordinates others by using rewards and penalties to make followers conform (Hallinger 2003), it does not encourage creativity from group members, and new ideas are rejected as they upset plans already in action. The transactional leadership style is a process built on the fulfilment of contractual obligations (Antonakis *et al.* 2003; Bass & Avolio 1994), and therefore does not present an incentive to teachers to engage in organizational learning processes, thus keeping back both leader and group from reaching full potential and effectiveness.

2.8 The laissez-faire leadership style

Antonakis *et al.* state that the laissez-faire leadership style:

represents the absence of transaction of sorts with respect to leadership in which the leader avoids making decisions, abdicates responsibility, and does not use his/her authority.

(2003:265)

This style is also known as delegative leadership, and deemed as non-leadership or leadership in the most passive degree where the leader chooses to evade taking action of any kind and does not show any leadership behaviour (Stewart 2006; Bass & Avolio 2000; Bass 1999), providing only the necessary for the group to reach the goal. This style has very low control over members with hardly any guidance from the leader and this creates permissiveness and disrupts productivity and effectiveness. Judge & Piccolo (2004:756) define these leaders as people who 'avoid making decisions, hesitate in taking action, and are absent when needed'. Followers are expected to solve problems which arise on their own, with no input from the leader. This, however, implies that the laissez-faire style can only function when followers are highly motivated and expert in their field, and although the leader maintains a 'hands off' approach, he/she has to be available for consultation and to receive feedback. Judge & Piccolo (2004:764), expound that this leadership style should be studied in more depth as it has 'received scant attention in previous leadership research'. If followers lack problem-solving, project-management and deadline keeping skills, the laissez-faire leadership style, with its lack of direction, vision and clarity of goals is 'poor, ineffective leadership and highly dissatisfying for followers' (Avolio 1999:55).

2.9 History of the laissez-faire leadership style

In a very early examination of leadership styles, Lewin, Lippitt, & White (1939), established three major styles: authoritarian/autocratic; participative/democratic and delegative/free rein. They found the third style resulted in lower productivity and satisfaction among followers in comparison to the other two. Then, after studying Weber's (1947) leadership theories further, Bass (1981) called it 'laissez-faire' which means 'letting people do as they wish'. The French term was first used in connection to mercantilism where there is no interference from government to maximize growth for the individual/community in a natural order. Leaders just dictate expectations, standards and the consequences which follow if they are not met and 'they use no particular style (of leadership) to any extent' (Gill 1999). Information, requirements, procedures and policies are passed between followers in an unstructured manner and therefore lead to loss of control and direction. The leader has no defined plan to reach goals but leads in 'reaction' or 'crises' mode and assumes followers' commitment and full agreement. Bass & Avolio (2000) stated that although earlier studies showed that some followers desired the freedom allowed by this style, later research substantiated followers' dissatisfaction with it. Hersey, Blanchard & Johnson (2000) claim that, although the laissez-faire leadership style is negative on its own, it could prove positive in certain situations when used with a variety of other styles.

2.10 Indicators of the laissez-faire leadership style

Barling *et al.* (2000:159) found no association between EI and the laissez-faire style. Later, while researching senior level managers, Gardner & Stough (2002) found low levels of EI in laissez-faire leaders and management-by-exception (passive) leaders. They state that these leaders are not effective because they do not:

- recognise and express emotions
- use emotional information to assist problem solving
- do not understand emotions of others
- do not manage their own emotions
- do not control their emotions in the workplace

In a paper about leadership, vision and organizational learning, Kurland *et al.* (2010:20) found that the laissez-faire style was negatively related and had no effect on school vision and school organizational learning, an expected outcome since such leaders renounce their authority, shirk responsibility and avoid taking decisions (Stewart 2006, Antonakis *et al.* 2003; Bass 1999).

While investigating the relationship between knowledge management and leadership styles, Crawford (2005:14) found that 'knowledge management was a strong negative predictor of laissez-faire leadership'. Since knowledge management systems focus on the exchange of information for the benefit of the organization through 'sharing, collaboration, and making the best possible use of a strategic resource' (Bollinger & Smith 2001:14), this result was predictable since the laissez-faire style does not tender the following criteria defined by Lang:

Knowledge management systems must connect people to enable them to think together and to take time to articulate and share information and insights they know are useful to their company.

(2001:44)

2.11 Leaders and their leadership styles: transformational or transactional?

In a research paper by Hood *et al.* (2009), students from a college in the USA were asked whether they preferred their professors to adopt a transformational or transactional approach. The sample of 150 volunteers were accidental/convenience and divided into two groups – the traditional group aged between 17 and 24 years and the non-traditional group aged 25 years and over. The researchers claim that:

this is the first in what is to be a series of studies designed to illuminate some of the more efficacious factors that impact traditional versus non-traditional students' evaluations and academic performances from a professorial leadership style perspective.

(Hood *et al.* 2009:4)

Since no measuring instruments amenable to their specific study focus were available, Dr. Ronald Lynn Poulson, one of the researchers, developed a survey entitled the 'Professorial Leadership Style Questionnaire' (PLSQ) featuring characteristics found in both transformational and transactional leadership styles. The 50 questions were based on vision, charisma, intellectual stimulation and creativity when testing the transformational style, and about letter grade orientation and course flexibility when testing the transactional style. The pool sample was not sufficient to produce evidence since a structure with 50 items requires 500 to 1000 participants (Tabachnick & Fidel 2001). The result showed that the aim of distinguishing which group of students appreciate which leadership style was not reached but they claim 'that a statistically significant difference may exist between the two groups' (Hood *et al.* 2009:9). An indication that participants from both groups endorsed characteristics of the two styles, supports Bass & Avolio's (2000) findings which state that

‘transformational and transactional leadership are active as well as positive forms of leadership styles’. While students wanted their professors to be charismatic and transforming, they still wanted good grades and very structured classes. This shows both ‘styles have a place in the classroom and both can help create a positive learning environment’ (Hood *et al.* 2009:11). For further investigations to continue the series, including some qualitative open questions in the quantitative questionnaire they are developing and working on a better pool sample, might produce more indicative results.

2.12 Transactional and transformational leadership styles in challenging circumstances

Research by Smith & Bell (2011) involving four secondary schools in an extremely deprived area in North England reported that the four Heads used the transactional style to deal with external pressure, inspections and benchmark targets. During interviews however, the Heads showed preference for the transformational style to ‘facilitate long-term improvements in pupil attainment, the development of staff and to strengthen valuable links with the wider community’ (*ibid.*). Both transactional and transformational styles have benefits for the work of Heads (Davies 2007) attested by Smith & Bell’s study, albeit the two styles were used for different purposes. In order to be successful in today’s climate, Heads must excel in all areas to meet government agendas (Bell & Bolam 2010). In socially deprived areas, Heads are expected to act faster to produce improvements to transform their community. ‘Positive feedback from changes, and the desire to make greater changes, produces a loop that moves Heads towards transformational leadership’ (Lambert 2009). These ‘system thinkers in action’, as aptly named by Fullan (2005:53), need to employ more sophisticated leadership skills to meet the adaptive challenges that ‘require the deep

participation of the people with the problem; that is why it is more complex'. Part of this complexity comes from the 'integration of parents and social service agencies into the school community' (ibid. 61) and creating:

powerful strategies that enable people to question and alter certain values and beliefs as they create new forms of learning within and between schools, and across levels of the system.

(Fullan 2005:60)

In the conclusion, the report argues 'that a reduction in the externally imposed accountability and reporting factors that result in transactional leadership' would help Heads to concentrate 'on the more important and more effective transformational activities' (Smith & Bell 2011:61). They claim that less inspection would allow the 'flexibility to develop local initiatives that would benefit individual schools and their immediate communities' because 'they can act autonomously and be guided by their own values' (ibid. 61). However,

we speak of 'high capacity' organisations as those that have, or have access to, knowledge and skill that can be put to use in responding to external pressures, and 'low capacity' organisations as those that do not.

(Cohen *et al.* 2006)

The 'capacity' of the school is the accumulated skill and knowledge that can be presented in response to external pressure and the 'internal accountability' is the degree of coherence in the school as regards norms, values, expectations, and processes implemented for getting the work done (OECD 2008:43). Inspections, carried out in all schools, are necessary to keep high standards and schools in deprived areas which under-perform should definitely be no exception. Furthermore, the development of transformational activities for the benefit of the whole school and the local community should be embedded in the strategies which create motivation and inspiration in all members. If these are well-planned, they should not

be hindered by inspections or external pressures. In fact, the researchers themselves interestingly argue that it is possible:

that as Head teachers gain experience, they gravitate more towards transformational leadership, or that the unique environments within which they work influence their approach to leadership.

(Smith & Bell 2011)

2.13 The Relationship between emotional intelligence and leadership styles

Zahed-Babelan & Rajabi (2009) studied the relationship between EI and leadership styles of HoDs from a University in Iran. They chose the transformational, transactional and the laissez-faire styles. As instruments, they used the Emotional Intelligence Scale (EIS) developed by Schutte *et al.* (1998) made up of 33 items and the Bass & Avolio (2002) Multifactor Leadership Style Questionnaire (MLQ form 5X) with 45 questions in a 5 degree Likert scale framework to measure the three styles and 9 questions to measure results and consequents of the leadership styles. The result was that EI had a very significant positive correlation with the transformational style but a significant negative correlation with the transactional style and no significant correlation with the laissez-faire style. The same resulted from earlier studies carried out by Barling *et al.* (2000:159) and Sivanathan & Fekken (2002:201) in Canada.

The common characteristic that bonds those who most influenced our histories, our societies, our cultural traditions and civilizations is emotion. Throughout history and in cultures around the world, the leader is the one to whom others look for assurance and clarity when threatened with uncertainty or harm.

(Goleman *et al.* 2002)

From the University in Iran, 27 academic staff members were analysed but only 5% were female. Perhaps, a more heterogeneous sample would have been better as the gender role can be based either on masculinity, involving aggressiveness, confrontation, independence and decision; or on femininity, involving emotions, sensitivity and intuition (Fernandes & Cabral-Cardoso 2003). Generally speaking, 'female leaders are inclined to adopt a democratic and interpersonally-oriented style as opposed to the autocratic and task-oriented styles of leadership usually adopted by male leaders' (Taleb 2010:296-297). However, the imbalance in the sample gender did not influence the result as the transformational style still came up with the strongest correlation with EI. Goleman, who considers EI more important than IQ or technical skills, deems it a vital advantage in a good leader:

Leaders who have mastered four or more (styles) – have the best climate and business performance.
And the most effective leaders switch flexibly among the leadership styles as needed.
(Goleman 2000:87)

2.14 Age as a determiner of emotional intelligence in leaders

In Kenya, an investigation to determine whether age influences the EI competency of leaders, produced a clear 95% confidence level result 'that as the age of the respondents increased, emotional intelligence also increased in tandem' and that 'the relationship between emotional intelligence and age is higher when the effect of gender is removed from the relationship' (Kiprotich Bii *et al.* 2012:810). In the study, the managers identified as 'successful' demonstrated high levels of EI as was argued by Stein & Book (2000). These leaders possess the core aspects of the transformational style and are the most able at recognising the necessity for change and at pulling down barriers hindering it. They 'understand and manage moods and emotions in themselves and in others which

theoretically contributes to the effectiveness of managers' (George 2000). They challenge norms of behaviour, ask followers for help to facilitate the change process and model change behaviours effectively. These leaders influence, inspire, initiate, communicate, create, adept, achieve, empathize, support and serve (Reed 2005:4). From a sample of 565 heterogeneous and randomly chosen participants from 113 institutions, only 370 returned the questionnaire. There was hardly any gender difference in EI while the female managers scored higher in self-management and the males scored higher in resilience.

Emotion plays a large part in how a leader will demonstrate competencies that inspire the subordinate to follow the manager's vision.

(Kiprotich Bii *et al.* 2012:810).

2.15 Training needs of HoDs

Torelle (2011) chose the case study to identify and address the training needs of HoDs in an Australian independent secondary college:

leadership development within the secondary school is the subject of increasing research as leadership and management competencies are often left to 'develop organically' rather than being fostered strategically and proactively.

(Torelle 2011:114)

The findings, from open-question interviews with the Principal and seven leaders show that up to the time of the study, no time, human or financial resources had been invested to create a formal approach to leadership development strategies to support the identification, training and the transition of staff into team leader roles. The SMT seemed to believe that 'leadership is an inherent individual trait that should be fostered independently by aspirant leaders' (Torelle 2011:124). The limited external training programmes attended by a few

leaders were sometimes not at the level required (ibid. 127). The SMT did not agree that 'the time you invest in developing leadership should be in direct proportion to the importance you attach to it' (Cunningham 2006:44). This aggravated the situation as the leaders felt there was 'unwillingness on the part of the SMT to listen to strong recommendations we give' (Torelle 2011:134) and the two tiers did not even meet once a year. This gap between recognising the importance and need of leadership training and addressing it, is also manifest in the USA (Murphy & Vriesenga 2006:183), in Australia and New Zealand (Chetty 2007) and the UK (McCormick 2009:29) and it is rare to find a human resource management role in schools to recognise and address such gaps (Yorks 2004). The difficulty in setting up such systematic programmes in Australia, has led leaders to be happy when they 'caught what they could on the run' (Ingvarson & Anderson 2007:11).

2.16 Clarity regarding the responsibility of leadership development

Another negative aspect in the findings of Torelle (2011) was the lack of clarity about who was responsible for leadership development. The HoS nominated the Director of Teaching and Learning in conjunction with the Head of Secondary, but from the interview responses, these were deemed to be:

more focused on curriculum issues and delivering more generic professional development programmes for the full cohort of classroom teachers and do not appear to have a role in team leader development

(Torelle 2011:125)

Fortnightly meetings between all team leaders were found to be 80% administrative and only 20% leadership development. The participant leaders said the college held them responsible to identify and address their own developmental needs. Similarly, in the study

of seventy UK primary and secondary schools, the Principals also indicated ‘the desirability for classroom teachers and middle leaders to take responsibility for their own leadership development’ (McCormick 2009:29). Succession requirements were not planned for and one participant claimed her ‘induction’ course was a list of team leader responsibilities written on a piece of paper (Torelle 2011:127). All team leaders desired more formal successor training strategies as any coaching or mentoring which existed, only happened informally and incidentally. Since leaders in the college are internally appointed, it would be easy to start the induction course the year before moving into the role, as one interviewee suggested. The leaders wanted to meet with someone individually once or twice a year to be monitored and held accountable. This lack of organised internal accountability is explained by OECD as:

We speak of organisations with high internal accountability as those with high agreement around values and an organisational scheme that makes that agreement evident in practice. We speak of organisations with low internal accountability as those with weak agreement and atomised, highly variable practice.

(OECD 2008:43)

Time constraints, especially in smaller, private schools, tend to be more real as leaders ‘often have to contend with a *double load* that may cause tensions between the professional concerns of teaching and the demands of management and leadership’ (Clarke 2006:174). This dual role provides a logistical challenge between the acknowledgment of the need for leadership development and what actually occurs in practice. Once in the role, leaders are perceived as having the required skills, traits and attributes to perform. The creation of a senior management human resource position focused on strategic thinking and planning is

recommended as 'such a position would help to ensure that the objectives of the college and its team leader structure are fulfilled optimally' (Torelle 2011:135).

