

DEVELOPMENT OF A LEADERSHIP MODEL FOR PUBLIC SCHOOLS

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JOHANNES JACOBUS SYMS

2005

DEVELOPMENT OF A LEADERSHIP MODEL FOR PUBLIC SCHOOLS

Johannes Jacobus Syms

A thesis submitted to the Cape Peninsula University of Technology, Business Faculty in partial fulfilment of the requirements for the degree Doctor of Technologiae (Human Resources Management).

Supervisor: Prof. A Slabbert

15 December 2005

ABSTRACT

This thesis describes a model for developing and implementing leadership strategies in any public school and Education Department in South Africa. To shape this model, first of all, a general literature review was undertaken. Transformational, transactional, developmental, competency-based and instructional leadership, as well as leadership styles, leadership principles, the human dynamics of leadership, qualities of leadership and the role of leadership in change were researched and studied.

Although the National Education Department and the Western Cape Education Department place great emphasis on effective leadership, newly appointed educational leaders and managers often feel they would have liked more induction and training regarding leadership than they received. The Western Cape Education Department (WCED) has programmes whereby they do capacity-building work sessions with educational leaders. The mentioned programmes are mostly held once a year for newly appointed leaders in education over a period of two days. An educational leader can only attend a work session once.

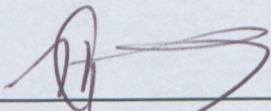
The educational leader has a great responsibility towards all stakeholders and must therefore be well equipped as a leader. However, many problems regarding the lack of leadership skills, effectiveness, managing of the curriculum, staff and resources in schools have necessitated the Western Cape Education Department to bring out a circular on effective leadership, emphasising the role and responsibilities of the educational leader regarding effective leadership and management. The Education Department wants to maintain the efficacy of academic, leadership and managerial standards at schools. A well structured developmental, corrective training mechanism is an attempt to deal with the poor work performance and abilities of principals and senior staff members. The national minister of education, Mrs. Grace Naledi Pandor now recently made a announcement that she intend to empower educational leaders through workshops in 2006 regarding their responsibilities, leadership capacity, and effectiveness.

Against this background, the researcher undertook a survey to determine the extent to which leadership strategies are being employed at schools in the Western Cape. A questionnaire Multifactor Leadership Questionnaire (MLQ) was used to gather information and data. Structured interviews and a focus group discussion were also held. The body of knowledge and data collected through the different methods emphasise the need for a leadership preparation programme for educational leaders and learners in South Africa. The success of such a programme in other parts of the world, and specifically the United States of America,

Scotland and England must inspire the National and Provincial Education Departments, educational institutions and non-governments organisations to establish a leadership programme that will answer the unique needs of educational leaders in South Africa. Based on the analysis of the data, the researcher recommends that educational leaders and learners be continuously trained and educated according to a Leadership Preparation Programme Management System under the auspices of a Leadership Institution. The different programmes for learners should be incorporated into the curriculum (Life Orientation).

DECLARATION

I hereby declare that this thesis is my own unaided work. It is being submitted in partial fulfilment of the Doctor Technologiae degree of Cape Peninsula University of Technology, Cape Town. It has not been previously submitted for any degree or any examination at any other institute or university. The sources I have used or quoted have been indicated and acknowledged as complete references.



JOHANNES J SYMS

2006-12-12

DATE

DEDICATION

This thesis is dedicated with love and thanks by

Johannes Jacobus Syms (Ancil)

In memory of his late parents Johannes and Christina Syms

and

to his wife, Vanessa

and his children Angelo, Aidan, Kristin and Jayli.

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CHAPTER 1

SCOPE AND OBJECTIVES OF THE STUDY

Imagining groups of people without some form of leadership is difficult. Whenever people have a set of common values or objectives, the emergence of a leader seems inevitable. Leadership seems to be a natural consequence of human interaction. It should, however, come as no surprise that people are often disillusioned with, or apprehensive about, leaders and leadership. When looking at leaders who have changed the way in which people view the world – for example, Nelson Mandela, Mother Theresa, Mahatma Gandhi or Martin Luther King Junior – the general tendency is to be awestruck and amazed. But when looking at leaders who have ravaged society and human life – for example, Hitler, Stalin or Osama Bin Laden – the general tendency is to be struck with horror and disillusionment. Whether good or evil, few people become leaders who, in some incredible, powerful and overwhelming way, can move others and change the whole course of life and society.

Although much can be learned about leadership from the great leaders of history, leadership is also found on far more ordinary levels. Much of the current analysis of leadership focuses on the leaders of contemporary organisations – executives, leaders and team leaders trying to do a job and lead their people in the pursuit of individual and organisational goals.

The crisis in schools regarding the lack of leadership skills, commitment, personal effectiveness, management of the curriculum, assessment, staff, and resources experienced by principals can be attributed to a lack of legitimacy of the education system as a whole. The result has been poor management and the collapse of learning, teaching and leadership. The discipline problems experienced in many schools have had an ongoing negative impact on service delivery and the on the possibility of being able to render excellent service to their patrons. The nonpayment of school fees by parents, as well as their lack of involvement has also contributed to the current crisis in schools. Absenteeism by educators and learners has directly influenced service delivery. In many schools, decades of resistance to apartheid undermined standard educational

requirements, such as punctuality, lesson preparation, innovation, individual attention and peer group learning. Many principals and senior staff members lack the competencies, skills, knowledge and capabilities required to manage a school effectively.

Democratic governance is a further component of the moral agenda in a reformed South Africa. Decentralisation of decision making to the local level of governance is both an expectation and a goal. A commitment to decentralised, school-based negotiation and stakeholder participation is part of the new direction and way of organisation of education. Such commitment calls for a different mindset and set of leadership skills. The challenge is for leaders in education to recreate schools as learning organisations that focus on results and accountability and to move away from schools as bureaucracies focused on issues of constraint and control. Moving away from a hierarchical approach toward one of empowerment is a key task that currently faces leaders in education in South Africa.

Society today demands a much higher calibre of leadership than it previously did. Consequently, in the last few decades much research has been undertaken in the field of leadership and many institutions have implemented structured leadership training courses for the potential leaders on their staff.

Although much has already been written about leadership, it is surprising how little is still known about it. Leadership is a difficult concept to define – past attempts to do so reflect a variety of viewpoints. It is generally accepted that leaders influence the destiny of people, that they are often highly remunerated and that vast sums of money are spent on leader recruitment and training. Yet very little is known about the factors that promote effective leadership.

To lead means basically to be out in front: to go ahead with the intention of being followed. Chambers New School Dictionary (1986:165) defines the word “lead” as “to show the way by going first, to precede; to guide by hand; to direct by example by persuasion of argument”. The word “lead” denotes a strong interpersonal relationship between those who go ahead and those who follow. A leader, then, is one who not only leads but who also is followed. A genuine leader wins the confidence and the co-

operation of those whom he or she leads. A leader should be at one with his or her followers, and they with him or her. The influence that leaders exert over their followers is that of sharing power with the people.

Similarly, the concept "leader" contains a strong element of interpersonal relationship. On hearing a group of people say: "He is our leader", one assumes a relationship, a fellowship, and a voluntary association of individuals. Leaders vary widely, from informal social leaders to formal heads of state. Among the different types of leaders are officials (such as principals) and non-officials (such as gang leaders), leaders of tightly-knit groups whose members operate in close physical proximity (such as leaders of work crews), as well as leaders of more loosely-knit groups. Members of undefined groups, such as groups of devotees, may have little or no immediate contact with one another, let alone even having seen their leaders. Such is often the case with spiritual leaders and prophets. Just as prowess in a particular form of sport characterises a true sportsperson, so leadership is the quality which characterises a true leader – the actions, skills, insights, attitudes and values common to all authentic leaders.

Many tend to consider leadership ability as inherent, arguing that leaders are born and not made. Because leadership is, at least partly, a science, and because techniques of leadership can be mastered through practice, leadership can be acquired. Inadequate understanding of the role that leadership plays in the field of education can lead to ineffective practice and an unbalanced approach to educational leadership.

Though leadership is a very elusive and complex concept, the term is often used in everyday conversation. Many people claim to be leaders in their own spheres of activity and confusion often arises as to what in fact constitutes leadership. After careful consideration of the different elements of leadership, one finds that a common thread of the notion of influence runs through most definitions of leadership.

Leadership presupposes the existence of followers. According to Roebuck (1999:83), leadership cannot occur in the absence of followers. Leaders influence the behaviour, beliefs and feelings of followers in an intended direction. Leadership involves exerting

influence in terms of cognitive, technical, personal, clinical and critical skills. Leadership, as influence, is focused on the exceptional ability of people beyond their expected levels.

Any discussion of leadership inevitably focuses on how people work together most effectively. In education, both leading and working in teams permeate the field of human resource management (HRM) and form part of the process by which successful teaching and learning take place in educational settings. The prime importance of leadership in creating and maintaining effectively run schools and colleges is gaining increasing recognition in research. However, so is the awareness that such leadership cannot be exercised apart from the consideration of all others also involved in the day-to-day functioning of an organisation.