The examination of the three main leadership styles identified for this study, their history and indicators, together with the importance of emotional intelligence, training in leadership and the results from empirical research from around the world supplied the framework on which to model the ethnographic research methodology which follows.

3.0 Methodology

The aim of this work was to discover which leadership qualities and approaches promoted more effective management which in turn, improved departmental effectiveness. The investigation consisted of a comparison and contrast of two case-studies of HoDs who work at Carnelian Secondary School, to establish similarities and differences in their leadership styles. The study followed and augmented a previous paper (Parascandalo 2011) which examined the role of the middle leader in secondary schools in educational literature. The following were the research questions used to help discover the more effective leadership style:

1. What does the literature of educational research and theory tell us about defining leadership styles?
2. What are the similarities and the differences between the leadership styles of the two studied HoDs?
3. What are the teachers' and the SMT members' perceptions of the leading styles of the two studied HoDs and how do they react to them?
4. What kind of learning cultures are encouraged by each of the two studied HoDs to promote departmental team building?
5. What kind of programme of training for HoDs might be put in place to promote successful practices and effective management strategies?

The case study, which is not a method but a research strategy in itself (Hartley 2004:323), was chosen to help understand the 'how and why' questions tied to leadership styles as it has become 'one of the most common ways to do qualitative inquiry' (Stake 2000:435) and it fulfils the three strands of the qualitative method by describing, understanding, and

explaining. It is a 'form of enquiry, as an explanation of the unknown' (Bassegy 2002: 142) and it must always have boundaries (Silverman 2004:127, Stake 1995). The case study is being frequently and increasingly used with confidence as a rigorous research strategy in its own right for organizational and social sciences studies (Hartley 2004:323). It challenges new ideas and methods in real-life situations and in itself, 'using case studies for research purposes remains one of the most challenging of all social science endeavours" (Yin 2003:1).

The distinctive need for case studies arises out of the desire to understand complex social phenomena (because) the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events.

(Yin 2003:2)

Furthermore, the case study can always be supported by other research strategies at different stages of the project, to put the findings to the test on a wider scale (Hartley 2004). The 'case study is not a methodological choice but a choice of what is to be studied. By whatever methods, we choose to study the case' (Stake 2000:435).

3.1 Paradigm

A qualitative technique was chosen to ensure that the different attitudes, behaviour and experiences of all participants were taken into account and to have better maintenance of flexibility. A quantitative survey would not have worked for this project, as the number of participants from each department was not large enough to satisfy the 500 to 1000 response quota advised by Tabachnick & Fidel (2001). After considering all the data collection tools available, the interview, observation and the sampling of results were chosen for this study. After using the interview in previous research, it was easy to concur with Ribbins (2007:207) when he commented that 'interviewing in all its many forms has usually been the most fun,

and with observation, also the most fruitful'. The consultation of the result samples provided a quantitative method to support the other two qualitative methods, as advised by Bryman (2004:454); Johnson & Onwuegbuzie (2004:14) and Creswell (2003:208).

3.2 The sample

The sample pool of 26 participants from the same school, which satisfied the 'boundary' criteria defined by Silverman (2004:127) and Stake (1995), was made up of the following members:

- Two HoDs
- Ten members from Monica's team
- Six members from Catherine's team
- Two student teachers from Catherine's team
- Six members of the SMT

The sample pool size depended on the willing participants from the two subject departments and the SMT. A total of 26 was considered adequate for this study as Ribbins (2007:219) advises that 'there is no one fully satisfactory answer since much depends on considerations of purpose and circumstance'. The perspectives and impressions from each participant brought forth the extent of professional collaboration and revealed the influence of the leaders on their followers (Lieberman & Miller 2004; York-Barr & Duke 2004). The higher tier of the SMT, which works closely with HoDs on a daily basis, was chosen as HoDs are 'a strong link between the opinions of the SMT, teachers and other middle leaders' (Jones 2006:5). Their perceptions of how these leaders 'bridge the gap between the visionary ideas of the top and the frequently chaotic reality of the research and teaching staff' (Kallenberg

2007: 22) were intended to provide respondent triangulation for this study. Spillane (2006:56) adds that 'while the actions of leaders are important, it is in the interactions among actors that leadership practice gets constructed'.

3.3 Research procedures

Step	Action Taken	Persons involved	Outcome
1	Permission sought.	HoS.	Permission given and HoS agreed with choice of HoDs as the rest were newly appointed or had small teams.
2	HoDs approached.	Monica and Catherine have taught their respective subjects for many years.	Both accepted eagerly and encouraged members to contribute.
3	Each team: two observation sessions by appointment.	All members of both teams.	Many details collected. Good start-off.
4	Interviews	Monica and Catherine.	Detailed answers with lots of insight.
5	Interviews.	16 team members.	Detailed answers, sessions staggered over a few months.
6	Interviews.	6 SMT members.	Sessions staggered over a month.
7	Interviews.	Thomas and Gary: student teachers.	Thomas interviewed during first term, Gary during the second.
8	Sample of examination results collected.	Same students aged 12 from group 1, 3 and 5 of both subjects.	Result sample was from half-yearly examinations.

As advised by Pring (2006:6), after the philosophical examination of the nature, relevance and validity of the research; the research questions themselves and the body of knowledge available; the language adopted was 'the common sense language of those who practice'.

3.4 The interview

For the interview to serve its purpose effectively, one must 'find out what is in somebody else's mind but not to put things there' (Ribbins 2007:208). This was adhered to whilst formulating the clear, simple, sequenced questions and throughout all interviews, which were carried out in a one-to-one, face-to-face manner. The interview gave insight into the leadership styles of the HoDs and how these affect their members. The answers given by the interviewees were recorded faithfully and read back to participants at the end of the interview as a form of respondent validation reducing the risk of bias from the interviewer's side (Scott & Morrison 2006:252). All participants were treated with respect, and they talked freely about their work and how things functioned well or not so well. As advised by Ribbins (2007:210), the semi-structured, one-off, schedule type interview was the instrument 'chosen to provide a thorough understanding of the leadership styles currently in place within schools (Willis 2006). It was decided that the questions should cover all aspects of leadership including the five dated but still relevant, fundamental practices of exemplary leadership listed by Kouzes & Posner (1995:9): Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

With the research questions in focus, a long list of questions was reduced to cover what had to be asked rather than what could be asked (Ribbins 2007:215) and reviewed for repetition. Reactions, omissions and gestures were added immediately after the interview and all was transcribed onto an excel sheet the same afternoon, as advised by Silverman (2004). Four interview schedules featuring the same questions were prepared, differing in length according to who the respondent was:

Participant	Number of Questions	Approximate Time Allotted in Minutes
HoD	60	180
Team Member	50	150
SMT	40	120
Student Teacher	20	60

Most of the 'one-off' interviews took more than one sitting as they were quite substantial to collect as much data as possible through asking 'open questions (which) are at the core of qualitative interviewing and have many possible answers' (Ribbins 2007:215). It was then up to the researcher to evaluate wisely and analyse multiple interviews to check reliability, validity and consistency. The interviewer has to be critical since the interview is a setting to which those involved bring different expectations and interests and anything an interviewer hears is potentially suspect (Ribbins 2007:208).

3.5 Observation

When observation is one of the data collection tools, the data 'is not dependent, like survey methods, on respondents' personal views but seeks explicit evidence through the eyes of the observer' (Moyles 2007:237). The two, 45-minute observation sessions for each team served as triangulation to support the interviews, thus increasing reliability. They also proved fruitful at revealing how members interacted with and learned from each other during subject meetings, thus concurring that 'qualitative investigators think they can get closer to the actor's perspective' (Denzin & Lincoln 2000:10). Not to intimidate participants, the observation sessions were not filmed (Moyles 2007:243). The purpose of the observation

was kept in mind to ensure that the 'conceptualisation of the research question is as clear as it can possibly be' (Robson 2002). A semi-structured observation schedule was used to record communications and their patterns 'to minimize, possibly eliminate, the variations that will arise from data based on individual perceptions of events and situations' (Denscombe 2003:194-195). It was compiled around the research questions after consulting several observation check-lists (Bell 2005:188-189; Bryman 2004; Denscombe 2003; Bowling 2002). Contextualising data about the meetings was also recorded here, listing the place, time, duration, seating plan, number of members and the agenda as well as any incident which occurred (Moyles 2007:245). Ranking, from 'well-organised' to 'dysfunctional' was noted at the end. As advised against 'going native - and playing a role within such a group' by Cohen *et al.* (2000:313-314), the observer, a non-participant, sat apart from the team, noting down all interaction between members, thus minimizing the risk of judgement being affected by close involvement. The consent of members was acquired beforehand.

3.6 Sampling of student results and outcomes

Many researchers advise the mixing of qualitative and quantitative methods (Bryman 2004:454; Johnson & Onwuegbuzie 2004:14; Creswell 2003:208) and for this study the mainly qualitative data were triangulated against quantitative data that was derived from the sampling of results. One of the steepest challenges that today's schools have to face is the improvement of student achievement levels which depends on improving teaching practice in general (Goldring *et al.* 2007; Voulalas & Sharpe 2005). Examination results are important statistical information consulted by every country's highest authorities, employment organisations, the education system, the school and parents.

3.7 Validity, reliability and bias

Maintaining a 'friendly, human approach that allows the respondents to answer in their own way, expressing their thoughts and feelings' (Bush 2007:93), helped enhance validity throughout this investigation. It was decided that a high level of internal validity would be reached through 'the accuracy or authenticity of the descriptions being made' (Scott & Morrison 2006:253) and a strong attempt was made to match reality. Future replications of the study with similar cases might yield similar results and thus provide a wider acceptance of the external validity of the findings (Yin 1994:145). Following the quite dated but still sound advice of Fowler (1993) for increasing reliability, all participants were asked the same questions during the interview and the same schedule was used for all observation sessions. At the end of the interview, participants were asked to contribute any personal views which were not touched upon. The observations took place during the morning meetings, so members were not in a hurry to leave to go home (Moyles 2007:239). To reduce the risk of researcher bias, the notes taken down during the observation were participant validated (Scott & Morrison 2006:252) and the data was analysed quickly as advised by Silverman (2004). The researcher was neither a leader/manager in the school nor a member of the departments involved. All this helped to minimize the risk of observer bias by 'selective encoding' of pre-conceived judgements and expectations of what should take place (Moyles 2007:244).

3.8 Triangulation and generalizability

According to Denscombe (2007:138), triangulation does not prove that the researcher has 'got it right' but is a tool for 'providing more support; increasing confidence and reducing the possibility of error'. For this study, respondent triangulation was achieved through

interviewing HoDs, teachers, SMT members and student teachers. Methodological triangulation took place by comparing and contrasting all the data from interviews, observation sessions and the sampling of results (Bush *et al.* 2006; Bush & Glover 2005) as the interview data alone provides 'what people say', while the observation and the sampling of results provide 'what people do' (Ribbins 2007:209). Being a case study, generalizability is limited (Bush 2007:99). As observed by Yin (2003:10), negative criticism of the case-study centres upon its very limited number of cases or even just the one case, and that it cannot be expected to produce generalizable results. In defence of the case study, Yin comments thus:

(case studies) are generalizable to theoretical propositions and not to populations or universes. In this sense, the case study does not represent a 'sample', and in doing a case study, your goal will be to generalize theories (analytical generalization) and not to enumerate frequencies (statistical generalization).

(2003:14)

3.9 Ethical considerations

For this project, the BERA (2011) research guidelines and the Research Ethics Code of Practice of the University of Leicester were adhered to. Throughout the research, the rights of the participants were protected by 'maintaining privacy, anonymity and confidentiality, and avoiding harm, betrayal and deception (Cohen *et al.* 2000:50) and the questions were clearly explained to participants. The name of the school and all participants were anonymized throughout (McNamee & Bridges 2002). Participants were granted their right to retreat from the research at any time. Care was taken when compiling the interview so as 'to avoid causing (both physical and) psychological harm to participants' (Busher & James 2007:112). To increase privacy and anonymity (Walford 2006:88) only the participants were

informed about the research project and the subject of the departments was not mentioned in the report. The participants' contributions towards the results was emphasised as important and of great benefit to subject department teams and leadership styles in general, especially since local research in this area was so limited. Their answers were read out to them after the interview to make sure they were satisfied, a step towards ensuring validity (Denscombe 2007:201).

3.10 Analysing the data.

As Watling & James (2007:350) proclaim, 'analysis is not, in practice, something that can only be considered at the end' as 'some decisions about analysis may actually precede important decisions about methods' (ibid. 350). The very choice of research project is in itself an analysis of what is interesting to learn, what will work and what is hoped to be accomplished. Even the choice of approach, qualitative or quantitative and the methods used, is analysis. During the gathering of qualitative data, analysis takes place throughout the research process and this, according to Watling & James (2007):

means making a series of deliberate, critical choices about the meanings and values of the data you have gathered, making sure that your decisions can be justified in terms of the research, the context in which it was carried out and the people who were involved in it.

(2007:352)

The process experienced to 'contribute something that was not already known' and moving from the 'what' (information) to the 'why' (knowledge), through to the analysis stage, helps 'identify the core elements of the phenomenon' to arrive at the underlying principles that explain the phenomenon' (Denscombe 2003:119). This is a 'bricolage process – a pieced-together, close-knit set of representations that are fitted to the specifics of a complex

situation' described by Denzin & Lincoln (2003:5). It is what actually happens in our lives every day, as we strive to understand difficult situations, find solutions and do our best to arrive at knowledgeable judgements. However, 'when we call it research we need to be more reflective, more systematic, more critical and more accountable in the way we proceed' (Watling & James 2007:354). When analysing qualitative 'data', the Latin meaning of which is 'things that are given', not only the spoken word is noted, but even gestures and body language, as sometimes these speak a truer picture than words (Keats 2000). So, after each interview or observation session, notes were taken to record any particular reactions, incidents and deliberate omissions, as advised by Denscombe (2003:269). The aim of this qualitative research was to bring out understanding, interpretations and values rather than facts, measurements and information (Watling & James 2007:355), therefore great care was taken to avoid 'the special temptation' of 'anecdotalism', where 'a few well-chosen examples' are used to illustrate the findings, thus compromising validity (Silverman 2000:176). The daily transcription of the data onto an excel sheet greatly simplified the process of analysis.

3.11 Positionality

During the data collection, no problems were encountered regarding the truthfulness of the answers of any of the participants, and a great effort was made to keep the participants comfortable during the interviews and the observation. Being an 'insider researcher' as a teacher in the school, the researcher was also an 'outsider researcher' to some extent, not being a member of the departments featured in the study. From the positive atmosphere present during all data collection sessions and the results obtained, the researcher feels successful at attempting to be a good 'instrument' throughout the project as it is 'the

Comparing the Leadership Styles of Two Heads of Department at Carnelian School: Comparative Case Studies.

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researcher - rather than the survey, the questionnaire or the census tape (who) is the instrument...' which makes or breaks the study (Richardson 2003:501).

4.0 Presentation and analysis of the Findings: The interview

The aim of this substantially qualitative study was to discover how different leadership qualities and approaches promote specific aspects of management which can make a department more effective. The data collected from the interviews and observation sessions proved very valuable as ethnographic research to really understand how both teams functioned. The two HoDs were given fictitious names, Monica and Catherine. Monica has been leading her team of fourteen members for six years and Catherine, a team of six members for eight years. The following is the presentation of the findings and their analysis based on the research questions.

4.1 What are the similarities and the differences between the leadership styles of the two studied HoDs?

4.1.1 The similarities, drawn from the answers given by the studied HoDs themselves

Both leaders use sets to cater for students' levels and accept projects with enthusiasm, which they pass on to members. They moved into the role to lead, motivate and help their teams co-operate and share. They deem deadlines as necessary and they plan ahead and prepare well to avoid pressure. They are satisfied with almost all of their members' level of effectiveness, collaboration, expertise and professionalism, are positively influenced by members' enthusiasm for projects but would be happier with more sharing. They give members their personal contact information and communicate regularly through formal/informal meetings, emails and telephone. Both encourage members to attend in-

service training and claim their interest in members is genuine. They don't ask members about their studies but information is appreciated. All members are receptive when contacted regarding departmental matters and sufficient feedback is delivered, sometimes after reminders. Both leaders and their members believe teams can reach a higher level of effectiveness with a leader. The HoDs feel accepted by their team as they are asked for and given help whenever necessary. Through connections both leaders had outside the school, their teams train students for international competitions. They claim that success and credit are shared with members and students and use a 'show of hands' for group decisions. They set the example of putting team goals before self-interest and creativity, such as subject blogs to help students on-line, is appreciated by both leaders. Members approach them with confidence and the leaders are open to discussion when members disagree. They bridge gaps between their team and the SMT by being honest and finding common ground after listening to both sides. Their departments do not have a subject common-room. They admitted needing support sometimes and they get it from other HoDs, EOs and the SMT. Both take over lessons when members are away sick for long and they admire leaders who practiced what they preached.

4.1.2 Analysis of the similarities, drawn from the answers given by the studied HoDs themselves

Both HoDs take their leadership role seriously and by providing ability sets to help all students succeed, clearly communicate the school vision which is a fundamental skill of good leaders and can facilitate change and improve the organisation (Yukl 2006:49; Harris 2001). They plan well, are good communicators and keep constant contact with members, three of

the ideal leadership skills listed by Marzano *et al.* (2005), Cardno (2002) and by Turner & Bolam (1998). They are open to discussion, to innovative creativity and feedback, all indicators of the transformational style according to Crawford *et al.* (2003) and Crawford & Strohkirch (2000). They encourage members to attend training and their students to compete in international competitions, indicating the transformational style by providing a strong learning culture, higher aspirations and a wider spectrum of interests (Amitey *et al.* 2005). They help members put team goals before self-interest by being ‘models of desirable behaviour’ themselves (Turner & Bolam 1998). They are open, practical and down to earth and use their own emotions to understand members – a fundamental skill of effective leadership (Gardner & Stough 2002).

4.1.3 The differences, drawn from the answers given by the studied HoDs themselves

Topic	Monica	Catherine
Moved into the role to:	Have a say in syllabus, exam papers and change what she did not like.	Have power to promote the subject and facilitate hands-on experience for students.
Advantages of the role:	Management and being a voice for the team.	To convince members of the need for change and implement it.
Disadvantages of the role:	Periodical pressure.	Some members see her as a watch-dog.
Reaching deadlines:	Copes through much personal effort. With fewer lessons, could help members meet deadlines with less pressure.	Just passes on deadlines to members as she believes that the real weakness lies with the HoD head office.

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<p>Relationship with team:</p>	<p>Always finds volunteers for mid-day break activities. One member does not deliver and this upsets Monica. Contacts members according to their abilities and the matter at hand. Once felt hesitant to approach a teacher with problems. Informed of and encouraged an active/creative member to apply for a high-quality job and would do it again. Tries to solve departmental and disciplinary problems herself, before approaching HoS.</p>	<p>Helps members to implement new syllabus but makes no pressure. All members deliver. Members accept work assigned as they know action is necessary. Never felt hesitant with any member. Never informed members of high-quality jobs. Complaints about work-space, setting students in groups, teachers' workload and disciplinary matters are immediately directed to HoS.</p>
<p>Reluctance for meetings:</p>	<p>Members reluctant for meetings are the ones with a light load! If late, Monica calls them.</p>	<p>Members never reluctant for meetings – they are punctual and look forward to meetings.</p>
<p>Feedback:</p>	<p>Monica gives feedback immediately to individuals. It is given during meetings to small groups, the team or the SMT.</p>	<p>Catherine up-dates regularly to be able to give student-oriented feedback given on the morrow after observation.</p>
<p>Workload and class distribution:</p>	<p>Asks members for teaching preferences and prepares tentative time-tables for HoS. Teaching of other subjects is considered when delegating work. Complaints are rare.</p>	<p>Does not ask members to express their teaching preferences and does not prepare tentative time-tables for HoS.</p>
<p>Emotional intelligence:</p>	<p>Uses her own emotions to understand and help members going through emotional stress. Shows her emotions clearly and admits to them easily.</p>	<p>She is honest about her own work pressure, is always diplomatic and keeps her comments general. Follows members with personal problems if informed.</p>

4.1.4 Analysis of the Differences, drawn from the answers given by the studied HoDs themselves

Monica wishes for more time in which to support members to reach deadlines without stress – a skill attributed to the role of HoD in the Turner & Bolam model of 1998. In contrast, Catherine is unhappy about being considered a ‘watchdog’, just passes on deadlines and urges members to keep abreast – ‘active vigilance of the leader whose goal is to ensure that standards are met’, one of the three first-order factors listed by Kurland *et al.* (2010:11) for the transactional leadership style. De Lima (2008:166) stated that ‘strong professional teacher leaders collaborate professionally with their colleagues and, importantly, they are also able to make them collaborate with one another’ which shows why Monica is upset about the one person who hinders the complete collaboration between members. By encouraging a member to apply for a high-quality job, Monica satisfied another ‘ideal leader’ criteria listed by Leithwood *et al.* (2004) while Catherine had no example to mention. Monica shows her emotions and admits to them which takes confidence and ‘the ability to understand and manage moods and emotions in (herself) and in others which theoretically contributes to the effectiveness of managers (George 2000). Catherine is very diplomatic and her comments are always general.

An important difference in their leadership style is that Monica asks her members for their teaching preferences for the following year and prepares a tentative time-table for the HoS to consider whereas Catherine does not. Thus, Monica tries to fulfil the higher order needs of her members, namely ownership, belonging, competence and meaning (Spitzer 1995; Glasser 1998). The SMT gathers this information from all team leaders and individual teachers. Only Catherine’s members miss this opportunity.

4.2 What are the teachers' and the SMT members' perceptions of the leadership styles of the two studied HoDs and how do they react to them?

4.2.1 The perceptions of Monica's team regarding her leadership style

Ten members, of whom one joined this year, participated in the research. All agree Monica has good leadership skills and manages the department professionally, fairly and efficiently. She puts members in work-groups for support and learning and encourages team-work and sharing. Members give her personal contact information and approach her with confidence as she is receptive, easy to relate to and takes quick action to help. She answers emails even after school hours and during holidays. Before the school year commences, she gives members ready-to-use schemes of work. She worked on the new syllabus so she could 'own' it and help them. They see her as dedicated, humane, organised, understanding, patient and an expert in her field. Her feedback is prompt, clear and effective and uses her expertise to help with decisions but never decides on her own.

Monica is our leader in every sense. I feel we are much more effective than any team I have worked in, where no HoD was present. Besides, she is practical, friendly and always appreciates our efforts. She never keeps success and credit for herself but celebrates with all of us. We are proud to be her team.

(Jodie from Monica's team)

Members said Monica monitors students' setting in ability groups, their homework and progress. She attends in-service training with members and informs them of relevant after-school training. Goals, issues, projects, resources and new techniques are discussed in detail

but in an informal manner during meetings. She gives advice, support and ideas, with ways to develop them. Work is divided fairly with enough time for projects. Members verified that Monica delegates work according to abilities and workload, making complaints rare.

Although pressure exists, Monica tries to minimize it by making deadlines reasonable. Her enthusiasm is so contagious you cannot help but contribute fully to reach goals when you see her dedicating her break-time to train students for international competitions. Her encouragement and praise motivate us into collaborating and delivering more.

(Theodora from Monica's Team)

Communication is good, effective and helpful. Monica shares subject jokes and follows members' progress when hospitalized or sick, up-dating them when they return to work. She organises Christmas and Easter parties, prepares some of the food herself, sends greetings and buys members gifts when celebrating special occasions. She worries when members have personal problems she cannot help with and she fights for their rights:

Once, a class I did not teach did badly in exams and an assistant head came into class and demanded an explanation from me in front of my students! When I pointed out his mistake he left but I was shaken and hurt. I told Monica and she went to the HoS immediately and the assistant head apologised for his mistake and his unprofessional conduct. Not all HoDs would act the way she did – she fights for us.

(Justine from Monica's Team)

Monica takes feedback to her superiors when members disagree with procedures imposed on them. Members confirmed she asks for their teaching preferences and prepares time-tables for the HoS's consideration. She has a positive attitude, treats members like family and encourages them to put team goals before self-interest but checks no-one suffers to meet deadlines. Achievements, innovation and creativity are appreciated by her and shared

among all. She is empathic towards members' feelings and she monitors their emotions. She is honest and direct and shows her positive and negative feelings.

When three members were late for a meeting, Monica remarked about it, and through respect for her, it was never repeated. She tries to distribute student levels according to our preferences although we understand there are time-table constraints. I cannot remember an occasion where we disagreed strongly about something because she manages the group well and we know she is always on our side.

(Carol Anne from Monica's Team)

Less positive comments:

Not all members contribute the same effort, some teach other subjects and being such a large team, they only work closely with year-group members. One member feels Monica should be stricter with teachers who slacken.

4.2.2 Analysis of the perceptions of Monica's team regarding her leadership style

Monica encourages team work and the sharing of ideas, is pro-active, organised, direct and clear, thus working with members 'to shape school improvement efforts and take some lead in guiding teachers towards a collective goal' (Harris 2003:316). Members respect her for planning reasonable deadlines, a component of 'Idealised Influence' from the transformational model (Bass & Avolio 1993) which states that the leader receives respect and trust from members who adopt the same values and ideals of their role model. By working hard, she motivates members' enthusiasm and commitment and they contribute more, another indicator of the transformational style put forward by Mulford & Silins (2003) and Frese *et al.* (2003). The sharing of subject jokes supplies some 'fun', one of the higher

order needs listed in the 'Choice Theory' by Glasser (1998). Members think Monica has good leadership skills and 'owns' any changes and new methodologies to distinctly deliver to members, a strategy attributed to the transformational leader by Stewart (2006); Ylimaki (2006) and Harris (2005). She treats members like family, asking for their teaching preferences, giving praise, sharing success and following each member individually, all actions which provide for the higher order needs of achievement, affiliation, ownership and recognition (Spitzer 1995) and of survival, love and belonging (Glasser 1998). Through this kind of support and backing, Monica 'transforms the school, providing good conditions for teachers to operate effectively and for students to learn' (Dinham 2005:335; Davis *et al.* 2005). Members approach her with confidence and she never takes decisions on her own, indicating the transformational style (Voulalas & Sharpe 2005; Mulford & Silins 2003; Newman *et al.* 2000). She lets her own positive and negative feelings show, which, according to Barling *et al.* (2000), emanates from the transformational style and helps leaders 'to solve problems in the organisation more effectively' than transactional or laissez-faire leaders. None of the members suggested any changes to her leadership style.

4.2.3 The perceptions of Catherine's team regarding her leadership style

Catherine leads six members, of whom five have been working together for an average of four years and one joined this year. Members claim Catherine has a high level of expertise and commitment and is dedicated, friendly, attentive, caring, realistic, approachable and helpful. She communicates team goals clearly and all members give her personal contact information. She never skips meetings, is punctual, checks attendance and consults with members regarding departmental matters. Some members believe meetings promote

collegiality, get projects done and render the team more effective through sharing of ideas. Catherine shares her experience and resources with all and her passion for the subject motivates members to encourage students to choose the subject as 'special option'.

Deadlines are reasonable. Catherine is always ready to try out new methods giving her input and feedback regarding our ideas but unfortunately, we do not seem to be able to work together on projects. Catherine linked a fieldwork outing with another subject but did not take any of us members to learn from the experience. I would have gladly joined her with my students to benefit from this new venture!

(Hugh from Catherine's Team)

All members except one said Catherine greets challenges with enthusiasm and responsibility, especially those with practical learning outcomes. She is organised, efficient and professional. Catherine notes members' skills and training and they feel that her interest in them and in reaching goals is genuine. She frequently asks after a member with vocal problems. All members except one agreed that decisions are democratically taken and when this fails, Catherine finds a compromise. Conflicts are rare, opinions are heard and new ideas tried out. A member who teaches another subject feels proud when Catherine approaches her for help. They said Catherine is diplomatic, calm and respectful, does not show her inner feelings and keeps her comments general. All members except one said that Catherine shows empathy with stressed teachers, offers help, forwards members' complaints to the SMT and keeps strict professional relations with members:

We have been working together for quite a few years but somehow, I do not feel any closer to her than the first month we were working together. Catherine is helpful, professional and impresses you by her love of the subject but I don't feel close to her at all. I wish we could be like other teams – they even have small parties at Christmas and Easter time – we never do.

(Natalia from Catherine's Team)

Less positive comments:

A member would appreciate:	Catherine offering more help with her problems and more innovative ideas.
A member wished that:	Catherine would not lead 'by the book' so often.
A member thinks that:	Catherine cannot understand the problems of teaching weak/illiterate students as she only teaches the high flyers and that no-one in the team feels comfortable enough to open-up and say how they really feel about things.
Two members complained that:	<p>They do not really work together on projects. Although Catherine promotes creativity and opportunities are open to all, initiative only comes from individuals.</p> <p>Resources are never shared, apparatus and lab-space are scarce and the whole team is never together due to time-table constraints.</p> <p>Time allotted to meetings could be invested in the planning of educational excursions/making new resources/preparing examination-papers.</p>
One member complained that:	Little or no help came from Catherine during her first year when teaching the basic skills class with no syllabus, resources and appropriate examination-paper.
All members complained that:	Catherine does not ask them to express/discuss their teaching preferences regarding ability and age of students as other HoDs do.
None of the members:	Gave instances of the sharing of success.

The two comments that follow confirm that conflicts, reflecting staff discomfort about expressing personal views, are rare:

No-one ever discusses time-table load – that is unacceptable. If you get full load one year and you do not complain, you always get full load after that. I never seem to get the high-ability students either, Catherine keeps those to power her on. It is a lost battle!

(Diandra from Catherine's Team)

Preferences about teaching year groups or abilities are NEVER discussed. For six consecutive years I have taught the least able, the most troublesome or the foundation group. Certain members always get the better classes and the HoD always teaches the highflyers. We never bring up these complaints during meetings – they are entirely taboo.