The interrelatedness, interactions and symbiosis of leadership and teams are crucial to their meaningful functioning. In the last few years educational management has been seen steadily to increase in complexity as more and more management activities are devolved into individual institutions. In this climate of multiple change, greater delegation of tasks to individuals and teams within educational organisations is required. The importance of leadership within educational organisations accordingly gains in stature from being regarded as a one-dimensional activity to that of a process in which more than one person is engaged, whether within the whole organisation or within a specific team setting.

Kakabadse, Ludlow and Vinnicombe (1988:92) have found that the topic of leadership has probably resulted in more research, discussion and controversy than have most other areas of management. The confusing nature of leadership has resulted in emphasis being laid on various aspects of the concept, depending on the definition employed. However, whichever view of leadership is taken, there is general agreement that leadership involves influencing others to go in a particular direction. No matter what the definition, leadership plays such an important part in educational organisations that its importance cannot be ignored. Many people have strong views on what makes an effective leader, assuming that a leader will hold a position of some power or authority.

Leaders in schools, i.e. the members of the management teams in schools, should be inventive, inspirational and, in the best of circumstances, insistent that "how we do things

here” reflects an unswerving confidence that they know what is best for their learners or students. Creating a vision requires having the capacity and confidence to draw others into the centre of a leadership team’s values, creativity, passion, enthusiasm for and excitement about education.

Improvement is one of today’s keywords. School improvement often involves implementing someone else’s policy and in particular that of the government or a provincial education department. Building the capacity to change, grow and develop while keeping everyone focused on year-on-year improvement in all areas of education means focusing on satisfying the long-term goals of those in the school environment who make things happen.

The literature review undertaken for this dissertation is intended to be inclusive and presents a broad survey of theory and research in the field of leadership. The review shows more is known about the concept than is commonly believed, although much less than is needed to be known. The literature review commences in Chapter 2 with an overview of the concept of leadership. Various definitions of leadership and leadership effectiveness are discussed, as well as are broad conceptions of leadership. The latter includes research approaches to leadership, leadership theories and models, the domains of leadership, the role of vision in leadership and important issues and values relating to leadership.

Chapter 3 focuses on the various types of leadership, such as transformational leadership, developmental leadership, competency-based leadership and instructional leadership. Special reference is made to the relevance of instructional leadership to education in South Africa.

Leadership style is discussed in Chapter 4. Various leadership styles are defined and guidelines are given on how to assess one’s personal leadership style, as well as on how to develop specific aspects of leadership.

Chapter 5 covers the crucial role that leadership plays in change and learning, as well as the creation of a leadership culture in education. Guidelines are again given for the development of leadership in educational management in the South African context.

The six leadership principles are discussed in Chapter 6. The importance of leadership principles and specific guidelines are given to help leaders and especially educational leaders to deliver an effective service.

If educational managers or any other leaders are to be effective, they must understand the nature of leadership, as well as their functions and roles in leading. An element of truth exists in the adage that states that leaders are born. Chapter 7 deals with these aspects of the human dynamics of leadership.

Although the options for leadership are varied, leaders do share a number of qualities. Many of these characteristics are seen in effective educational managers, which might be why people gravitate towards such leaders and why the managers themselves seek higher leadership positions. The definition of an effective leader probably depends a great deal on the particular organisation in which the leadership occurs, but there are certain positive qualities that cut across organisational lines. Chapter 8 deals specifically with these aspects of leadership.

The research methodology followed in this study is presented in Chapter 9, as are the motivation for selecting the various research instruments and the limitations to the study. Details regarding the empowerment sessions employed is given in Chapter 10. Chapter 10 includes a description of the well-structured programme that was followed to empower the learners at six different schools in the West Coast/Winelands Education Management and Development Centre (EMDC). The multifactor leadership questionnaire (MLQ) is discussed in Chapter 11. As well as providing details of the MLQ employed, the structured interviews and focus group discussion are discussed. The data and information derived from the questionnaires, interviews and focus group discussion are analysed in Chapter 12. Following this analysis, specific recommendations are made in Chapter 13 for learners at primary and secondary schools. Detailed and well-structured leadership programmes for learners are also presented in this chapter. An indication is also given of how the programmes should be incorporated in the curriculum of the National and Provincial Education Departments. In Chapter 14 recommendations for the continuous training and education of educational leaders are made. Details of the

different leadership programmes are also given. In Chapter 15 the conclusions reached in this study are discussed.

The intention of this thesis is to highlight and describe vital aspects of leadership. The thesis is aimed at assisting the reader to understand what leadership entails and how one can develop into an effective and dedicated leader. Though the capacity to exercise leadership is universal, no model of leadership, book, dissertation or thesis on the topic can make you an effective and dedicated leader. Becoming an effective leader requires implementing the ideas, knowledge and different models that one has learned from such sources.

If this thesis can imbue the reader with a little more self-confidence, a little more vision, and a slightly better understanding of the skills, knowledge and ideas that leaders must have, it will have accomplished its mission. Ideally, the thesis then will have played a small role in launching the reader on his/her path towards leadership in this millennium.

PURPOSE OF THE STUDY

The purpose of this study can be described in terms of the following **general** and **specific** objectives:

The **general** objective of this study is to determine whether educational leaders who are continuously trained be more effective in rendering a service of excellence and furthermore it was also designed to evaluate whether a leadership development course would substantially alter leadership qualities of grade 10 to 12 learners.

The **specific** objectives of the study were:

- To determine those key leadership skills needed for effective leadership in an educational environment, as documented in literature.
- To conduct a literature study regarding the instruments available for the practical determination of effectiveness in leadership.
- To determine whether leadership training improves the perceived leadership effectiveness in an educational environment.

- To establish a well structured Leadership Institute which will provide continuously training to educational leaders.
- To put a well structured leadership programme in place for learners from grade 7 to 12, as part of the National Curriculum.

In the subsequent chapters, tracts of information were sourced from specific authors. The literature on leadership is highly varied, characterized by numerous approaches, perspectives, positions and even literary style and focus. In order to avoid deviating from the essential central foci of authors, and to prevent contextual distortion, tracts of text were derived from these authors. It is presented in a manner which reflects the original mode of delivery because it is maintained that by doing this, contamination and style corruption are avoided. In all such cases, due credit is afforded to the respective author/s.

CHAPTER 2

LEADERSHIP: AN OVERVIEW

2.1 DEFINITIONS

2.1.1 Leadership

Deal (1985:47) maintains that definitions of leadership usually have as a common denominator the assumption that leadership is a group phenomenon involving the interaction between two or more persons. In addition, most definitions of leadership reflect the assumption that leadership involves an influence process, whereby intentional influence is exerted by the leader over his/her followers.

According to Kreitner and Kinicki (1995:428) leadership is defined as a social influence in which leaders seek the voluntary participation of subordinates in an effort to reach organisational objectives. According to FitzGibbon (1996:7), leadership is the behaviour of an individual when he/she is directing the activities of a group towards a shared goal.

Hannagan (1995:24) describes leadership as interpersonal influence, exercised in a situation and directed through the communication process towards the attainment of a specified goal or goals, while Stogdill (1974:127) defines it as the initiation and maintenance of structure in expectation and interaction.

According to Bennis (1987:232), leadership is an interaction between persons in which one presents information of a sort and in such a manner that the other becomes convinced that his/her outcomes (whether in the form of benefits or costs ratio) will be improved if he/she behaves in the manner suggested or desired. Bennis continues to summarise leadership in the following nine statements:

1. Good leaders pay attention to both task and relationship behaviour.
2. Behavioural descriptions can improve a leader's effectiveness.
3. Leaders can be trained; they are not merely born that way.
4. Intelligence becomes a factor as employees move up the organisational chart.
5. An increase in stress impedes effective leadership.
6. Feedback from others is important to developing leaders.

7. Good leaders account for a 25 per cent increase in productivity.
8. No evidence serves to indicate that any significant difference exists between good male and good female leaders.
9. Leader/follower compatibility dictates success.

Leadership, a concept that has fascinated people for many centuries, is defined in many ways. According to Kreitner and Kinicki (1995:428), leadership is defined as “a social influence process in which leaders seek the voluntary participation of subordinates in an effort to reach organisational objectives”. Many early attempts were made to find the single leadership trait (characteristic), or the grouping of, say half a dozen of, these traits that would explain why some leaders are successful and others are not. The proliferation of research results in this area failed to reveal any substantial correlation between any reasonable combination of traits and leadership effectiveness (Giegold, 1982:91).

Though enthusiasm for the trait approach diminished, some research in traits nevertheless continued. According to Bateman and Zeithami (1993:416), the perspective of the 1990s was that some personality traits, many of which a person need not have been born with, but can strive to acquire, do distinguish effective leaders from other people. These traits include the following:

- **Drive:** Drive refers to a set of traits that reflect a high level of effort. Drive includes a pressing need for achievement, a constant striving for improvement, ambition, a high energy level, tenacity (persistence in the face of obstacles), and initiative.
- **Leadership motivation:** Great leaders not only have drive, but also have the desire to lead. They yearn for power, craving to be in a position of leadership rather than in one of subordination.
- **Integrity:** Integrity is the correspondence between actions and words. Honesty and credibility, in addition to being desirable characteristics in their own right, are especially important for leaders, because possessing these traits inspires trust in others.
- **Self-confidence:** Self-confidence is important for a number of reasons. The leadership role is challenging, and setbacks are inevitable. Self-confidence

allows a leader to overcome obstacles, to make decisions despite uncertainty, and to instil confidence in others.

- **Knowledge of the business:** Effective leaders know a great deal about their profession, organisation, and related technical matters. Leaders must have sufficient intelligence to be able to interpret vast quantities of information. Advanced degrees are useful in a career, but are ultimately less important than is acquired expertise in matters relevant to the organisation in which a person holds a position of leadership.
- **The ability to perceive the needs and goals of followers and to adjust one's personal leadership approach accordingly:** Leadership involves the ability to assess others, to evaluate the situation, and to select or adapt behaviour to facilitate being able to respond more effectively to circumstantial demands.

According to Brighouse (1991:179) leadership goes beyond mere mechanical compliance with the routine directives of an organisation.

Deal (1985:47) defines leadership as a particular type of power relationship characterised by a group member's perception that another group member has the right to prescribe behaviour patterns to the former regarding his/her activity as a group member.

Key points of divergence in conceptions about who should be regarded as a leader are summarised in Table 2.1:

Table 2.1: Different conceptions of a leader

Broader conception	More restrictive conception
1. A person who influences group members ("distributed leadership").	1. A person who exerts the most influence on other group members ("focused leadership")
2. A person who influences group members in any way.	2. A person who systematically influences members' behaviour towards the attainment of group goals.
3. A person who influences group	3. A person who obtains the

members to comply with his/her requests either willingly or unwillingly.

enthusiastic commitment of group members to carrying out his/her requests.

Source: Deal (1985:65)

Adair (1983:57) identified five distinguishing characteristics of leadership:

- Leadership gives **direction**, e.g. finds ways forward; generates a clear sense of movement/direction; identifies new goals, services and structures.
- Leadership offers **inspiration**, e.g. conceives of ideas and articulates thoughts that serve as strong motivating influences for others.
- Leadership builds **teamwork**, e.g. sees teams as the natural, most effective form of management; spends time building and encouraging collaborative effort.
- Leadership sets an **example**, e.g. shows that “**leadership is example**”: acknowledging that not only what leaders do affects others in an organisation, but also how they do it.
- Leadership gains **acceptance**, e.g. despite being designated by title, true leaders realise that they are not *de facto* leaders until their appointment is ratified by their followers' consent.

A key aspect of Adair's argument is that real leadership is that which is acknowledged and effectively “granted” by others.

Brown and Rutherford's (1998:106) assessment of middle management in schools identifies five leadership “images”:

- **Servant leader:** Stresses empowerment through working with people.
- **Organisational architect:** Initiates and orchestrates change.
- **Leading professional:** Shows awareness of work contexts.
- **Moral educator:** Demonstrates transmissible values to guide relationships.
- **Social architect:** Shows awareness of social and development issues.

2.1.2 Leadership effectiveness

As with conceptions of leadership, conceptions of leadership effectiveness differ. One major distinction among definitions of leadership effectiveness is the type of consequence or outcome selected to be the effectiveness criterion. These outcomes include such diverse issues as group performance, the attainment of group goals, group survival, group growth, group preparedness, group capacity to deal with leadership, the psychological well-being and development of group members, and the leader's retention of his/her status and position in the group.

The most commonly used measure of leader effectiveness is the extent to which the leader's group or organisation performs its task successfully and attains its goals. The attitude of followers towards their leader is another common indicator of leader effectiveness. Various objective measures of behaviour, such as absenteeism, voluntary turnover, grievances, complaints to higher management, requests for transfer, slowdowns, wildcat strikes and incidents of deliberate sabotage of equipment and facilities, serve as indirect indicators of follower dissatisfaction and hostility towards the leader.

Leader effectiveness is occasionally measured in terms of the leader's contribution to the quality of group processes, as perceived by followers or outside observers.

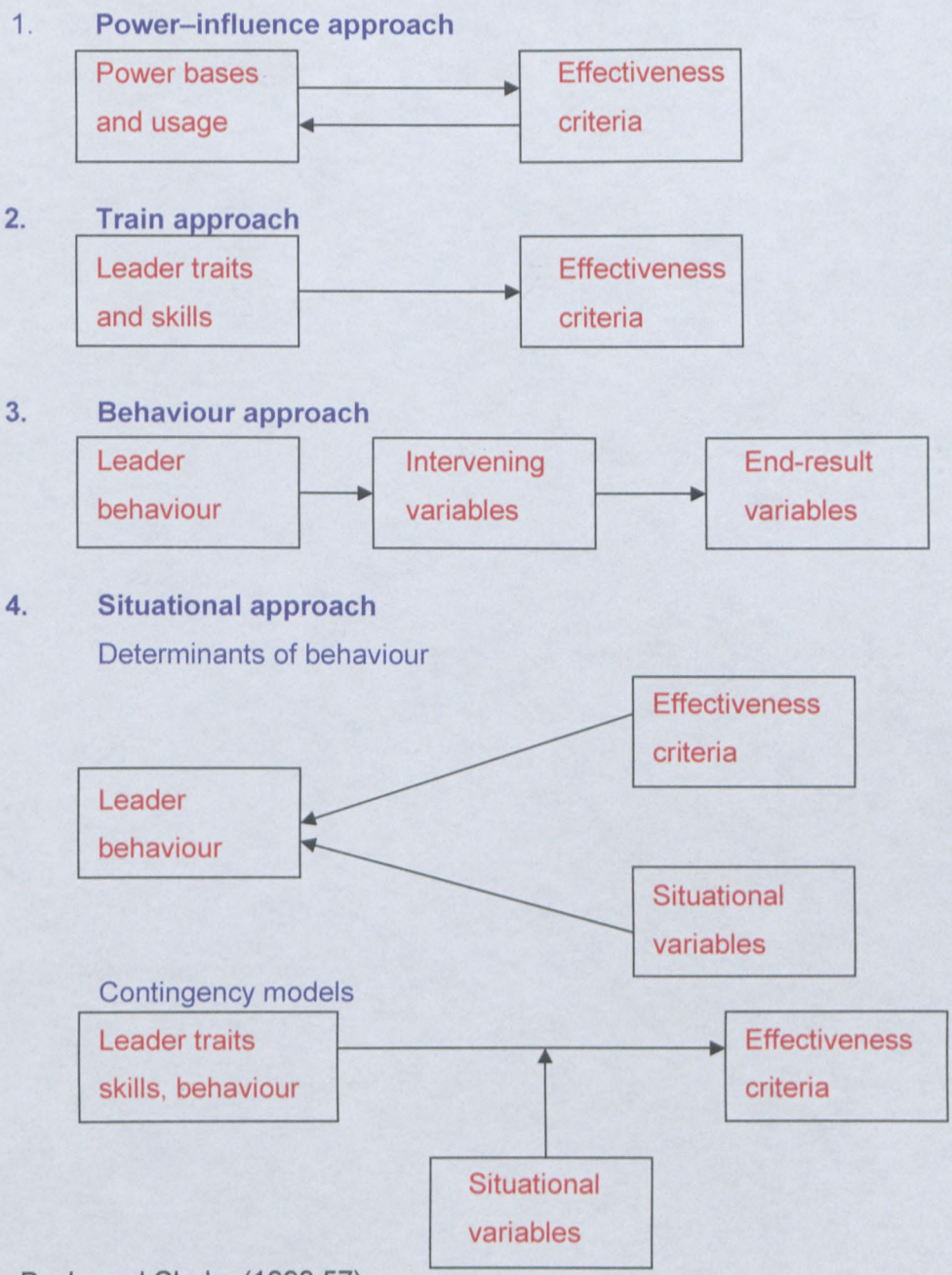
2.2 BROAD CONCEPTIONS OF LEADERSHIP

2.2.1 Research approaches

According to Boyle and Clarke (1998:56) nearly all the research on leadership can be classified into one of the following four approaches: the power–influence approach; the train approach; the behaviour approach, and the situational approach. The implicit assumptions about causal relationships existing between variables in each approach are shown in Figure 2.1. Law and Glover (2000:37) consider the various leadership approaches as significant in advancing or inhibiting the cause of change and organisational effectiveness.

- The **power-influence** approach attempts to explain leader effectiveness in terms of the source and amount of power available to leaders and the way in which leaders exercise power over their followers.
- The **train** approach emphasises the personal qualities of leaders.
- The **behaviour** approach emphasises the importance of situational factors, such as: the nature of the task performed by a group; the leader's authority and discretion to act; the role expectations imposed by superiors, peers and subordinates; and the nature of the external environment.
- Hersey and Blanchard (1977:91) consider the **situational** approach to be one of the better-known approaches. In distinguishing between the "task" to be achieved and the "relationship" with members of the working team, four leadership "styles" can be identified, as described in Table 2.2, with the management implications shown in Figure 2.2.