(Flavia from Catherine's Team)

4.2.4 The analysis of the perceptions of Catherine's team regarding her leadership style

Catherine's members appreciate her efforts to motivate them 'to achieve such goals by promoting the building of the right culture and climate (Leithwood & Levin 2005:14; Dimmock & Lee 2000). The linking of subjects and Catherine's enthusiasm for positive learning outcomes is an indicator of the transformational style (Murphy *et al.* 2007) when 'leaders see that there are various processes going on which enable followers to work together'. However, since Catherine did not ask members to accompany her, the 'working together' opportunity was lost. She appreciates input of innovative ideas and contributes her own, again indicating the transformational rather than the transactional or the laissez-faire styles (Crawford *et al.* 2003; Crawford & Strohkirch 2000). She is not too proud to ask for help from members who teach other subjects; a transformational component of 'Individualised Consideration' (Bass & Avolio 1993) which mentions open communication for

support, encouragement and sharing of ideas. In contrast, hiding her inner feelings, keeping her comments general and nurturing professional bonds with members after many years working together, points to the lack of connection between EI and the transactional style. Barling *et al.* (2000) claim such leaders show no 'empathy or reflective insight on the leader's part' and 'they lead in a transitory manner, focusing impersonally on the task in hand, building no emotional bonds with any of the followers (Daft 1999:427). The 'still lacking' strategic resources of the syllabus and examination-paper for basic skills, indicates the laissez-faire style as Crawford (2005:14) found out while investigating the relationship between knowledge management and leadership styles. Members verified that Catherine does not ask for members' teaching preferences, does not prepare tentative time-tables for the HoS and does not tolerate discussion of these topics during meetings. This again displays lack of EI as 'emotion plays a large part in how a leader will demonstrate competencies that inspire the subordinate to follow the manager's vision' (Kiprotich Bii *et al.* 2012:810) and the control exercised by the leader who adopts the transactional style to make followers conform (Hallinger 2003).

4.2.5 The findings and analysis of perceptions of student teachers from Catherine's team regarding her leadership style

Please see Appendix 1, p 102, for the findings and analysis of the perceptions of student teachers regarding Catherine's leadership style.

4.2.6 Perceptions of the SMT regarding the leadership style of both HoDs

Five members have known both HoDs for between four to eight years and one member for eighteen months. All assert that both HoDs work hard to keep their teams connected and organised and put members in year-groups to practice collegiality. They are professional, determined and committed and encourage use of technology for lesson delivery. They give first place to students and school and see to the concerns of teachers, with whom they have good relationships. Good work liaisons exist between the SMT, the HoDs and their teams. Both are available for discussion with members and the SMT. They help during examinations and are experts in their subject and at managing change. Their feedback is prompt, effective and positive and they analyse results and act immediately. They check students' ability-group placing and their progress. They persuade rather than order members about and they involve parents. They keep deadlines and chair other School Development Teams.

Subject meetings of both leaders are regular with all members present when I drop in unannounced. They are efficient, good team players, have good personalities and they respect authority. They encourage creativity to solve problems and consult with the SMT before taking decisions, approaching with the right attitude and abiding by decisions taken. All members are committed because these HoDs set the example.

(SMT member)

SMT members said both HoDs help with the classification exercise according to the abilities of members and there are usually no complaints. Their members seek their advice, success is shared and they encourage in-service training. All their projects are of a high level, effective and successful. They are genuine, mature and experienced people who inform the SMT about teachers with problems. SMT members said these leaders take up challenges with

enthusiasm for their students' benefit, step in for teachers away on long sick-leave, focus on the human aspect of teaching and take care of NQTs.

These leaders keep me strong when work gets tough. More informal meetings are necessary and every department should have a leader. It is much more efficient to communicate with the HoD, who in turn delivers clearly to members, than to deal with a large number of teachers without leaders.

(SMT member)

SMT members claimed Monica checks that teaching and methodologies agree with the school vision and empowers members. She is pro-active and starts placing students in ability groups during the summer holidays. She cares for members and keeps in close contact, following their progress when sick. She has a positive attitude towards curricular change and shares her teaching experience. She is not a calm person but a good decision maker. She loves her subject and is enthusiastic about innovative approaches, subject competitions and 'O' level results.

Monica possesses a highly professional work attitude, helps all members, monitors students' progress and moves them to a more suitable set even during the scholastic year if necessary. She asks for members' teaching preferences to negotiate with the HoS and sees that all are happy in their work-group.

(SMT member about Monica)

Monica appreciates when members give subject information to students on-line. Despite having taught the subject and led the team for many years, she still shows great enthusiasm, prepares new material for her students and inspires members with new ideas. This is a good example for her team.

(SMT member about Monica)

SMT members claim Catherine delivers a clear school vision to members and motivates students by involving them in projects, fieldwork and national fairs. She is a calm person

with strong leadership skills who understands members' needs. She has a dynamic teaching approach for the subject and co-operates/discusses subject related issues with the SMT. Catherine is always on the front-line in staff related matters and encourages the sharing of innovative ways of lesson delivery.

Catherine is enthusiastic about mentoring new teachers who find her help highly beneficial. She is good at department organisation, getting new equipment and promoting the use of new technological resources. She pays attention to detail and involves all members. She advised a member with class management problems to attend a specialized course and supported another to teach a particular topic.

(SMT member about Catherine)

Catherine tried to negotiate workload with the SMT only once, when a member wanted to teach a certain group. She does not present her members' wishes regarding which classes they want to teach. We are not happy that her team have no schemes of work for basic skills students who have to sit for the same examination-paper as the high flyers. She does not rotate high-ability students between members – she teaches those.

(SMT member about Catherine)

4.2.7 Analysis of the perceptions of the SMT regarding the leadership styles of both HoDs

The SMT members used the same positive adjectives used by members to describe the HoD's. We find that many of these attributes were listed by Cardno (2002) as skills of the capable HoD. They are not afraid to involve parents as stakeholders which creates 'powerful strategies that enable people to question and alter certain values and beliefs as they create new forms of learning within and between schools, and across levels of the system' (Fullan 2005:60). They encourage creativity and training, manage change well, are enthusiastic

about challenges and give more than is expected of them, showing ability to share a clear vision with members and creating a good climate for change to improve the organisation (Harris 2001). Their example, hard work, support for members and the positive approach and respect towards the SMT, satisfy the four abilities attributed to competent HoDs by Turner & Bolam (1998): motivation and support for members; strong leadership; accessibility and a model of desirable behaviour.

From the comments of the SMT, it can be deduced that Monica employs the core aspects of the transformational style, making leaders good at recognising the need for change and to fight the barriers hindering it (George 2000). Her love of the subject, interest in achieving better results, her fairness, availability, discipline and respect for members and authority, facilitate change even further.

The SMT claimed that both leaders help with the classification of teachers and preparation of tentative time-tables. But, whereas Monica admits this and it was verified by her members, Catherine denies it, indicating the laissez-faire style where 'the leader avoids making decisions, abdicates responsibility and does not use his/her authority' (Antonakis *et al.* 2003:265). Therefore, she helps with the classification based on her own decisions – not according to her members' teaching preferences and always teaches the high-ability students herself. She chose to negotiate for a member only once - thus choosing between members. There was no example of the sharing of success from Catherine's team and the work-space problem has to be settled by the HoS and the technicians. Such a 'hands off' approach for 'making the best possible use of a strategic resource' through sharing and collaboration is a negative predicator between the laissez-faire style and knowledge

management (Crawford 2005; Bollinger & Smith 2001:14). She is attentive to detail, indicating the transactional style but then, basic skills students are still without a syllabus and they have to sit for the same paper as the high flyers – pointing to the laissez-faire style as Catherine ‘chooses to evade taking action of any kind’ (Stewart 2006; Bass & Avolio 2000; Bass 1999), avoids making decisions and hesitates in taking action (Judge & Piccolo 2004:756).

4.3 What kind of learning cultures are encouraged by each of the two studied HoDs to promote departmental team building?

All members of both teams contribute and collect fresh ideas from other school teams they form part of and hold two weekly scheduled meetings as all members cannot be together, due to lessons.

4.3.1 The promotion of departmental team building drawn from the answers given by the studied HoDs themselves

Monica	Catherine
Generates own enthusiasm for challenges to influence members; inspires and motivates them as a good role model; uses all the techniques she has mastered.	Passes her enthusiasm for practical sessions to members; shares her success stories; is fair to all; sets the example; shows members how to tackle problems.
Calls members her 'children' and they welcome her interest; opens opportunities to all members; promotes the planning of lessons with other subjects. She feels proud members consider her as family and inform her of progress when sick.	Her interest in members is never unwelcome; offers help to members who are studying; members appreciate when she explains difficult aspects of the syllabus clearly. She personally follows members facing any difficult problems.
Her team responds with varying degrees if challenge is worthwhile; reaction is weak if it is meaningless; gives her honest opinion and agrees with members if they are right.	She presents aims and targeted out-comes of new challenges; shows how they can be less time-consuming by using available resources; obtains resources quickly.
Sends schemes of work to members/NQTs before school starts; sees they are happy in their work-group.	She gives diplomatic advice with alternative solutions to members/NQTs when approached throughout the year.
Tries to bridge differences of opinion through approaching members individually.	Uses compromise to bridge differences; when only some members are concerned, she stays out of it.

4.3.2 Analysis of the answers given by the studied HoDs themselves, regarding the promotion of departmental team building

Both leaders influence members through their enthusiasm, deliver a clear school vision and when they present challenges, they employ all their experience to help members succeed. These, according to Bass (1985), indicate the transformational style, in his dated but seminal writing about the way 'in which the leader conveys the task's value and importance to the organisation, the more clear the vision, the stronger the awareness and energy roped in from the members'. Monica encourages lesson planning with other subjects, an indication of a transformational leader who sees that 'there are various processes going on which enable followers to work together' (Murphy *et al.* 2007). Catherine uses 'Intellectual Stimulation' (Bass & Avolio 1993) a component of the same style, when she helps members who are studying and shares ideas for re-cycling materials and resources. When members disagree, Monica approaches them individually to get personal opinions to bridge the difference. Likewise, Catherine tries to use compromise but when a problem concerns only some members, she takes no action – an indicator of the transactional style 'where leaders intervene only after non-compliance or mistakes by followers' (Kurland *et al.* 2010:11; Antonakis *et al.* 2003; Bass & Avolio 1994).

4.3.3 Perceptions from Monica's team regarding the promotion of departmental team building

Monica's team feels proud of being 'hers'. She promotes team building activities and checks that everyone is happy in their work-group to discuss and share. She tries to make their work

easier so members reach deadlines with less stress. She is a good, caring leader; a colleague, a mother, a friend and a guide:

When I was sick in hospital, Monica came to see me and sent me messages. She took some of my lessons to reduce pressure on members. She makes you feel important to her, making the work worthwhile. We know her intentions are always good and she looks out for us. She is what every department team could wish for: organised, dedicated, trustworthy, supportive, fair and honest.

(Helga from Monica's Team)

Members said that Monica's praise and personal interest encourages them to be more united and effective, while her love for the subject, the sharing of her experience and her example, motivates them to work harder together. Things run smoother due to her dedication to the team, the SMT and the students. She moderates differences by finding a balance after all are heard and strategies discussed. She is determined, open to new ideas and keeps them organised. Members feel free to give their opinions to her and the team. She explains why members need to do work which she shares as one of them.

As a new teacher to the school myself, I found Monica to be very supportive and understanding as she knew that I was used to teaching in a different school and ambience. With her leading the team, I feel very secure and well-organised. She understands our needs and time constraints and helps us to think positively so conflicts don't develop.

(Georgina from Monica's team)

She communicates their ideas directly to the SMT and fights for members' rights when cases arise. She gives members information which can help learning. When Monica introduces NQTs, she puts them in their year-group and assigns members to help them but monitors them herself. She immediately involves them in projects and supplies them with useful

resources. She does not organise BBQs or lunches after school but plans quality time at school for small get-togethers at Christmas and Easter.

No matter where and how hard you search - you will never find a better team than ours. My mind is always at rest that Monica will never set me up in any way or neglect my well-being. She is like family, I can go to her with any problem and she will do her best to help. I sincerely cannot imagine our team without her leading us. She is our greatest asset.

(Godfrey from Monica's Team)

4.3.4 Analysis of the perceptions from Monica's team regarding the promotion of departmental team building

Monica reverts to 'Individualised Consideration' (Bass & Avolio 1993), a transformational style component, when she checks that all are happy, comfortable and free to communicate in their work-group. She is a good moderator between the team and the SMT and her members confirm what Marzano *et al.* (2005) stated regarding teachers' appreciation of leaders who 'give them individual attention, provide inspiration to solve issues in a different manner and who share the team's responsibility'. Members verified that she fights for their rights, takes care of NQTs, explains the necessity of tasks and deadlines and contributes in everything – all indicators of transformational behaviour based on care, respect, encouragement and support (Mulford & Silins 2003) which in turn, makes followers respect, admire and trust the leader (Bass 1985). Members think highly of Monica's kind gestures, subject jokes and get-togethers which help to keep the team strong and close-knit. These actions show EI which helps build confidence in members and determines effective leadership potential (Palmer *et al.* 2001). Monica is considered a transformational leader by

her members as she exerts a strong influence on them, creating a great emotional link, thus making it easier for them to identify with her (Sivanathan & Fekken 2002).

4.3.5 Perceptions from Catherine's team regarding the promotion of departmental team building

Only subject matters are discussed during Catherine's meetings, no matter how important something might be to members. She does not take part in projects herself but delegates to members, giving advice, resources and support. She does not assign members to help NQTs but monitors them herself. She acts as co-ordinator between the EO, the SMT and the team. Her passion for the subject and motivation produce different ideas which help members create enjoyable lessons.

Two members feel that team building is not given importance as they work mostly on their own and there is no sharing except for website addresses:

We are not given schemes of work like other teams, to have perfect continuity between levels and year-groups. We are not encouraged to work together and we do not share resources – so workload is enormous! To be fair, Catherine did encourage me to apply for the post of HoD.

(Astrid from Catherine's team)

A member wishes that Catherine would be present to promote the subject during 'option week' as few students choose the subject as 'special option'. Another member said conflicts are rare because everyone is afraid to show how they really feel about things – especially delegation of work and assignment of classes.

Her feedback is always about exam papers – never about our teaching. I don't offer feedback anymore as once I had a good group of students who loved the subject and worked hard and I told her how

happy I was working with them. I never saw another one of those students in my classes ever again! I never get the high flyers...

(Flavia from Catherine's Team)

By not asking members for teaching preferences, Catherine hinders team building and motivation as one member expressed:

She never asks which levels and year-groups we prefer to teach to pass to the SMT. All other teachers are asked – even those without a HoD. This year I had five schemes to work on, two extra-curricular lessons a week and a course to attend. Other members had one scheme and nothing else. That's unfair. We all have families and a life to live.

(Marvic from Catherine's Team)

4.3.6 Analysis of the perceptions from Catherine's team regarding the promotion of departmental team building

Catherine's absence at subject promotion week is an indicator of the laissez-faire style where leaders 'are absent when needed' (Judge & Piccolo 2004:756). The lack of importance given to team building, members working together on projects and the sharing of resources reveal the absence of a knowledge management system to 'connect people to enable them to think together and to take time to articulate and share information and insights' (Bollinger & Smith 2001:44). Keeping to hard and fast rules and procedures during meetings denotes the transactional style with no 'empathy or reflective in-sight on the leader's part' (Barling *et al.* 2000). The laissez-faire style where 'the leader avoids making decisions, abdicates responsibility and does not use his/her authority' (Antonakis *et al.* 2003:265) is again indicated when Catherine does not take the opportunity of asking members for their teaching preferences or see that the delegation of work is fair on all members. And not co-

ordinating the compilation of schemes of work after so many years of leading the team denotes that her one goal is to ensure that contractual obligations and standards are met, as described by Kurland *et al.* (2010:11) in the three, first order factors of the transactional style.