Figure 2.1: Implicit assumptions in leadership approaches



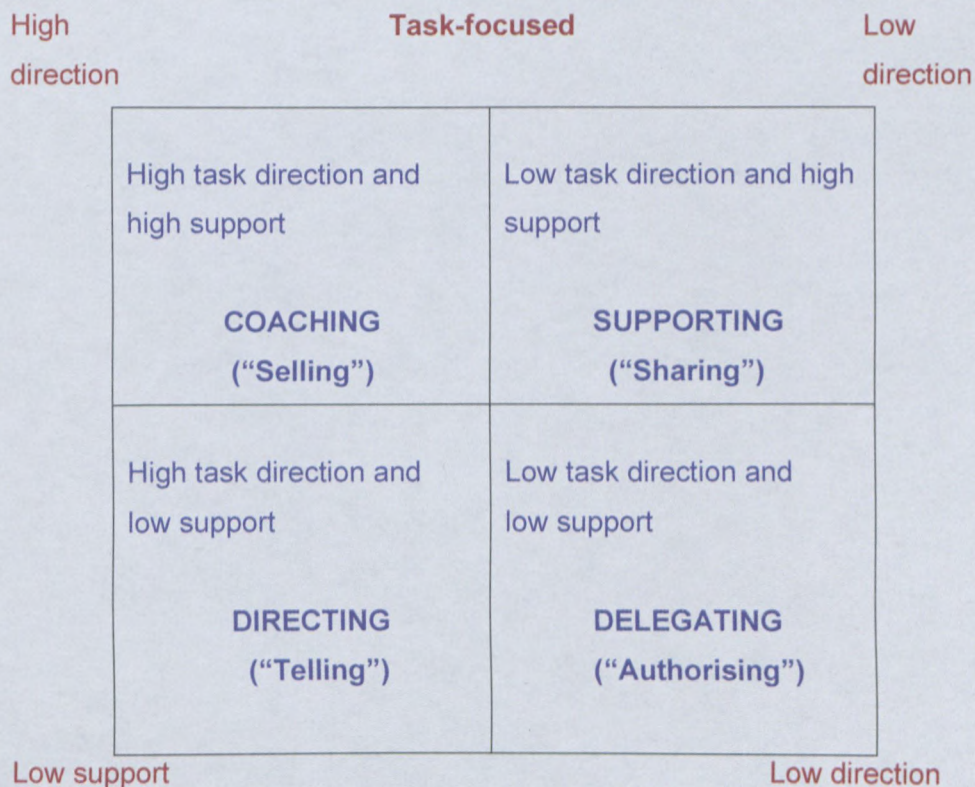
Source: Boyle and Clarke (1998:57)

Table 2.2: Situational leadership: Task- and relationship-focused characteristics

Delegating	Low relationship and low task focus. Leader "authorises": Passes responsibility for a role or function to a member of staff whom he/she holds accountable for its performance.
Supporting	High relationship and low task focus. Leader "shares": Maintains a strong link with the member of staff, offering support as necessary but does not become involved in the actual work itself.
Coaching	High task and high relationship focus. Leader "sells": Allocates tasks while supporting the member of staff and paying constant attention to the work at hand.
Directing	High task and low relationship focus. Leader "tells": Insists on the achievement of targets no matter the impact on the person undertaking the work.

Source: Hersey and Blanchard (1977:103)

Figure 2.2: Situational leadership: The management implications



Source: Hersey and Blanchard (1977:105)

Hersey and Blanchard (1977:105) also identified the “maturity” level of followers as the key factor to be taken into account by leaders when determining the specific task or function they want to achieve in working with and through others. The relative maturity of each follower influences the degree of emphasis which the leader needs to place on task or relationship behaviour at any given moment. Hersey and Blanchard define maturity as the capacity to set high but attainable goals, the willingness and ability to take responsibility for attaining the goals, and a relatively high educational and/or experience level attained by the individual or group.

Blanchard and Zigarmi (1991:92) advocate a highly personalised approach to leadership, arguing that the “maturity levels” of followers may vary greatly, both between followers who operate within a specific organisation and within the followers themselves, according to the different tasks they are asked to perform. In addition, maturity levels can change year on year, as long-standing colleagues develop greater personal and professional maturity.

2.2.2 Leadership theories

According to Stogdill (1974:17–23) leadership theories can be grouped into six major types:

- **Great man theories:** These theories suggest that leaders are able to exert power because they possess qualities that differentiate them from, and that appeal to, the masses.
- **Environmental theories:** Environmental theorists believe that leadership is a function of a situation. They hold that leadership is vested in a person by a group, not because the person concerned is inherently a leader, but because he/she can perform needed group functions. A leader does not produce a situation, instead it is the situation which calls forth a leader.
- **Personal–situational theories:** Personal–situational theories represent a synthesis of the great man and environmental theories. Theorists who hold these

views see leadership as the interactive effects between the leader and the situation. Leadership is seen as being characterised by relationships among persons rather than by leadership traits or situational attributes.

- **Interaction–expectation theories:** These theories emphasise the importance of interactions and expectations which group members have regarding the behaviour of individual group members, and the ways in which interactions and expectations influence each other.
- **Humanistic theories:** Those who propound humanistic theories believe that organisations can best achieve their goals when they enable the individuals who work for them to develop their own creative potential. Because human beings are internally motivated, instead of having to create motivation, all that organisations needs to do is to harness the already existing motivation. The function of leadership is to free individuals so that they can contribute maximally to achieving organisational goals by means of giving vent to their natural tendency to accept responsibility and to develop.
- **Exchange theories:** Exchange theories are based on the assumption that social interaction represents a form of exchange in which each group member makes contributions to the group at a personal cost and in turn receives rewards in the form of tangible payment or psychological satisfaction.

Handy (1993:142) outlines three “theories” of leadership, namely trait, style and contingency.

- **Trait theories:** Trait theories attempt to describe key leadership features exemplified by successful leaders in the past, reflected in the way in which “great head teachers” were revered. Trait theories focus on identifying the key success factors involved in leadership, with most concentrating on the characteristics of intelligence, initiative and self-assurance.
- **Style theories:** Proponents of style theories attempt to show how the way in which leaders approach their role in given situations fosters either success or failure.

As far as educational leaders are concerned, Likert (1967:42) argues that those who were successful in the past supported others in a general rather than in a specific way, recognising the need to be employee-focused rather than production-orientated, a style theory that implicitly separates leadership from management. Likert's scheme suggests four different approaches to leadership:

- **Exploitative and authoritarian**, e.g. an approach such as that which contributed to post-incorporation staffing problems in further education institutions in South Africa.
 - **Benevolent and authoritarian**, e.g. the often considered characteristic of independent schools.
 - **Consultative**, e.g. often characterised as typical of effective leadership in secondary departments that value both individual and group views.
 - **Participative**, e.g. the traditional core of effective primary school cultures, strongly emphasising group focus.
- **Contingency theories:** Contingency theories attempt to analyse the interrelationships existing between leaders and their potential "followers", as well as the nature of leadership between them (these theories are discussed in more detail below).

Contingency theory approaches are often evident in analyses and narratives about "successful schools", where change has been achieved through developing an understanding of the complexity of their mutual relationship.

Fiedler's (1978: 46) "contingency theory" assesses a leader's basic approach to managing people. Fiedler claims that three factors influence leadership effectiveness:

- **The task:** The extent to which the task at hand is structured.
- **The leader:** The leader's position of power.
- **The relationship:** The nature of the relationship between the leader and his/her followers.

Handy (1993:142) extends Fiedler's "best fit" approach to accommodate four sets of influencing factors in leadership situations:

- The leader's preferred operating style and personal characteristics
- The followers' preferred style of leadership in the light of given circumstances
- The task, the job, related objectives and technology
- The environment, the organisational setting of the leader and his/her group and the importance of the task.

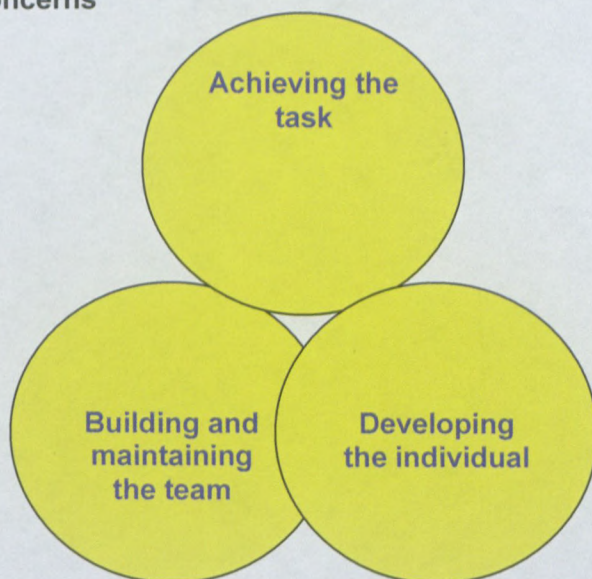
Handy's "best fit" approach argues against the possibility of a correct "style" of leadership. Instead, fit can be measured on a "tight-flexible" scale. According to Handy, leaders need to shape their environment as well as allowing themselves to be shaped by it; in effect, leadership demands interaction.

McGregor Burns' (1978:37) analysis of leadership distinguishes between transactional leadership (getting things done) and transforming leadership (being inspirational and visionary).

- **Transactional leadership** focuses primarily on managing structure, emphasising organisational structure, organisational purpose, development planning and task completion.
- **Transformational leadership** also attempts to satisfy immediate needs, to assess motives and to satisfy higher needs. Transformational leaders are more concerned with gaining the overall cooperation and energetic participation of their followers. The transformational approach transforms the feelings, attitudes and beliefs of followers.

Transactional and transformational leadership approaches suit well-recognised models of "tasks" and "maintenance" management roles, for example, those delineated by Adair's (1983: 57) concept of "action-centred leadership" (see Figure 2.3). Adair sees the three elements of task, team and the individual as being vital, with leaders analysing and managing the relationship between each of the elements in order to achieve successful outcomes.

Figure 2.3: Action-centred leadership: Interlocking task, team and individual concerns



Source: Adair (1983:44)

By relating task to relationship through their “managerial grid” (see Figure 2.4), Blake and Mouton (1978:98) argue that leaders could employ various combinations of both. They identify four major leadership tendencies in management:

- **Impoverished management:** Low concern for tasks and low concern for people.
- **Authority-compliance management:** High concern for tasks, low concern for people.
- **Middle-of-the-road management:** Moderate concern for tasks, moderate concern for people.
- **“Country Club” management:** Low concern for outcomes, high concern for people.
- **Team-driven management:** High concern for outcomes, high concern for people.

Figure 2.4: The Managerial Grid

<p>CONCERN FOR PEOPLE</p>	<p>HIGH</p>	<p>"Country Club" management (A "good place to be", but little is achieved; complacency)</p>		<p>"Team-driven" management (People are valued, outcomes encouraged)</p>
	<p>LOW</p>		<p>CONCERN FOR OUTCOMES</p>	
			<p>"Impoverished management" (Apathy is acceptable)</p>	

Source: Blake and Mouton (1978:102)

2.2.3 Leadership models

Busher and Saran (1994:76) review the ways in which different leadership elements (tasks, relationships and context) relate to one another in terms of five different models:

- The **structural functional model**: Emphasises rationality, role and success based on "fit".
- The **open systems model**: Focuses on the ways in which people interrelate to achieve organisational aims.
- The **cultural pluralism model**: Recognises that in a professional situation leadership needs to maximise the potential of different individuals as members of a group.

- The **interpersonal model**: Relies on the management of individuals as individuals, working from a range of viewpoints.
- The **political model**: Characterised by a manipulation of power systems to achieve the required ends as determined by the leader.

Busher and Saran's typology need to be judged against the considerable evidence that leaders and their followers frequently perceive the same event very differently. Regarding leadership in schools, Brighouse (1991:179) identifies three different kinds of school leaders:

- **Perceptive professional developers**: Those who empower staff to carry the organisation and themselves forward by means of joint planning and involvement.
- **System maintainers**: Those who follow a more rigid and mechanistic approach, offering a relatively inflexible framework for all.
- **Inadequate, security-conscious others**: Those who follow inconsistent approaches and act according to prevailing pressures.

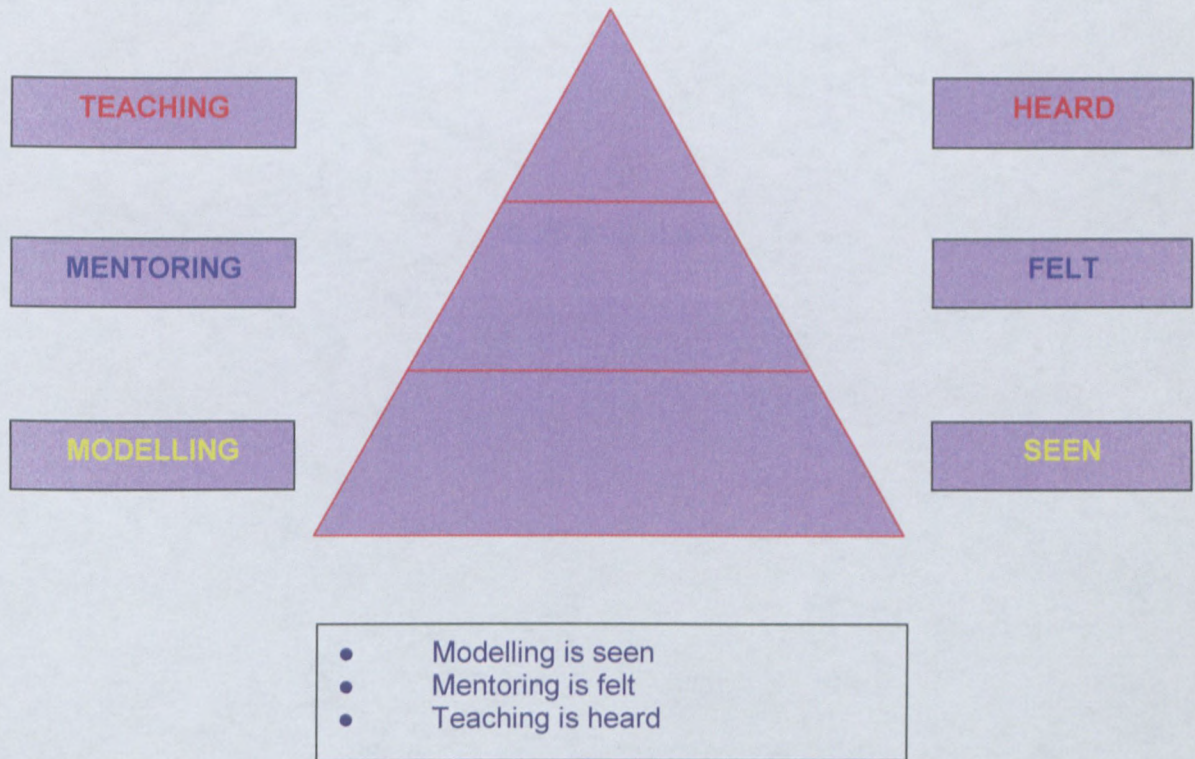
Covey (1996:47) summarises and illustrates inspirational leadership in a model that he refers to as the **Leadership Pyramid**, depicted in Figure 2.5. The triangular shape of the pyramid illustrates that true influence is based on three essential components:

- Being a model or example of values exposed with the expectation that others will follow (the modelling or example level)
- Investing time, energy and commitment in the relationship (the mentoring level)
- Effectively influencing through teaching, explaining, coaching and counselling (the teaching level)

(a) The foundation is modelling or example

According to Covey (1996:49) the foundation of the Leadership Pyramid is example or modelling. Example refers to actual conduct, which flows naturally from character. Example is what creates credibility and the sense of being worthy of being listened to. The foundation level represents trustworthiness and the building of trust. Modelling refers to the leaders' individual actions and others' response to their example. This lies at the core of influencing others.

Figure 2.5: The Leadership Pyramid



Source: Covey (1996:83)

To influence others, leaders need to be trustworthy models. Leaders can become trustworthy by sincerely acknowledging that they often err. Heroes and role-models recognise their own imperfections. The greatest influence lies in telling others, "Follow my example".

When others consistently observe a leader's example, they begin to believe in him/her. They see the consistency and the integrity of the leader's life and believe that he/she indeed does walk the talk, or at least sincerely tries to do so. If leaders stumble, followers see that they readily acknowledge their mistakes and quickly return to trying to live by the principles that they represent.

(b) Modelling is seen; mentoring is felt

According to Covey (1996:49) the middle level of the Leadership Pyramid reflects the quality of the relationship, namely that of trust, which is the fruit of trustworthiness. "Because you see my example, you feel the relationship." A relationship at this level is based on warmth, understanding and empathy. A quality relationship and high degrees of trust open the way to sharing and teaching. When individuals feel understood and valued, they naturally become more open to the influence of others. Mentoring refers to the people about whom leaders care. A mentor is a model who cares and who relates to those who trust him/her. Models, as people generally admired, do not necessarily have to interact with their followers to gain their admiration. Mentors, on the other hand, develop meaningful relationships with those whom they desire to teach.

Leaders must be deeply rooted in qualities of honesty and integrity. Sometimes the dividing line between where modelling leaves off and mentoring begins is difficult to discern. In reality, modelling and mentoring exist as points along a continuum in which modelling evolves into mentoring.

(c) Teaching is heard

The pinnacle of the Leadership Pyramid is teaching. Dynamic interaction takes place at this level – teaching, directing, sharing feedback and empathising. Teaching achieves its optimum effect only after due effort has been invested in building a trusting relationship (the middle level) based on true example and integrity (the bottom level).

As teachers, leaders intend to help their followers to acquire those principles that will enable them to govern and lead themselves. Leaders explicitly teach the principles of effectiveness because these principles are at the heart of the desire to be trustworthy models and trusted mentors. While teaching, leaders should aim to edify lives rather than to impress others. The best teaching springs from the deeply held conviction that what leaders say not only comes from their heads but also from their hearts.

Becoming a successful model, mentor and teacher requires a great deal of patience. Developing patience is similar to developing muscles through resistance training. To develop patience requires consistent effort over time.