4.3.7 Perceptions from the SMT regarding the promotion of departmental team building by the studied HoDs

Aspect	Both	Monica	Catherine
Ways in which the HoDs keep teams connected; expand their skills; encourage team building.	<p>Are: humane, good role models.</p> <p>Have: good relationships with members; regular meetings; frequent communication.</p> <p>Put: members in work-groups for support; involve and empower all their members.</p>	<p>Has a strong bond with members; sees all are comfortable in their work-group; shares tasks equally among members; encourages them to work together.</p> <p>Annually rotates high-ability students so members gain experience; members asked to prepare lessons to share.</p>	<p>Delegates write-ups of certain topics, meeting reports and articles; promotes sharing of lesson preparation in the team; shows confidence in her team.</p>
Ways in which the HoDs bridge gaps between team and SMT.	<p>They: have an open door policy and respectful approach; listen, discuss, try to reach a compromise then take action.</p>		

Ways in which the HoDs help out NQTs.	They: communicate through email since before school starts; instil confidence in them; follow their integration; offer feedback and are available to monitor lessons.		
Educational philosophies of the HoDs.	To be good role models; to be part of one school, one staff, one vision; to be a point of reference for members.	She asks members for their teaching preferences to help prepare a time-table for the HoS to consider.	
Ways in which the HoDs set the example.	The way they carry out their duties shows they belong to the school; they help before, during and after examinations; are generous with their experience.	She works during her break to prepare students for competitions.	

4.3.8 Analysis of the perceptions from the SMT regarding the promotion of departmental team building by the studied HoDs

Although sharing is encouraged, all participants said it is lacking in both teams. Perhaps the leaders need to work on changing members' mentality and organise the sharing, thus starting 'the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl 2006:8).

SMT members commented on the strong, family-like bond that Monica has with members and this was supported by Anita:

She is like my own mother - the way she speaks to us shows she cares for both our professional and personal lives. She is my rock for the subject and personal support. I feel very welcome whenever I ask for her opinion about anything. I remember that due to all the changes the new curriculum imposed on us, we were all a bit angry but she calmed us down and helped us accept the challenge, learn from the changes and succeed as a team.

(Anita from Monica's Team)

Monica bonds the team even further when she rotates high-ability students each year for members to gain experience. She has a high level of EI which enables her to 'influence, inspire, initiate, communicate, create, adept, achieve, empathize, support and serve' (Reed 2005:4).

SMT members mentioned Catherine's secure sense of confidence in her team. However, her members complained that her delegation of work is sometimes unfair and while some members believe she forwards their concerns to the SMT, Flavia does not:

Sometimes I wonder whether she forwards our ideas and complaints to the SMT as she does not even consider our complaints regarding her delegation of work. Once she assigned me two full examination papers to prepare by myself and other members had none! When I pointed out her mistake she promised to be more careful the following year! I had to do the work alone while others did nothing!

(Marvic from Catherine's team)

A reflective and fair leader with the ability to understand the emotions of others would have rectified the mistake immediately but Catherine opted 'to evade taking action of any kind and not show any leadership behaviour' (Stewart 2006; Gardner & Stough 2002; Bass & Avolio 2000; Bass 1999), thus demonstrating the laissez-faire style.

4.4 In the light of this study, what kind of programme of training for HoDs might be put in place to promote successful practices and effective management strategies?

Teachers might hesitate from moving into leading roles as ‘there can be little doubt that leadership is a complicated concept that is imbued with ambiguities, conflicts and contradictions’ (Gronn 2003). Training can transform the hesitation into enthusiasm to take up the challenge of leading a team and making it as effective as possible.

4.4.1 Findings regarding training in leadership drawn from the answers given by the studied HoDs themselves

In Malta, only teachers can apply to become HoDs and successful applicants start in their new role at a new school at the beginning of the scholastic year. No leadership training is offered prior to, or after moving into the role and afterwards, they are only offered training in the setting of examination papers, in the use of technological resources and in mentoring. Leadership training is never included in School Development Plans (SDPs) or School Development Meetings (SDMs) and HoDs cannot attend annual in-service courses in leadership offered on a voluntary basis, as they have to organise and attend their own subject training. Those interested in leadership have to take responsibility of identifying and addressing their own developmental needs, shouldering the burden of financing and attending after school hours.

Having worked in many different schools, levels, age groups, with different SMTs and always teaching the subject was good preparation for the role but not enough for leading. I only wish I was more prepared in leading skills before moving into the role rather than learning from my mistakes the hard way.

(Monica about preparation for the role)

Chairing work-teams at SDMs while still a teacher, helped prepare me for the role. I think that seminars, the twinning of countries on projects, a love for the subject and a passionate interest for research are key criteria for this role.

(Catherine about preparation for the role)

Monica is happier when in-service training is closely related to the subject and beneficial to members. Catherine introduces members to the content beforehand as training is usually addressed towards priorities, difficulties and new methodology. Both leaders inform members of after-school voluntary training but do not insist on attendance.

4.4.2 Analysis of the answers given by the studied HoDs themselves, regarding training in leadership

Their long teaching experience did prepare them for the role as suggested by Turner (2006) that 'abilities and skills are most likely to be learned by the HoD on the workplace through informal learning over the years of experience he/she accumulates in the service'. However, Monica believes, as did all the participant leaders in the research carried out in an Australian independent secondary college by Torelle (2011), that formal training strategies should be offered before the transition from teacher to leader. In contrast, Catherine believes it is enough when 'leadership and management competencies are often left to develop

organically rather than being fostered strategically and pro-actively' (Torelle 2011:14). In Torelle's case study, the school authorities had never invested in creating leadership development strategies as they believed that 'leadership is an inherent individual trait that should be fostered independently by aspirant leaders' (Torelle 2011:124). In Malta, morning training seminars in leadership are regularly organised by the Centre for Development, Research and Training (CDRT) and offered to all Government Civil Servants but HoDs are not allowed to attend due to their teaching load. Therefore, the difficulties encountered by the USA (Murphy & Vriesenga 2006:183), Australia and New Zealand (Chetty 2007) and the UK (McCormick 2009:29) in the shouldering of responsibility and the setting up of systematic training programmes to prepare school leaders, exist in Malta as well and inevitably leads HoDs to be happy when they 'caught what they could on the run' (Ingvarson & Anderson 2007:11). It is about time that, as suggested by Torelle (2011:135) a human resource position shoulders the responsibility of planning and structuring a programme of training for the induction of HoDs as 'the time you invest in developing leadership should be in direct proportion to the importance you attach to it' (Cunningham 2006:44).

4.4.3 What preparatory training for the role of HoD should include, according to team members of the departments of the two studied HoDs

Monica's Team	Catherine's Team
Management; support; examination-paper setting skills; leadership skills; fair delegation of work; communication and team-building skills; making members feel valued; guide lines for building effective, motivated work-teams and the setting of students in their appropriate levels.	Leadership; innovation and change; immersion of new concepts in college culture; administration; innovative technology; getting the most out of members; monitoring performance and the well-being of both teachers and students; organisation of meetings and agendas; conflict management; problem solving in a group and knowledge of syllabus.

4.4.4 Analysis of what preparatory training for the role of HoD should include, according to team members of the departments of the two studied HoDs

The list of topics from members of both teams is impressive and suggests they are aware that 'through good leadership, leaders promote their vision of high-quality education by encouraging organised learning processes amongst teachers, which in turn influence student learning' (Stewart 2006; Harris 2005; Voulalas & Sharpe 2005). Both lists indicate that members do not believe that since no training programme exists, the best HoD is the one with the most experience or that leading and people skills are a built-in package found in anyone who moves into the role. Since the role of HoD is a dual one with 'tensions between the professional concerns of teaching and the demands of management and leadership'

(Clarke 2006:174), they feel that the more training they receive beforehand, the more confident they will be to face the challenges of the role.

4.5 The Observation

During the observation sessions, enthusiasm and a friendly atmosphere were much more evident during Monica's subject meetings than the ones held by Catherine. Monica and her team were eager to be observed during their very first meeting after the summer break while Catherine used the first few meetings to solve the lab-space schedule and for guest speakers. Filled-in schedules and their analysis can be found in Appendix 2, p 106

4.6 The sampling of students' results and outcomes

Bar-charts representing the examination results imply that the students fare better in Catherine's subject than in Monica's. However, after examining all the papers, those set for Monica's subject were far more demanding on the students' intellectual, logical and mental visualization abilities than the one paper set for Catherine's subject. The bar-charts and their discussion can be found in Appendix 3, p 114

All the insight gleaned from the presentation of the findings and their analysis in this chapter provided the knowledge and understanding necessary to draw the conclusions which are put forward in the following chapter.

5.0 Conclusion

This dissertation aimed to compare and contrast the leadership styles of two HoDs who work at Carnelian Secondary School (anonymized) through an in-depth investigation of two case-studies to establish similarities and differences in their leadership styles. Since the one deciding factor for successful organisations 'will clearly be influential leadership and we need a new generation of leaders in order to survive in the 21st century' (Bass & Riggio 2006), this study was intended to discover how different leadership qualities and approaches promote specific aspects of management which can make a department more effective.

5.1 Conclusions

From the analysis of the findings, it resulted that Monica rarely moves out of the transformational style, has a high level of emotional intelligence and has a family bond with her members. In contrast, Catherine continually moves in and out of the transformational, transactional and the laissez-faire styles and her relationship with members is strictly professional. According to Bass & Avolio (2000), 'transformational and transactional leadership are active as well as positive forms of leadership styles' and both 'styles have a place in the classroom and both can help create a positive learning environment' (Hood *et al.* 2009:11). Furthermore, Hersey, Blanchard & Johnson (2000) claim that although the laissez-faire style is negative on its own, it could prove positive in certain situations when used with a variety of other styles. Goleman (2000) further states that:

leaders who have mastered four or more (styles) have the best climate and business performance.

And the most effective leaders switch flexibly among the leadership styles as needed.

(Goleman 2000:87)

In spite of these theories however, the results of this study show that the members led by Monica are very appreciative of the transformational style she uses to lead her team. On the other hand, Catherine's team members are very disturbed when she switches from one style into another, ignoring their first order needs, not shouldering her responsibility of providing fundamental resources, not rectifying her mistakes in delegation of work and not rotating high-ability students amongst members. During the observation sessions, there was much more enthusiasm and confidence evident during Monica's meetings than during Catherine's. The investigation of examination results demonstrates the same as it shows that Monica's team get the better results from the same students as their papers are much more demanding than the ones for Catherine's subject. The following are the similarities and differences in their leadership styles:

5.2 Similarities in the leadership styles of the two studied HoDs

The similarities, derived from the answers of all interviewees and the observation of department meetings and emergent from the transformational leadership style used by both HoDs, are the following.

Both:

- lead with enthusiasm and passion for the subject
- plan ahead and prepare well to avoid deadline pressure
- facilitate learning by setting students in ability groups
- encourage students to participate in international competitions
- are available to members
- are good communicators and moderators between their teams and the SMT
- encourage in-service training

- inform members of voluntary after-school training but do not pressure them to attend
- appreciate creativity and innovation
- feel accepted by their teams
- take group decisions by a 'show of hands'
- admire leaders who practiced what they preached
- desire more sharing in their teams

5.3 Differences in the leadership styles of the two studied HoDs

The differences, derived from the answers of all interviewees and the observation of department meetings, emergent from Catherine's switching into the transactional and laissez-faire styles, are the following:

- Monica asks members for teaching preferences, compiles time-tables for the HoS to consider and rotates high-ability students among members. Catherine does not do any of these things and teaches the high-ability students herself. SMT members claim both leaders help with the classification of teachers but Catherine denies this and tells members she has no say whatsoever.
- Monica's subject has a syllabus, examination papers and resources which cater for all levels including basic skills and she supplies members with ready-to-use schemes of work. Catherine's subject does not cater for basic skills and one examination paper fits all levels.
- Monica shows her positive and negative feelings and her emotions and admits to them easily but Catherine does not show her inner feelings. Monica would like more

time in which to help members reach deadlines with less stress while Catherine just passes on deadlines.

- Monica takes into account the teaching of other subjects and workload when delegating work. Catherine did not rectify her mistake when she gave a member a double load of work while others had none.
- Monica fights for her members when problems with the SMT arise and settles departmental difficulties herself. Catherine immediately refers problems to the HoS, such as the work-space problem, members' teaching load and students placed in the wrong ability set.
- Monica gives up her break-time to train students for international competitions while Catherine does not take part in projects and is never present during subject promotion week.
- Monica links lessons with other subjects and involves all members. Catherine did not share learning opportunities with members when Thomas and Gary presented innovative ways of lesson delivery and when she did not ask members to accompany her when she linked an educational outing with another subject.
- Monica treats members like family while Catherine keeps her relationships with members purely professional and does not give team building much importance, resulting in members not really working together.
- Monica noticed and asked why a member was not participating during a meeting and she solved the problem. When this happened during Catherine's meeting, she did not bother to ask but went on with the meeting.
- Monica starts off the year with enthusiasm from the first meeting and the atmosphere there is friendly and comfortable. Catherine dedicates the first

three meetings of the year for solving the work-space problem and hosting speakers. During meetings, enthusiasm from Catherine's members was only evident when they announced the funding for the project and for joint-subject educational outings.

5.4 Examination results

As confirmed by members of the SMT, although both subjects use ability sets during lessons in class, Catherine's students all sit for the same paper, even the basic skills students. Monica's subject is covered by three different level examination-papers and another for basic skills. After examining them all, it resulted that Monica's papers demanded intellectual, logical and mental visualization throughout, while Catherine's paper was mostly based on fill-in, multiple choice and picture interpretation exercises. Therefore it was concluded that, even though the higher marks were obtained in Catherine's subject, the marks obtained by the same students in Monica's subject were actually better as the papers were much more difficult to work out.

5.5 Recommendations

'Empirical evidence indicates that in the past, learning the skills the role demands, and in particular, that of leadership, has been opportunistic, situational and informal' (Rosenfeld 2008:55). In Malta, leadership training is still not given the importance it deserves. The 'example and influence of the leadership of others as the most important factor influencing their leadership style' (Dinham *et al.* 2000) can be effective for HoDs but a lot depends on *which* style the role model actually adopts. The demands on the role are too great for inadequate and haphazard preparation. A Human Resource Management and Development (HRMD) position created in the Directorate for Quality and Standards in Education (DQSE) to

take care of 'the identification, development and support of team leaders' as suggested by Torelle (2011:133) might be of great benefit. Succession planning and the preparation of teachers for leading roles could thus be made more structural than being 'predominantly evolutionary *on the job* training processes' (Turner 2000:301). The following are a few recommendations which might help set the way forward. It would be of great benefit if:

- leadership training for all teaching grades featured in at least one annual SDM
- teachers meaning to move into leading roles were allowed to attend the short morning seminars in leadership organised by the CDRT
- training in leadership was offered more often on the voluntary in-service course list and teachers thinking of moving into leading roles were allowed to attend these instead of the compulsory training in their own subject
- a leadership training programme was structured together with the CDRT so new HoDs attended leadership sessions on their office days once weekly, as soon as they moved into the role. This way, no encroachment on their teaching and leading responsibilities occurs
- the CDRT offered evening training sessions in leadership for all interested
- the organisation of resource sharing was integrated into leadership training as leaders know its benefits but sometimes, cannot persuade their members. Successful sharing will give members more time for research and to produce new, interesting material for their students

Since the CDRT already organises such training free of charge, it is the identification, planning and organisation which is necessary, rather than financial expenditure.