(d) Never teach without the foundation being in place

Too often, those in leadership roles are ignorant of the first two levels of modelling and mentoring, or they simply try to shortcut them by lecturing, preaching, telling, exhorting or threatening. Such attempts often meet with resistance, resentment or apathy.

2.2.4 Leadership domains

The following can be considered functional domains of leadership in education:

- **Leadership:** Formulating goals with individuals or groups; initiating and maintaining direction with groups and guiding them to the accomplishment of tasks; setting priorities for one's school in the context of community and district priorities and student and staff needs; integrating own and other ideas for task accomplishment; initiating and planning organisational change.
- **Information collection:** Gathering data, facts and impressions from a variety of sources about students, parents, staff members, administrators and community members; seeking knowledge about policies, rules, laws, precedents or practices; managing the data flow; classifying and organising information for use in decision making and monitoring.
- **Problem analysis:** Identifying the important elements of a problem situation by analysing relevant information; framing problems by identifying possible causes; identifying additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility; assisting others to form reasoned opinions regarding problems and issues.
- **Judgment:** Reaching logical conclusions and making high-quality, timely decisions, given the best available information.

- **Organisational oversight:** Planning and scheduling one's own and others' work so that resources are used appropriately and short- and long-term priorities, as well as goals are met; monitoring projects to meet deadlines.
- **Implementation:** Making things happen; implementing programmes and plans; applying management technologies; applying methods of organisational change, including collaborative processes; facilitating the performance of tasks; establishing progress checkpoints; considering alternative approaches; providing "mid-course" corrections when actual outcomes start to diverge from intended outcomes; adapting to new conditions.
- **Delegation:** Assigning projects or tasks together with the clearly defined authority required to accomplish them, while taking responsibility for their timely and acceptable completion.
- **Instructional programme:** Envisioning and enabling instructional and auxiliary programmes for the improvement of teaching and learning; recognising the developmental needs of students; ensuring appropriate instructional methods; designing positive learning experiences; accommodating differences in cognition and achievement; mobilising the participation of appropriate people or groups to develop these programmes and establish a positive learning environment.
- **Curriculum design:** Interpreting school district curricula; planning and implementing a framework for instruction together with other staff, initiating needs analyses and monitoring social and technological developments as they affect the curriculum; responding to internationally acceptable content levels; adjusting content as needs and conditions change.
- **Student guidance and development:** Providing for student guidance, counselling and auxiliary services; utilising community organisations; responding to family needs; enlisting the participation of appropriate people and groups in designing and conducting relevant programmes and in connecting schooling to plans for adulthood; planning a comprehensive programme of student activities.

- **Staff development:** Identifying together with other participants the professional needs of individuals and groups; planning and organising programmes to improve staff effectiveness; supervising individuals and groups; engaging staff and others in planning and participating in recruitment and development; initiating self-development.

- **Measurement and evaluation:** Determining what diagnostic information is needed relating to students, staff and the school environment; examining the extent to which outcomes meet or exceed previously defined standards, goals or priorities for individuals or groups; drawing inferences for programme revisions; interpreting measurements or evaluations for others; relating programmes to desired outcomes; developing equivalent measures of competencies.

- **Resource allocation:** Planning and developing the budget with the appropriate staff; seeking, allocating, and adjusting fiscal, human and material resources; utilising the physical plant; monitoring resource use and reporting results of use.

- **Motivating others:** Building commitment to a course of action; creating and channelling the energy of self and others; encouraging participation; supporting innovation; recognising and rewarding effective performance; providing coaching, guidance or correction for performance requiring improvement; serving as a role model.

- **Sensitivity:** Perceiving the needs and concerns of others; dealing with others tactfully; working with others in emotionally stressful situations or during conflict; managing conflict; obtaining feedback; recognising multicultural sensibilities.

- **Oral expression:** Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing and summarising for groups; utilising appropriate communicative aids; adapting material to suit specific types of audience.

- **Written expression:** Expressing ideas clearly in writing, writing appropriately for different audiences, such as students, teachers and parents; preparing brief memoranda.
- **Philosophical and cultural values:** Acting in terms of a reasoned understanding of the role of education in a democratic society, as well as in accord with accepted ethical standards; recognising philosophical and historical influences on education; reflecting an understanding of culture, including current social and economic issues related to education; recognising global influences on students and society.
- **Legal and regulatory applications:** Acting in accordance with relevant laws, rules and policies; recognising governmental influences on education; operating in terms of local rules, procedures and directives; administering contracts.
- **Policy and political influences:** Identifying relationships between policy and education; recognising policy issues; examining and affecting policies individually and by means of membership of professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues.
- **Public and media relationships:** Developing common perceptions about school-related issues; interacting with parental and community leaders; understanding and responding adeptly to the electronic and printed news media; initiating and reporting news through appropriate channels; enlisting public participation in meaningful community-based projects; recognising and providing for specific market segments.

2.2.5 The real face of leadership

During the last two decades there have been significant advances in the fields of organisational behaviour and leadership. Such progress has led to an active debate on the role of the modern leader, as to what effective leaders really do compared with what theorists say they should do. Participants in this debate include Henry Mintzberg, John Kotter, Rosabeth Moss Kanter, John Naisbitt and Alvin Toffler. In South Africa a few

researchers, *inter alia* Anton Rupert and Anthony Manning, have commented on the nature of and requirements for modern leadership.

According to Puth (2002:6), these corporate philosophers reflect the following views:

- **Henry Mintzberg**

In 1973 Mintzberg concluded that, in the real world of day-to-day leadership, leaders hardly do what they profess to do. Mintzberg argued that if one were to ask leaders what they do, they would most likely answer that they plan, organise, coordinate and control. However, these four verbs do not truly state what leaders actually do. At best, they indicate some vague objectives which leaders have when they work.

Mintzberg (1973:68) identified a number of significant facts about the real world of leadership.

- **The leader is not necessarily a reflective, systematic planner**

Although many people still believe that leadership entails operating according to a systematic structure and sound planning, there is very little evidence to support that this is actually the case.

In fact, numerous studies have shown quite the contrary, namely that leaders work at an unrelenting pace; that their activities are characterised by their short duration, variety and discontinuity; that they are strongly inclined to action; and that they dislike reflective activities.

- **There is very little routine in leadership**

Mintzberg found that half the activities of top leaders lasted less than nine minutes, and that only 10% exceeded one hour.

- **Leadership communication patterns are mostly determined by contingency situations**

Mintzberg deduced that 93% of the verbal contacts made by chief executives were arranged on an *ad hoc* basis. Only 1% of the executives' time was spent in open-ended observational situations.

- **Leadership communication is often terminated by work pressure**

Chief executives terminate many of their self-initiated activities due to having to respond to work pressure. They often leave meetings before they end and have to interrupt their own deskwork to call in employees. Leaders continuously respond to stimuli and are conditioned by the nature of their work to prefer immediate, rather than delayed, action.

- **Leaders are dependent on orally communicated information**

Mintzberg found that most executives seem to cherish "soft" information, even gossip, hearsay and speculation. The reason seems to be its timeliness – today's gossip may be tomorrow's fact.

- **Leadership training must address the real world of leadership**

In relating the real nature of leadership to the training of leaders, Mintzberg observed that leadership schools have done an admirable job of training leadership specialists – leadership scientists, market researchers and accountants – but that they have, for the most part, not trained leaders as such. Leadership schools will only begin effective training of leaders when skills development and training is as highly regarded as is cognitive learning. Leadership schools have to identify the competencies and skills that leaders use, select students who show potential in these competencies and skills, and place students in situations where they can develop, practise and improve their leadership skills.

- **Specific skills training is essential**

Mintzberg (1973:68) identified the following important leadership skills:

- Peer relationships
- Conflict resolution

- Motivating employees
- Establishing information networks
- Disseminating information
- Decision making
- Allocating resources.

Mintzberg's views on leadership make it clear that most of a leader's activities and working conditions require a sound knowledge of, and an ability to apply, the basic principles and skills of leadership communication.

- **Rosabeth Moss Kanter**

According to Kanter (1991:56), leadership is undergoing such enormous and rapid changes that many leaders are reinventing their professions as they go. With little precedent to guide them, they are watching the established hierarchy slowly disintegrating and the clear distinctions of title, task, department and even corporation blurring. Faced with extraordinary levels of complexity and interdependency, they are watching the traditional sources of power erode and the previously powerful motivational tools lose their once-time magic. These changes hold major implications for modern leadership.

- **New, flexible strategies and structures affect leadership**

The cause of the burgeoning flexibility of strategies and structures is obvious. Competitive pressures are forcing organisations to adopt such strategies and structures, some of which have profound effects on the nature of leadership. Organisations require corporate staff and functional departments to play a more strategic role involving greater cross-departmental collaboration.

- **The new leadership realities create new relationships**

The development of new relationships is advocated by experts who urge organisations to become less bureaucratic and more entrepreneurial learner organisations. Theorists, however, have yet paid but scant attention to the dramatically altered realities of leadership at work in transformed organisations.