5.6 Reflections on the research process

Upon reflecting, the idea of investigating leadership styles emerged from a curiosity about what turns a good team into an excellent, more effective one. HoDs and their department teams were chosen for the case study as the few attempts at leadership styles research in Malta involved Heads and Assistant Heads and their qualities, gender differences and delegation of work. The choice of mostly qualitative rather than quantitative methods for this case study provided an exploration of all possible aspects of leadership through an interesting journey into human relationships between people working together in a subject team in a school. The prospect of leading is now more inviting due to familiarity with the different leadership styles, their effectiveness and possible outcomes. Further research could involve a larger number of leaders, male and female, so the outcomes regarding their leadership styles could be compared to these results.

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Appendices

Appendix 1: The findings and analysis of the perceptions of Thomas and Gary, student teachers in Catherine's department, regarding her leadership style

Appendix 2: The filled-in observation schedules of subject meetings of both departments and their analysis

Appendix 3: The bar charts representing the sample of results, their discussion and their analysis

Appendix 4: Schedule of interview questions for Head of Department

Appendix 5: Schedule of interview questions for Teacher in Department

Appendix 6: Schedule of interview questions for Student Teacher in Department

Appendix 7: Schedule of interview questions for Senior Management Team

Appendix 1:

4.2.5 The findings and analysis of the perceptions of Thomas and Gary, student teachers in Catherine's department, regarding her leadership style

Thomas' perceptions about Catherine's leadership style

Thomas was in the school for seven weeks and attended three meetings. He said that members collaborated efficiently in an active, goal-oriented way, listening to each other and contributing ideas and criticism. Approaching Catherine for help was easy for Thomas and she admired his innovative way of lesson delivery which she observed together with the HoS. However, the team did not think out of the box:

I would hate being part of such a team – promoting traditional concepts and oblivious to the change happening around it. Instead of discussing new projects, they promoted assessment through traditional means which inhibit students from getting a real, interesting edge on the subject. In all fairness, I think Catherine is a good HoD, professional, kind, caring with all and knows what she is doing but she did not strike me as the one in charge - a leader with new ideas. She is committed and dedicated but not innovative.

(Thomas, Student Teacher in Catherine's Department)

Although team members were friendly, Catherine did not assign anyone in particular to help him and none shared resources. Some gave him methodology tips on their own initiative. He was upset that Catherine insisted he attended meetings while they were working on

examination-papers in which he was not involved as he wanted to invest the time to create innovative ways to promote the subject.

Analysis of Thomas' perceptions about Catherine's leadership style

Thomas felt the team was not 'selling' the subject in an interesting package to students. According to Antonakis *et al.* (2003) this is an indicator of the transactional style which 'does not present an incentive to teachers' and 'keeping back both the leader and the group from reaching their full potential and level of effectiveness'. However, Thomas thinks Catherine is a good HoD with the positive characteristics mentioned by others. But she is not the 'prominent' person in charge, with innovative ideas – a concept also mentioned by others. Her insistence on Thomas attending meetings indicates the transactional style as she made him conform instead of taking advantage of his creativity, lest other members might try to skip meetings (Hallinger 2003). After Catherine and the HoS observed Thomas' innovative way of lesson delivery, no follow-up observations for members took place. This missed opportunity to share new methodology is an indicator of the laissez-faire style as the leader hesitated in taking action (Stewart 2006; Judge & Piccolo 2004:756; Bass & Avolio 2000). Catherine did not assign teachers in his year-group to help him, which reflects lack of encouraged professional collaboration between members (De Lima 2008:166) and none offered to share resources.

Gary's perceptions about Catherine's leadership style

For ten weeks, Gary observed Catherine giving lessons on Wednesdays and then took over her lessons for the following six Wednesdays. He never attended meetings since none were scheduled on Wednesday.

Her high level of commitment and enthusiasm for the subject is quite remarkable considering that she has been teaching for so many years. From my observations and discussions with Catherine, I think the department is very effective and I never hesitated to approach her. Catherine has experience, professionalism and expertise and is always on task, sometimes too busy to be there for her team.

(Gary, Student Teacher in Catherine's Department)

Catherine checked his progress once a week, lent him her books and prepared apparatus for his lessons. This was Gary's first teaching experience and she taught him different classroom methods. Communicating with her through email was difficult though, as she only answered hers very late at night. Catherine was very appreciative of his totally new teaching method and thought the students would enjoy it.

Analysis of Gary's perceptions about Catherine's leadership style

Gary noted that Catherine was sometimes too busy to dedicate time to the team, which may be an indicator of the transactional style where leaders 'give great importance to detail, rules, procedures, standards and short-term goals' (Daft 1999). Although she had taught him different teaching methods herself, she was appreciative of the new one he adopted, a thing she had already done with Thomas. This reflects the ability listed down by Murphy *et al.*

(2007) when they wrote that ideal leaders provide ‘encouragement and support for their followers to develop all their possible potential’. But again, she missed out on the opportunity to ask members to observe his innovative teaching method and learn, denoting the laissez-faire style by hesitating to take action (Stewart 2006; Judge & Piccolo 2004:756; Bass & Avolio 2000). Gary was a little lost as communication with Catherine through email was difficult and time constraints did not allow him to meet other members at meetings, break-time or in the staff-room so he was cut-off from the communication necessary to build confidence about ‘what the school is doing and why’ (Mulford & Silins 2003).

Appendix 2:

4.5 The Observation

First observation schedule of Monica's meeting

Session number Meeting number	Date Time Duration	Place Seating	Members present Rating
Session 1 Meeting No. 1	26 Sept 2012 9.45am 45 minutes	Classroom HoD on teacher's desk facing members on students' desks	9 Well-organised
Agenda	Observations about HoD	Observations about Members	Incidents observed
<p>Presentation of: New member; half-yearly exam-paper deadlines; reservation list of labs and assigning of Learning Support Assistants.</p> <p>Reminded about: Checking students in ability levels; working on subject competition; getting a good price for student resource and preparation of tests.</p>	<p>Monica took note of missing resources and promised to obtain them quickly. She acknowledged the problem of homework not handed in from older students. She appreciated members' fast response to her emails and gave advice tests. Monica stayed on after the meeting to talk to members involved in basic skills.</p>	<p>Members already knew their work year-groups and were laughing about the close deadline to submit exam-papers as they had to start immediately. All were involved and each group had chosen a proof reader. They showed their concern over their students' ability levels like old friends. All participated and were enthusiastic to start the new scholastic year.</p>	<p>One member seemed aloof and she looked at Monica with mistrust. Monica noticed and asked what was troubling her. Monica calmly put her mind at ease. Later, this member was more relaxed and participative. A member was eager to prepare test-quizzes for the competition.</p>

Analysis of the first observation session of Monica's meeting

Monica accepted immediately to have the first observation session during the first department meeting of the year and had informed and got permission from all members. For both observation sessions, Monica was well-prepared and consulted her agenda notes, moving from one topic to another calmly, informing and reminding members. This showed total confidence in her team and in her own 'ability to understand and manage moods and emotions in (herself) and in others which theoretically contributes to the effectiveness of managers (George 2000). Monica gave the worried member individual attention (Marzano *et al.* 2005) and showed emotion, sensitivity and intuition (Fernandes & Cabral-Cardoso 2003), all indicators of the transformational style. The atmosphere was relaxed and friendly and it was evident that they were all ready to start off with a lot of enthusiasm and energy.

Second observation schedule of Monica's meeting

Session number	Date	Place	Members present
Meeting number	Time	Seating	Rating
	Duration		
Session 2	10 Oct 2012 9.47am	Classroom	10
Meeting No. 3	45 minutes	HoD on teacher's desk facing members on students' desks.	Well-organised
Agenda	Observations about HoD	Observations about Members	Incidents observed
<p>Discussion of:</p> <p>Placement of students in the right levels; time-schedule of labs; progress on exam-papers and content; subject syllabus and Inquiry Based Learning (IBL) training.</p> <p>Reminded about:</p> <p>Preparation of November tests for Form 5 and the purchase of resource for students.</p>	<p>An assistant head came to collect class-lists and went round talking to members, which disturbed the meeting. Monica asked for less noise. The assistant head wanted to talk to Monica alone but she politely suggested meeting later as she had a long agenda. IBL training was voluntary after school hours and Monica did not pressure members into attending.</p>	<p>On entering, all were listening to a member narrating an experience. They handed Monica lists of their students in each group level. While the assistant head was collecting the class-lists, they discussed some problems with certain students and placed themselves in work-groups to pre-prepare November tests.</p>	<p>Monica was polite but firm when the assistant head disturbed the meeting. When a member answered her phone quickly, Monica did not show irritation or make a comment. Monica advised a male member how to help one student with family problems. When members talked amongst themselves, Monica caught their attention quickly.</p>

Analysis of the second observation session of Monica's meeting

During the second observation session of the third subject meeting of the year, Monica was irritated at the intrusion of the assistant head but kept calm and suggested meeting her later. This reaction reflects the transformational style where the leader 'promotes efficiency, cohesion, support and a high level of professional practice (Dinham 2005; Leithwood & Jantzi 2005; Marzano *et al.* 2005). Monica did not pressure members into attending training after school hours which verified what members had said. As stated by Newstrom (2007), 'the personal values, attitudes, strategies, philosophy, skills and traits of the leader' were observed and reflected by the ones being led. The way they organised themselves in groups to plan work for November tests showed how well-organised they are as a team. Monica's transformational leadership style does not hinder the 'extent to which teachers accept the influence of colleagues who have been designated in a particular area' (Harris & Muijs 2002:4) as she represents the way forward to members.

First observation schedule of Catherine's meeting

Session number Meeting number	Date Time Duration	Place Seating	Members present Rating
Session 1 Meeting No. 4	19 Oct 2012 8.50am 45 minutes	Subject Lab HoD at the head of lab bench Teachers seated around her	5 Well-organised.
Agenda	Observations about HoD	Observations about Members	Incidents observed
<p>Discussion of:</p> <p>Syllabus form 1 and 2; schemes of work; school external audit – why and how it is done.</p> <p>Reminded about:</p> <p>The allotment of marks for sections in exam-papers; the need to encourage more students to participate in competition.</p>	<p>Catherine was optimistic, realistic and approachable throughout and repeated when teachers had the same concerns. She allowed them time to air their worries. She mentioned a student in her best class who loves the subject and showed his handiwork. She had encouraged him to take part in the 'Gifted and Talented' work-shops.</p>	<p>Atmosphere was dismal due to the up-coming external audit. Two members were worried about the low level of their students and Catherine suggested using the curiosity of some students to motivate others. One member was late but the reason was given and accepted.</p>	<p>Members were upset about all the new lesson notes to present to the auditors so Catherine suggested the re-use and re-organisation of their teaching notes. Two members did not participate or comment at all during the whole meeting. Catherine did not ask if they had any problems with which she could help.</p>

Analysis of the first observation session of Catherine's meeting

The first three meetings were taken up by work-space assigning and guest speakers so the first observation of Catherine's meetings took place during the fourth meeting of the year. All members were panicking about the proposed external school audit and Catherine explained along the lines of 'capacity' and 'internal accountability' of the school (OECD 2008:43). Catherine took up a lot of time talking about the bright student in her best class and this reminded two members of their concern over the low level of their own students. This proved that Catherine did indeed keep the best classes to 'power her on' as Diandra had mentioned in her statement. According to Gardner & Stough (2002), the fact that Catherine did not try to reach the two members who were not participating at all shows a lack of effective intuition which is an indicator of the laissez-faire style as these leaders do not 'use emotional information to assist problem solving'.

Second observation schedule of Catherine's meeting

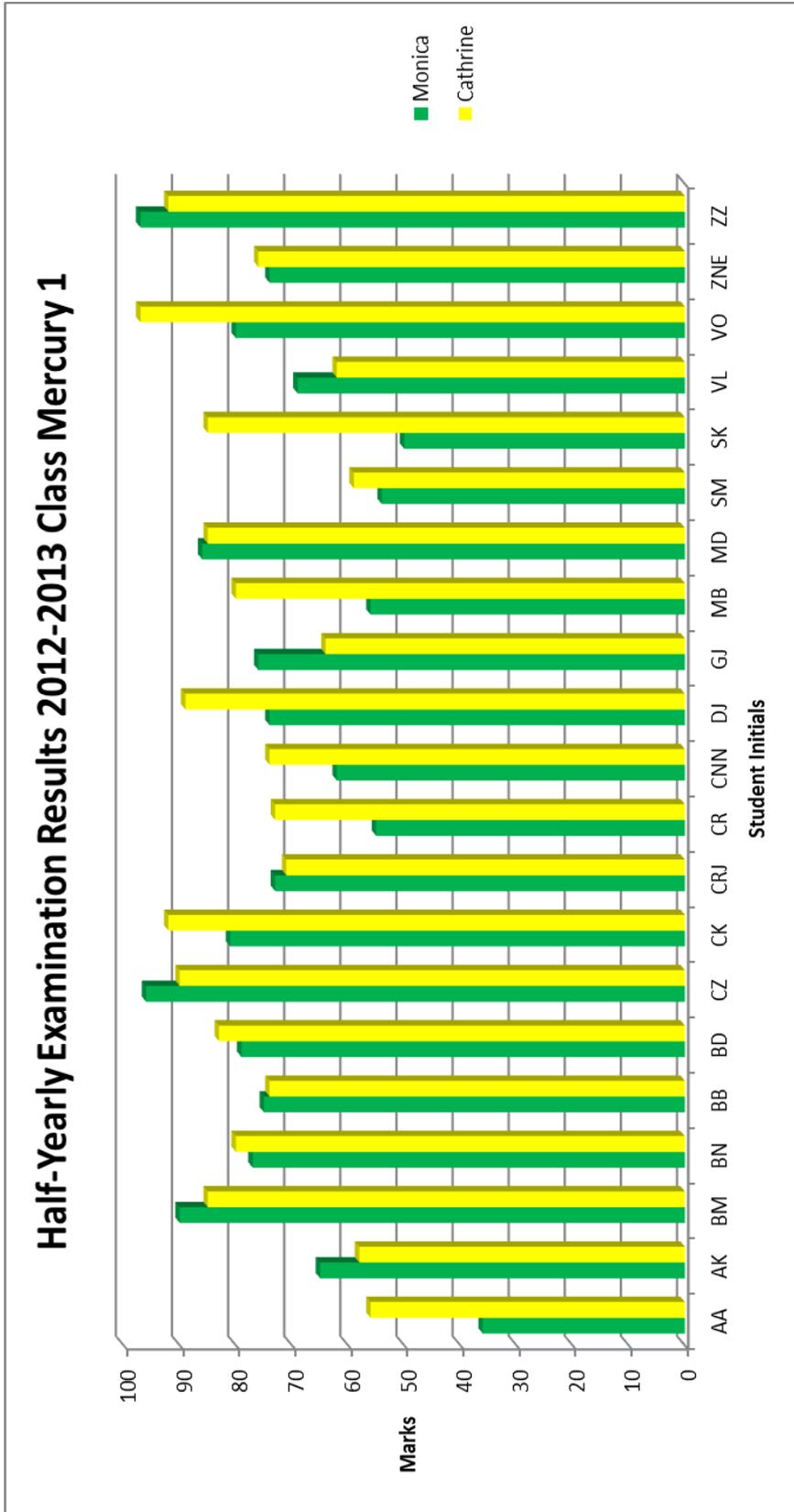
Session number Meeting number	Date Time Duration	Place Seating	Members present Rating
Session 2 Meeting No. 12	14 Dec 2012 8.50am 45 minutes.	Subject Lab HoD at the head of the lab bench Teachers seated around her	5 Well-organised.
Agenda	Observations about HoD	Observations about Members	Incidents observed
Discussion of: Student survey result showing more students opting for subject as special option; two subject topics – one too detailed, one too difficult; practicality of report books; magazine article and photo prepared by a member; subject-linked educational outings.	Catherine asked their opinions to set topic timelines, which topics should be included in the first term and how they were faring. She allowed them time to express themselves, explained clearly and communicated with all in the same way. She told them about a student fieldwork trip to a fish-farm linked with another subject as no members were with her on this first-time venture.	Members talked with confidence and seemed calm. Crammed topics were mentioned and a member suggested parts of them might be moved into the primary syllabus so students are prepared better for secondary. Catherine promised to forward the idea. A member returned from a meeting and explained about funds granted for a project. All showed enthusiasm which was lacking before.	A member admitted leaving out some detail from a topic. Catherine advised the use of a simple hand-out with the missing details as homework. She said a student was very excited during the trip because, at age twelve, he had never been on a ferry! Members were eager to take part in linked-subject outings to help students gain experience.

Analysis of the second observation session of Catherine's meeting

The second observation session happened during the twelfth meeting of the year as Catherine preferred to have it when interesting topics were on the agenda – rather than examination-papers. Catherine was optimistic about the survey result showing more students were choosing the subject as 'special option', an indicator of the transformational style as it has the highest correlation with work-effectiveness (Antonakis *et al.* 2003; Avolio *et al.* 1999). Catherine did not ask any members to join her on the fish-farm trip which was a first-time venture in linking subjects, thus missing out on a learning opportunity. However, members agreed to organise more such trips themselves, indicating a 'strong learning culture, higher aspirations and a wider spectrum of interests from workers' (Amitey *et al.* 2005) on their part. Enthusiasm, which was otherwise lacking, was evident when the funds granted for a project were announced. All members participated in this session.

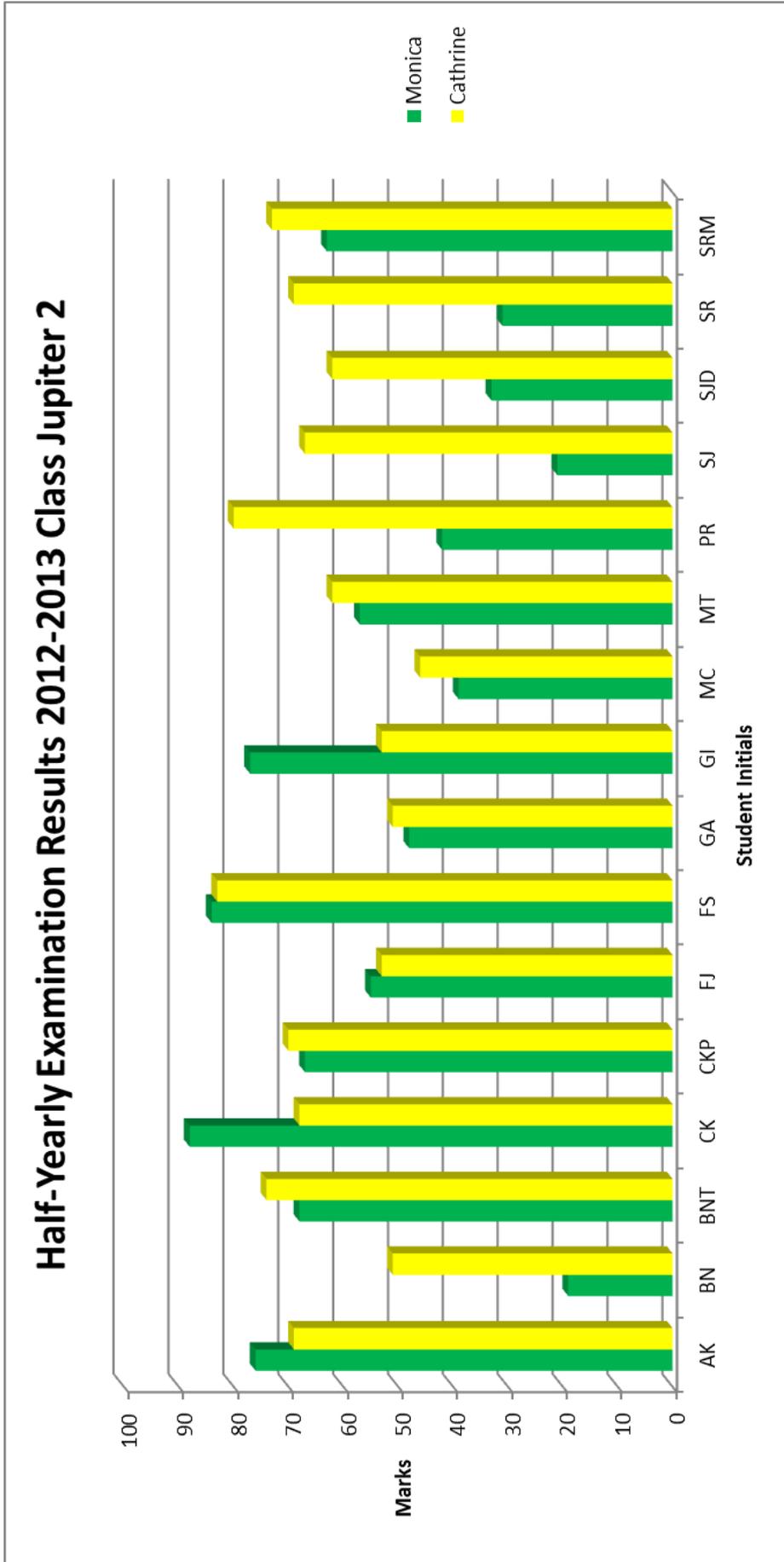
Appendix 3:

4.6 The sampling of students' results and outcomes



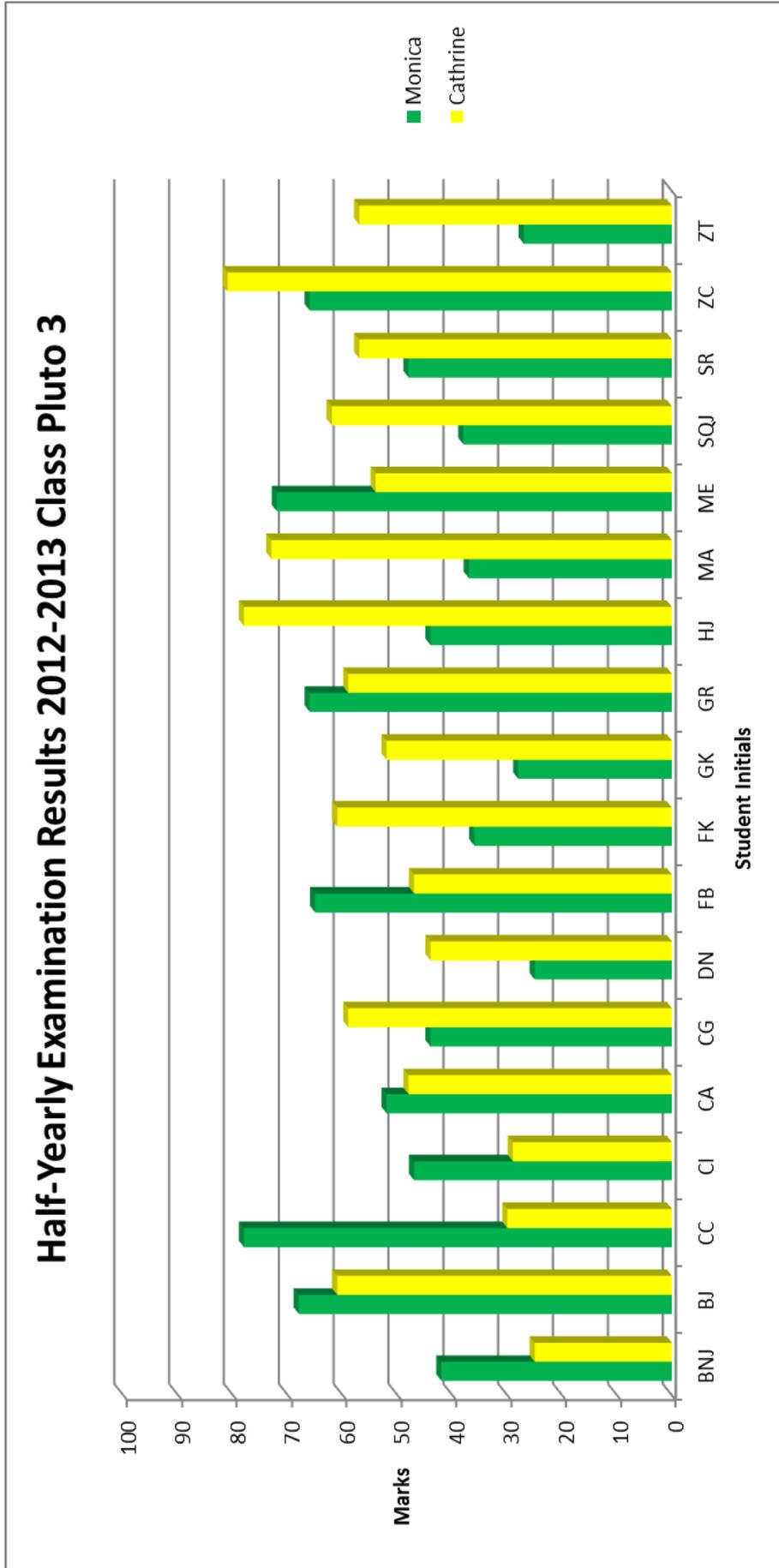
Sampling of results 2012-2013

Marthese Parascandalo



Sampling of results 2012-2013

Marthese Parascandalo



Sampling of results 2012-2013

Discussion of the examination results sampling:

The sample of results was drawn from three different sets of students. They were in Form 2, twelve-year-olds, from Groups 1, 3 and 5 in both subjects. Group 1 is presented as Mercury 1 with 21 students, Group 2 as Jupiter 2 with 16 students and Group 3 as Pluto 3 with 18 students. There are four different examination papers set for levels 5–7; 6–7; 7–8 and basic skills, for the students in Monica’s subject but only one examination paper for students in Catherine’s subject covering levels 5–6–7–8 but not basic skills. From the bar charts depicting the samples, we can see that the students from both subjects do fairly well, on the whole, and obviously according to their ability level. The basic skills range is not represented as only Monica’s subject caters for it.

Half-yearly examination sample	Mercury 1	Jupiter 2	Pluto 3
Monica’s subject	71.67%	54.25%	49.05%
Catherine’s subject	77.38%	64.44%	54.28%
Difference	5.71%	10.19%	5.23%

The higher marks obtained in Catherine’s subject is evident throughout.

All the examination papers were worked out to help compare and contrast the results. They were all written in English and the following is the data collected from the working out and examining of the papers:

HoD	Papers set	Levels Covered	Time Allowed	Pages	Type of Exercises	Working shown
Monica	3	5 - 6 - 7 6 - 7 7 - 8	2 Hours for each paper	13 to 15	Involved mental reasoning, calculations and problem solving	All working had to be shown
Catherine	1	5-6-7-8	1 ½ Hours	12	Involved memory, fill in the blanks and picture interpretation	None

One drawback envisaged and which in fact featured in the outcomes was the difference in the setting of examination-papers. Whereas Monica's subject had multiple ability level examination-papers set for the same year, Catherine's did not – one size fits all. Therefore, although marks show that students did better in Catherine's subject with one paper for all, it was discovered, after reviewing all examination-papers, that the multiple ability level papers for Monica's subject were more thought-provoking, involving mental reasoning, problem solving and calculations worked out on the paper itself. On the other hand, all the ability range of the students involved had to be kept in mind when setting the one paper for Catherine's subject and the exercises were based on memory, fill in the blanks and picture interpretation. This means that while Catherine's paper could have been difficult for a level 5 student, and definitely very difficult for basic skills, it would have been much easier for a level 8 student. Catherine's paper also had fewer pages for the students to work out than all the other papers set for Monica's subject. Therefore, even though the higher marks were obtained in Catherine's subject, it was evident that Monica's papers were much tougher on the intellectual, logical and mental visualization abilities of the same students. In our case, it is not the difficulty in subject which is being compared, since both subjects belong to the science, technology, engineering, and mathematics (STEM) group. It is the difficulty in the

content of the examination papers set which has given rise to the marks of one subject above the other. Based on the difficulty of Monica's examination-papers, it follows that the students actually fared better in Monica's subject than in Catherine's.

Appendix 4

Interview questions for Head of Department A or B

General Leadership and Training Section

1. How long have you been Head of this Department and how many members do you lead? _____

Can you describe some ways in which you incorporate the school vision into your work?

2. Can you mention any particular enthusiasms regarding the school vision and how you shared them with the SMT? _____

3. What does this role really mean to you? What motivated you most to take on this role?

4. What, do you think, are the advantages of your role? And the disadvantages? _____

5. How important are deadlines in your work? Please indicate the effect they have on your work, your philosophy of middle management and the pressures on you as a professional. _____

6. Can you please explain how these deadlines impact on your ability to meet your goals? What effect do they have on your workload and how do you balance conflicting demands? _____

7. Can you give examples of any occasions when the frequency, time or space allocated to meetings was detrimental to the success of the project at hand? How did you try to rectify the problem?

8. How would you sum up the level of effectiveness of the departmental team? What are its strengths and weaknesses? _____

9. How would you describe the department members' level of expertise and professionalism? _____

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10. How would you describe the level of commitment shown by individual members towards the team and its goals? _____

11. Can you give examples to show how the level of enthusiasm shown by members for the team's goals influences you? _____

12. How do the members' current communication channels help or hinder effectiveness? _____

13. Can you provide examples to show members' collaboration level with each other and with you? _____

14. What examples can you supply to show that your professional history prepared you well for this role? _____

15. How were you professionally trained for the role of Head of Department before actually filling the post? _____

16. What kind of training have you received since your appointment and what areas did it cover? How effective and ground-breaking would you say it was? _____

17. Is Leadership ever on the agenda for School Development Plans and how relevant do you consider it to be on a whole school basis? _____

18. What kind of training would you suggest to a friend who is thinking of taking up the role? _____

Leadership Styles

19. Can you mention instances when members showed reluctance or outright resistance to department meetings? How did you try to win them over? _____

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20. What kind of strategies do you use to encourage and persuade members to attend training sessions and courses to develop their full potential? Can you mention any successful attempts?

21. What kind of strategies do you apply to engage all talents and skills within the team? How do you keep track of members' on-going training development? _____

22. How genuine is the interest you show in the members of your department? How do you feel and react when a member does not welcome your interest? _____

23. In what ways are you available to members? How do you feel about giving them your personal contact numbers and email address? _____

24. How receptive are members when individually contacted by you regarding departmental matters? Can you mention occasions when you felt hesitant with some of the members and the reasons why?