- **The new leadership context requires leaders to make significant adaptations**

Some leaders experience the new leadership situation as a loss of power, because much of their authority used to emanate from their elevated position in the educational hierarchy. Now that all matters of position and status seem to be generally open to negotiation by all those affected, long-standing leaders are confused about how to mobilise and motivate their staff. However, the effects of the new leadership context impact differently at the different levels of leadership. Despite any difficulties that leaders at the very top may find with reforming strategy and structure, they will nevertheless probably retain their existing identity, status and level of control. For leaders lower down the ranks, however, structural change is often much harder. As work units have started to become more participative and team-oriented, the distinction between leader and non-leader has already begun to erode.

- **The new leadership picture consists of a number of basic elements**

To promote understanding of what leaders have to do in order to achieve results in the new leadership context, Kanter has identified four elements that specifically concern the relationship between leadership and communication:

- A greater number and variety of channels exists in terms of which action can be taken and influence exerted.
- Relationships of influence are shifting from vertical chains of command to horizontal peer networks.
- The distinction between those leading and those being led, especially in terms of the availability of information and control over assignments, is eroding.
- External relationships are becoming increasingly important as sources of internal influence, power and even career development.

- **The new leadership context requires new patterns of communication and interaction**

Kanter indicated that the old bases of leadership authority are steadily being replaced by new tools of leadership. Leaders whose power was, in the past, derived from their position in the hierarchy and who were accustomed to exerting personal control over only a limited area are learning to shift their perspective to a broader arena. The new leadership entails looking outside a defined area of responsibility to identify opportunities and form project teams in any relevant sphere that will facilitate addressing these opportunities. Such leadership involves collaborating across functions, divisions and companies with overlapping activities and resources.

In future, possessing rank, title or official charter will yield in importance as determiners of success to having the necessary knowledge, skills and the sensitivity to mobilise people and motivate them to do their best. This new leadership style will require appropriate communication and interaction with people throughout an organisation.

- **John Naisbitt**

Naisbitt identified what he regarded as essential future trends for sound leadership and planning in the new century. Naisbitt stressed what demands should be met by leadership training in order to keep abreast of, and remain relevant in, the dynamic world of business:

- In the new information society, human capital has replaced dollar/rand capital as the strategic resource. By stating that people and profits are inexorably linked, Naisbitt implies that leaders will have to become more people-oriented and less focused on structures and procedures.
- People know intuitively that work should be fun. Despite this, only a few corporate innovators have created an environment conducive to having fun while maximising profit and productivity. The current focus will have to shift to enable each employee to attain personal fulfilment in the workplace.

- Information, knowledge and creativity are strategic resources in the new information era. A corporation can only gain access to these valuable commodities by means of eliciting the co-operation of the people in whom these resources reside.
- An authoritarian leadership style may hold an almost irresistible appeal, despite its inherent incorrectness. Leaders have to realise that the days of non-consultative decision making and of unilateral and unquestioned enforcement of decisions made in this way have gone forever. Authoritarian leadership is irrevocably yielding to a network-oriented, people-centred style of leadership. People's need and desire to participate can only be realised by leaders moving away from the old structures and forming and cultivating internal networks that allow for full participation by every member of an organisation.
- In future the best and brightest people will gravitate towards those corporations that foster personal growth. Assuming that its employees are an organisation's most valuable asset, the new challenge for leaders will be not only to enable employees to attain personal growth but also to facilitate this process by creating conditions conducive to development and growth.
- The leader's new role is that of coach, teacher and mentor. Such an approach will ensure that the basic skills and values acquired by leaders over the years will be passed on and prevail throughout an organisation.
- The dawn of the information age has fostered an unprecedented shift from a focus on organisational structure to focus on the quality of life of the organisation's employees. The underlying assumption here is that the best interests of the organisation are ensured not by the structures and procedures that it has in place, but rather by the quality of life experienced by its members.

In terms of these trends identified by Naisbitt, it once again becomes clear that modern leadership differs significantly from traditional leadership. Such developments hold significant implications for the knowledge and skills required by current and future leaders.

2.2.6 Leadership and vision

Since vision-driven leadership has become a major component of leadership theory over the past decade, clarification of the limitations of this view has become necessary. Beckhard and Pritchard (1992:23) identify four key aspects:

1. Creating and setting the vision
2. Communicating the vision
3. Building commitment to the vision
4. Alignment with the vision

Similarly, Bennis and Manus (1985:91) advocate four leadership strategies:

- Attention through vision
- Meaning through communication
- Trust through positioning
- The development of self through positive self-regard

Traditional views of leaders – as special people who set the direction, make key decisions and energise the troops – are deeply rooted in an individualistic and non-systematic world view. Especially in the West, leaders are heroes – great men (and sometimes women) who “rise to the fore” in times of crisis. At its heart, the traditional view of leadership is based on assumptions of people’s powerlessness, their lack of personal vision and inability to master the forces of change – deficits that can be remedied only by a few great leaders.

To bring about major reforms, strong leadership is required to manage the attendant barrage of problems and to facilitate the utilisation of potential opportunities.

2.2.7 Important considerations in leadership

Champy (1995:27) claims that there are four broad **issues** for leaders of the future:

- **Issues of purpose:** Insistently, persistently, relentlessly, the leader/manager must ask: “**What for?**”, “**What is it that we’re in business for?**”, “**What is the process for?**”, “**This product?**”, “**This job?**”, “**This team?**”.

- **Issues of culture:** If successful reengineering requires a change in an organisation’s culture, as seems to be the case in many instances, how is it to be accomplished by the same management as that which thrived in the previously existing culture? If it is true that reengineering is unlikely to succeed in a corporate atmosphere charged with fear, how do we generate another, more amenable environment characterised by an ethos of willingness and mutual confidence?

- **Issues of process and performance:** How do we achieve the kind of processes that we want? How do we obtain the performance that we require from our employees? How do we set the norms and standards for employee and management performance, or measure the results emanating there from? Reengineering usually demands radical objectives, effective leadership and political skills.

- **Issues of people:** With whom do we wish to work? How can we find such individuals both inside and outside our organisation? How do we get those whom we find to want to work with us?

Champy (1995:27) further advocates that leaders should “lead experimentally” and that linear thinking, general strategic thinking, familiar thinking and conventional thinking produce only comforting illusions, bland rigidities and complacent passivity.

The new **work of the leader** can be described as that of designer, steward and teacher.

- **Leaders as designers:** The leaders who fare best are those who continually see themselves as designers rather than as crusaders. Many of the best-intentioned efforts to foster new learning disciplines flounder because those leading the change forget the first rule of learning: people learn what they need to learn, not what someone else thinks they need to learn.

- **Leaders as stewards:** As stewards, leaders continually seek and oversee the broader purpose and direction of the organisation. In a learning organisation, leaders may start by pursuing their own vision, but as they learn to listen carefully to the visions of others, they begin to see that their own personal vision is part of something larger.

- **Leaders as teachers:** Instead of teaching others their own vision, leaders in learning organisations have the ability to conceptualise their strategic insights so that they become public knowledge, open to challenge and further improvement. Leaders acting as teachers foster learning for all in such a way that people at each and every level in an organisation can develop systemic understanding.

Deal and Peterson (1994:31) argue that school principals, for example, must possess both technical and symbolic traits represented by logic and artistry. Technical problems require the analytical, rational problem-solving capabilities of a well-organised leader, while symbolic dilemmas require the sensitive, expressive touch of an artistic and passionate leader. Deal and Peterson identify eight technical roles filled by an efficient leader:

- **Planner:** Leaders must be effective planners, leading by example and for the benefit of the entire organisation and its employees.
- **Resource allocator:** Leaders allocate sufficient resources to all employees so that they can render an excellent service to all their customers.
- **Coordinator:** Leaders coordinate all projects and assignments to ensure the success of the enterprise.
- **Supervisor:** Leaders not only supervise certain projects, but also delegate certain responsibilities to their employees.

- Disseminator: Leaders always disseminate information of which they are aware in order that they can provide structured guidance to their employees.
- Analyst: Leaders must be analytical of nature in order to be able to ensure the growth, development and success of the organisation for which they are responsible. Leaders always address problems and threats in an organisation in such a way that all involved are able to understand why they act in the way in which they do.

The eight symbolic roles of a leader are:

- Historian: Leaders know the history of the organisation and its employees.
- Anthropological detective: Leaders are able to obtain information from people.
- Visionary: Leaders have a vision for the organisation and its employees.
- Symbol: Leaders embody principles of dedication, trust, loyalty and understanding.
- Potter: Leaders always plan for the benefit of the organisation.
- Poet: Leaders are talented formulators for the organisation.
- Actor: Leaders set an example regarding all aspects of the organisation.
- Leader: Leaders lead by means of setting an example and by always being willing to participate in all organizational activities.

Goldring and Rallis (1993:124) recommend that a school principal be a combination of:

- **Facilitator:** Enabling internal leadership
- **Balancer:** Communicating within the system hierarchy
- **Flagbearer and bridger:** Managing the environment
- **Inquirer:** Assessing the ongoing effectiveness of the school and developing school-based accountability.

Similarly, Patterson (1993) lists five **values** needed for leadership of tomorrow's schools in comparison to those of the present:

Value 1: Openness to participation

Today's value: The organisation values employees listening to the organisation's leaders and doing what the leaders tell them to do.

Tomorrow's value: The organisation values the active participation of employees in any discussion or decision affecting them.