25. What type and amount of feedback do you receive from members? How do you encourage members who give none? _____

26. Can you give examples of the way you give performance feedback to members? How prompt is it and how is it delivered? _____

27. Can you supply evidence from members' feedback that the team is functioning more effectively since you took up your leading role? _____

28. What strategy do you employ when it comes to decision making as a group? Can you give examples of how you overcame difficulties in this practice? _____

29. Can you give examples of striving to be fair in the distribution of workload? How do you go about explaining your decisions to members when complaints are put forward? _____

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30. In what ways do you try to comply with the preferences of the members when it comes to teaching year groups, abilities and options? _____

31. What kind of on-going projects is the team currently involved in? How involved are you in the said projects? _____

32. Can you give examples of the team working with other teams in or outside your school? How would you define the outcomes of this kind of practice? _____

33. Can you remember any occasions when the success of important projects for the department was only possible through the contacts you had outside the department? _____

34. Can you mention instances when credit for success was shared with members? How did the members react to this? _____

35. How do you prepare yourself to be able to connect, communicate and articulate the vision, messages, goals and agendas to members as clearly as possible? How do you go about the approach and delivery? _____

36. In what ways do you attempt to persuade members to put self-interest second to team goals? Please mention the problems which keep you from achieving this with any member. _____

37. Can you mention a circumstance when you felt you had to inform a member of a high-quality job opportunity when you knew that their loss would be detrimental to the team? What did you do? _____

38. In what ways do you show receptive appreciation towards creativity from the team members? Can you give examples of when team creativity and innovation were the keys to success? _____

39. In what way do you look at new challenges? Is it with enthusiasm or with dread? Please give your reasons. _____

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40. How do you go about presenting a new challenge to the team? How do members usually react to challenges? _____

41. In what ways do you feel accepted, valued and appreciated by all or most of the team members? Please give examples. _____

42. If you find it hard to relate to any of the members, what would you say is the problem and how do you go around it? _____

43. Can you remember an example to show that members are comfortable enough to approach you with new ideas, give opinions and ask for your help? _____

44. What is your first reaction and how do you deal with a situation in which members disagree with your ideas regarding projects or new procedures? _____

45. In what ways do you bridge differences of opinion amongst members of the group? _____

46. Can you mention instances in which you were very skilful in monitoring your own and the team members' emotions? _____

47. How do you go about expressing your own negative and positive feelings to your followers? How do they react? _____

48. Can you give examples of showing empathy towards members of the team or nurturing emotional bonds with them? _____

49. Can you give examples when your leading skills were more than sufficient to help the team reach the highest level of effectiveness possible? _____

50. What kind of changes, if any, are you planning in the near future to make your leadership style a more effective one? _____

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51. What do you think would the members mention as being your strengths and weaknesses as their leader? _____

52. Can you remember instances when you felt like turning to someone for guidance regarding leadership difficulties? Where did you find help? _____

Motivation and Team Building

53. In what ways would you say you feel as one with your team members, and in which ways do you feel apart from them? _____

54. What strategies do you use to harmonize the tensions and potential conflict between the team and the administrative demands of the SMT? _____

55. What kind of strategies do you apply when you delegate tasks to expand members' skills? _____

56. What strategies have you tried and tested to assure the successful induction and mentoring of newly qualified teachers who join the department team? _____

57. In what ways do you try to inspire and motivate members to reach higher levels of effectiveness? _____

58. How do you promote and encourage departmental team building? _____

59. Can you supply a list of leaders you have admired throughout your lifetime and the reasons why they inspired you? _____

60. Do you feel you want to add anything to the above? _____

Your contribution towards this research is highly appreciated. Thank you.

Appendix 5

Interview questions for Teacher in Department A or B

General Leadership Section

1. How long have you been part of this department team and how many members are there in all?

2. Can you give some examples of how the HoD incorporates the school vision into the work of the department? _____

3. How reasonable are the deadlines set by the HoD? Please indicate the effect they have on your work, your opinion of middle management and the pressures on you as a professional. _____

4. Can you give examples of any occasions when the frequency, time or space allocated to meetings by the HoD was detrimental to the success of the project at hand? _____

5. How would you sum up the level of effectiveness of the departmental team? What are its strengths and weaknesses? _____

6. How would you describe the HoD's level of expertise and professionalism? _____

7. How would you describe the level of commitment shown by the HoD towards the team and its goals?

8. Can you give examples to show how the level of enthusiasm shown by the HoD for the team's goals influences you? _____

9. How would you describe the team's current communication channels? Do they help or hinder effectiveness? _____
10. Can you provide examples to show the HoD's level of collaboration with each and every member?

11. What would you expect to be included in a preparatory course for the role of HoD? _____

Leadership Styles

12. Can you recall instances when members showed reluctance or outright resistance to department meetings? What was the HoD's reaction and how was the issue treated? _____

13. What kind of strategies does the HoD use to encourage and persuade members to attend training sessions and courses to develop their full potential? Can you mention any successful attempts?

14. What kind of strategies does the HoD apply to engage all talents and skills within the team? How does the HoD keep track of members' on-going training development? _____

15. How genuine is the interest shown by the HoD in the members of the department? Can you supply evidence that this interest is manifested towards all the members? _____

16. In what ways is the HoD available to members? How do you feel about giving the HoD your personal contact numbers and email address? _____

17. How receptive is the HoD when contacted by you regarding departmental matters? Can you mention occasions when you felt hesitant to approach the HoD and why? _____

18. What type and amount of feedback do you receive from the HoD? How prompt and effective is it?

19. Can you supply examples to show that the team is functioning more effectively since the HoD took up the leading role? _____

20. What strategy does the HoD employ when it comes to decision making as a group? Can you give examples of how the HoD overcomes difficulties in this practice? _____

21. In what ways does the HoD try to accommodate members' preferences when it comes to teaching year groups, abilities and options? _____

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22. Can you show that the HoD really strives to be fair in the distribution of workload? Are decisions regarding workload explained to members when complaints are brought forward? _____

23. What kind of on-going projects is the team currently involved in? Are all members invited to participate in projects? _____

24. Can you give examples of the team working with other teams in or outside your school? How would you define the outcomes of this kind of practice? _____

25. Can you remember any occasions when the success of important projects for the department was only possible through the contacts the HoD had outside the department? _____

26. Can you mention instances when the HoD shared credit for success with the members? How did you feel and react to this? _____

27. How skilful is the HoD at connecting, communicating and articulating the vision, messages, goals and agendas to members as clearly as possible? How would you describe the HoD's approach and delivery? _____

28. In what ways does the HoD attempt to persuade members to put self-interest second to team goals? _____

29. Can you mention instances when the HoD showed receptive appreciation towards creativity from the team members? _____

30. How does the HoD go about presenting new challenges to the team? Is it with enthusiasm or with dread? _____

31. In what ways do you feel welcomed, accepted, valued and appreciated by the HoD? _____

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32. If you find it hard to relate to the HoD, what is the problem and how do you go around it? _____

33. Can you mention an example to show that you are comfortable enough to approach the HoD with new ideas/opinions/requests for help? _____

34. How does the HoD react and deal with a situation in which members disagree with ideas regarding projects or new procedures? _____

35. In what ways does the HoD bridge differences of opinion amongst members of the group?

36. Can you mention instances in which the HoD was very skilful in monitoring his/her own and the team members' emotions? _____

37. How does the HoD go about expressing negative and positive feelings to the members?

38. Can you give examples of the HoD showing empathy towards members of the team or nurturing emotional bonds with them? _____

39. Can you give examples when the HoD's leading skills were more than sufficient to help the team reach the highest level of effectiveness possible? _____

40. What kind of changes, if any, would you make to the leadership style of the HoD to make it a more effective one? _____

41. Can you name instances to prove that the HoD is very truly attentive to the needs, fears and concerns of the members? _____

42. What are the strengths and weaknesses of the HoD as the leader of the department team?

Motivation and Team Building

43. In what ways would you say that the HoD succeeds in keeping the team very connected?

44. What strategies does the HoD use to harmonize the tensions and potential conflict between the team and the administrative demands of the SMT? _____

45. Can you mention instances when the HoD delegated tasks which could have very easily been done by him/her, solely to expand members' skills? _____

46. How does the HoD assure the successful induction and mentoring of newly qualified teachers who join the department team? _____

47. How would you sum up what the HoD of your department really stands for? _____

48. In what ways does the HoD really inspire and motivate you to reach higher levels of effectiveness?

49. How does the HoD promote and encourage departmental team building?

50. Do you feel you want to add anything to the above? _____

Your contribution towards this research is sincerely and highly appreciated. Thank you.

Appendix 6

Interview questions for Student Teacher in Department A or B

1. For how long were you a member of this department team? How many department meetings did you attend? _____

2. How would you sum up the level of effectiveness of the departmental team? What were its strengths and weaknesses? _____

3. How would you describe the HoD's level of expertise and professionalism?

4. How would you describe the level of commitment shown by the HoD towards the team and its goals?

5. Can you give examples to show how the level of enthusiasm shown by the HoD for the team's goals influenced you? _____

6. How would you describe the team's communication channels? Did they help or hinder effectiveness?

7. Can you provide examples to show the HoD's level of collaboration with each and every member?

8. What would you expect to be included in a preparatory course for the role of HoD?

9. Can you give examples to show how receptive the HoD was to your training needs?

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10. What were the impressions you got from the other members of the team regarding the leadership style of their HoD? _____

11. How genuine was the interest shown by the HoD in the members of the department? Can you supply evidence that this interest was manifested towards all the members? _____

12. In what ways was the HoD available to members? How did you feel about giving the HoD your personal contact numbers and email address? _____

13. How receptive was the HoD when contacted by you regarding departmental matters? Can you mention occasions when you felt hesitant to approach the HoD and why?

14. How skilful was the HoD at connecting, communicating and articulating the vision, messages, goals and agendas to members as clearly as possible? How would you describe the HoD's approach and delivery?

15. Can you mention an example to show that you were comfortable enough to approach the HoD with new ideas/opinions/requests for help? _____

16. What were the strengths and weaknesses of the HoD as the leader of the department team?

17. How would you sum up what the HoD of your department really stands for? _____

18. In what ways did the HoD really inspire and motivate you to reach higher levels of effectiveness?

19. Can you mention instances when the HoD showed receptive appreciation towards creativity and innovation from the team members?

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20. Do you feel you want to add anything to the above? _____

Your contribution towards this research is sincerely and highly appreciated. Thank you,

Appendix 7

Interview questions for Senior Management Team

General Leadership Section:

1. How long have you known and worked with both HoDs?

HoD A _____ HoD B _____

2. Can you give some examples of how each of these HoDs incorporates the school vision into the work of their departments?

HoD A _____

HoD B _____

3. How well are deadlines respected by both HoDs?

HoD A _____

HoD B _____

4. How do you monitor the departmental meetings organised by both HoDs?

HoD A _____

HoD B _____

5. How would you sum up the different kinds of effectiveness of the two departmental teams? What would you say are their strengths and weaknesses?

Dept A _____

Dept B _____

6. How would you describe each HoD's level of expertise and professionalism?

HoD A _____

HoD B _____

7. Can you describe the level of commitment shown by each HoD towards the team and its goals?

HoD A _____

HoD B _____

8. Can you give examples to show how the level of enthusiasm shown by each HoD for the team's goals impresses you?

HoD A _____

HoD B _____

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9. Can you provide examples to show each HoD's level of collaboration with the SMT?

HoD A _____

HoD B _____

Leadership Styles

10. Can you mention instances when these HoDs approached you with problems regarding departmental matters? Please describe their attitudes and negotiation skills.

HoD A _____

HoD B _____

11. Can you mention instances when the HoDs encouraged and persuaded their team members to attend training sessions and courses to develop their full potential? Were there any successful attempts?

HoD A _____

HoD B _____

12. How does each HoD inform you of different talents and skills within the team? How well are you informed regarding members' on-going training development?

HoD A _____

HoD B _____

13. How does each HoD show interest in the members of their respective department? Can you supply evidence to illustrate this?

HoD A _____

HoD B _____

14. In what ways can both HoDs be contacted quickly by the SMT regarding departmental matters?

HoD A _____

HoD B _____

15. What type and amount of feedback do you receive from both HoDs? How prompt and effective is it?

HoD A _____

HoD B _____

16. Can you supply examples to show that the respective department teams are functioning more effectively since these HoDs took up their leading roles?

HoD A _____

HoD B _____

17. In what ways does each HoD try to accommodate members' preferences when it comes to teaching year groups, abilities and options?

HoD A _____

HoD B _____

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18. How can you show that both HoDs really strive to be fair in the distribution of workload?

HoD A _____

HoD B _____

19. Can you give examples of both HoDs collaborating with other HoDs in or outside your school? How would you define the outcomes of this kind of practice?

HoD A _____

HoD B _____

20. Can you remember any occasions when the success of important projects for their department and the school was only possible through the contacts these HoDs had outside the school?

HoD A _____

HoD B _____

21. Can you mention instances when both HoDs shared credit for success with the members?

HoD A _____

HoD B _____

22. Can you give examples to show how skilful these HoDs are at connecting, communicating and articulating the vision, messages, goals and agendas to their team members as clearly as possible?

HoD A _____

HoD B _____

23. In what ways do you think that these HoDs succeed in persuading members of their teams to put self-interest second to team goals?

HoD A _____

HoD B _____

24. Can you mention instances when these HoDs showed receptive appreciation towards creativity from their team members?

HoD A _____

HoD B _____

25. How do these HoDs regard new challenges? Please give examples in your answer.

HoD A _____

HoD B _____

26. What evidence do you have about these respective HoDs' attitudes and approaches to innovation?

HoD A _____

HoD B _____

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27. Can you mention instances in which these HoDs were very skilful in monitoring his/her own and the team members' emotions?

HoD A _____

HoD B _____

28. How do these HoDs go about expressing negative and positive feelings to SMT members?

HoD A _____

HoD B _____

29. Can you give examples of these HoDs showing empathy towards members of the team or nurturing emotional bonds with them?

HoD A _____

HoD B _____

30. Can you give examples to show when these HoD's leading skills were more than sufficient to help the team reach the highest level of effectiveness possible?

HoD A _____

HoD B _____

31. What kind of changes, if any, would you make to the leadership styles of these HoDs to make it a more effective one?

HoD A _____

HoD B _____

32. Can you name instances to prove that these HoDs are truly very attentive to the needs and concerns of the members of their respective teams?

HoD A _____

HoD B _____

33. What are the strengths and weaknesses of these HoDs as the leaders of their department teams?

HoD A _____

HoD B _____

Motivation and Team Building.

In what ways would you say that these HoDs succeed in keeping their teams very connected?

HoD A _____

HoD B _____

34. What strategies do you observe these HoDs using to harmonize the tensions and potential conflict between their team members and the administrative demands of the SMT?

HoD A _____

HoD B _____

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35. Can you mention instances when these HoDs delegated tasks which could have very easily been done by him/her, solely to expand their team members' skills?

HoD A _____

HoD B _____

36. How do these HoDs assure the successful induction and mentoring of newly qualified teachers who join their department teams?

HoD A _____

HoD B _____

37. Can you provide evidence of the respective educational philosophies of each HoD?

HoD A _____

HoD B _____

38. How, do you think, do these HoDs promote and encourage departmental team building?

HoD A _____

HoD B _____

39. Do you feel you want to add anything to the above? _____

Your contribution towards this research is sincerely and highly appreciated. Thank you.