Value 2: Openness to diversity

Today's value: The organisation must value employees' conformity to overall organisational aspirations.

Tomorrow's value: The organisation must value diversity in perspectives leading to a deeper understanding of organisational reality and an enriched knowledge base for decision making.

Value 3: Openness to conflict

Today's value: The organisation must value employees fostering a climate of group harmony and happiness.

Tomorrow's value: An organisation must value employees resolving conflict in a healthy way that leads to stronger solutions for complex issues.

Value 4: Openness to reflection

Today's value: The organisation must value employees conveying a climate of decisiveness, entailing the making and implementing of firm decisions without review.

Tomorrow's value: The organisation must value employees reflecting on their own and others' thinking in order to achieve better organisational decisions.

Value 5: Openness to mistakes

Today's value: An organisation must value employees striving not to make mistakes and working as efficiently as possible.

Tomorrow's value: The organisation must value employees acknowledging having made mistakes and being willing to learn from them.

2.2.8 Lessons in leadership

According to Fullan (1993:211) there are seven lessons that leaders need to learn if they want to be effective:

Lesson One: No leader can mandate what matters (the more complex the change, the less you can force it).

Lesson Two: Change is a journey, not a blueprint (change is non-linear, sometimes perverse and loaded with uncertainty and excitement).

Lesson Three: Problems are part of any leader (problems are inevitable and enable learning to take place).

Lesson Four: Vision and strategic planning come later (having premature visions and planning blind one to reality).

Lesson Five: Individualism and collectivism must carry equal weight (no one-sided solutions exist for the problems of isolation and groupthink).

Lesson Six: Neither centralisation nor decentralisation works (both top-down and bottom-up strategies are necessary).

Lesson Seven: Every person is a change agent (change is too important to leave to the experts – personal mindset is the ultimate protection).

2.3 SUMMARY

In Chapter 2 the researcher attempted to provide the reader with an overview of leadership. Special emphasis was placed on leadership effectiveness, approaches, theories and models, as well as on the leading 21 domains of leadership that are so crucial for leaders, especially school principals. This chapter examined Adair's (1983) findings that could assist leaders in giving direction, offering inspiration, building

teamwork, setting an example and gaining acceptance. The importance of the leadership pyramid (Covey, 1996) was discussed in detail. The views of three prominent theorists in the leadership field, namely Henry Mintzberg, Rosabeth Moss Kanter and John Naisbitt, were also discussed. Since vision-driven leadership has become a major component of leadership theory over the past decade, and therefore of crucial importance to educational leaders, details are provided on this topic.

Wanting to lead and believing that you can lead are the departure points on the path to leadership. Leadership is a performing art, in which the instrument is the self. Mastery of the art of leadership comes with mastery of the self. Ultimately, leadership development is a process of self-development.

Participants are often asked in workshops to consider a leader from history whom they wish that they could invite over for dinner and postprandial conversation. Questions are then asked as to what the participants would like to ask the person. Invariably, the questions are variations on the following: What made you believe that you could do this? What kept you from giving up? How did you develop the courage to continue? What did you do when you were discouraged or afraid? These questions are at the heart of leadership for anyone who aspires to lead others, as well as in the minds of those who wish to be led.

The quest for leadership is first an inner quest to discover who you really are. Through self-development comes the confidence needed to lead. Self-confidence is really awareness of and faith in your own powers. These powers become clear and strong only as the leader works to identify and develop them.

As a leader embarks on the quest for self-development, he/she must wrestle with at least some of the following questions:

- How much do I understand about what is going on in the organisation and the environment in which it operates?
- How prepared am I to handle the complex problems that now confront my organisation?
- Where do I think the organisation ought to be headed over the next ten years?

- What do I believe about how people ought to conduct the affairs of my organisation?
- How strong is my own conviction regarding my stated vision and values?
- What are my strengths and weaknesses?
- What do I need to do to improve my abilities to assist the organisation to move forward?
- How solid is my relationship with my followers or constituents?
- Am I the right one to be leading at this moment?

Honest answers to these questions (and to those that arise from them) tell a leader when he/she should open him/herself still further to a more global view. The leader, being at the forefront of progress, is usually the first to encounter the world outside the boundaries of the organisation. Therefore, the more a leader knows about the world out there, the more easily he/she can approach it with assurance

In the next chapter, different types of leadership will be discussed.

CHAPTER 3

TYPES OF LEADERSHIP

3.1 INTRODUCTION

Leadership is one of the most popular topics of business research today. In fact, Internet search engines such as Amazon.com, Google.com and EBSCO list over 643 003 728 sites on the topic. Although the subject has been researched extensively since the early 1950s, little agreement has been reached on whether leaders are born or developed, or on what constitutes effective leadership. One area of agreement involves leadership styles (such as autocratic, charismatic, transactional and transformational) and their corresponding strengths and weaknesses.

Generally speaking, Davis and Newstrom (1989:42) identify two types of leadership, namely status leadership and emergent leadership.

Status leadership is leadership associated with a particular position such as with that of principal, consultant, director, chairman, secretary or president.

A chairperson, secretary or other official in a group is expected to perform certain leadership functions. Hence, such persons are often referred to as status leaders.

In addition to status leadership, leadership is often exercised by someone who holds no particular position. Because such form of leadership emerges in relation to particular problems, it is called **emergent leadership**. A group member who does not hold any special office in a group may express a useful idea, ask a penetrating question, help the group to formulate a plan, or work behind the scenes and make useful suggestions to a status leader. These acts may constitute highly important leadership behaviour, even though they are not the acts of one of the status leaders as such.

In the following sections different types of leadership will be discussed.

3.2 TRANSFORMATIONAL LEADERSHIP

In an incisive discussion of transformational leadership, Gordon (1991) drew a number of parallels between transformational leadership and charismatic leadership. She stated that recent thinking about effective leadership tended to emphasise the importance of the leader's charisma. Using charisma to inspire his/her followers, the transformational leader talks to them about how essential their performance is, about how confident he/she is in the performance of his/her followers, how exceptional the followers are, and how he/she expects the group's performance to break records. A transformational leader changes an organisation by developing a vision for it, communicating that vision to members of the organisation and mobilising them to accept, help achieve, and institutionalise the changes.

According to Gordon (1991:62) the following behaviours characterise transformational leadership:

– **Transformational leaders develop a need for change**

The transformational leader helps followers to recognise the need to revitalise an organisation by developing a need for change and by avoiding quick-fix solutions to problems. Encouraging followers to act as devil's advocates towards the leader, building networks outside the organisation, visiting other organisations and changing leadership processes to reward progress also helps followers to recognise a need for revitalisation. The transformational leader gets people to disengage from and to disidentify with the past, as well as to view change as a way of dealing with their disenchantments with the past or the prevailing status quo.

– **Transformational leaders create a new vision**

The transformational leader creates a new vision and mobilises commitment to that vision. He/she uses planning or education as ways of generating commitment. A new vision can also be created by changing the composition of the team, altering leadership processes and helping organisational members reframe the way they think about the organisation.

– **Transformational leaders replace old things with new ones**

The transformational leader institutionalises change by replacing obsolete technical, political, social and cultural networks with new ones. For example, the transformational leader can identify key individuals and groups, develop a plan to obtain their commitment and institute a monitoring system to track changes. He/she can identify cultural values that should change and then design and implement a plan for making the change.

– **Transformational leaders motivate followers beyond their expectations**

A transformational leader motivates followers to achieve goals beyond their original expectations in three ways:

- By raising their level of awareness and consciousness about the importance and value of designated outcomes and ways of reaching them.
- By getting followers to transcend their own self-interest for the sake of the team, organisation or larger society.
- By altering their needs level or expanding their portfolio of needs and wants.

– **Transformational leaders focus on crucial issues**

Transformational leaders increase the awareness of peers, employees, followers, clients or other constituencies regarding issues of consequence. This heightening of awareness requires a leader with vision, self-confidence and inner strength to argue successfully for what he/she believes is right or good, not for what is popular or acceptable according to the established wisdom of the time.

– **Transformational leaders are recognisable**

Transformational leaders are recognisable by:

- their regarding themselves as change agents
- their capacity to be courageous risk takers
- their belief in people and in the way in which they try to empower them
- their acting according to a well-articulated set of core values
- their continuous learning from their own mistakes

- their ability to deal with complex, ambiguous and uncertain problems and situations
- dreaming and sharing their dreams with others in the organisation

Transformational leaders focus on gaining knowledge from both failures and successes by monitoring the organisational environment, using their networks to gain access to vital information, and experimenting with the introduction of innovations.

The idea of transformational leadership was first developed by James McGregor Burns in 1978 and later extended by Bernard Bass *et al.* Neither Burns nor Bass studied schools, but rather based their work on the study of political leaders, army officers, and business executives. Although there have been few studies of transformational leadership in schools and the definition of the concept is still vague, evidence shows that there are similarities in different forms of transformational leadership, whether practised in a school setting or in a business environment.

Leithwood finds that transformational leaders pursue three fundamental goals:

- Helping staff develop and maintain a collaborative, professional school culture. This means staff members often talk, observe, critique, and plan together. Norms of collective responsibility and continuous improvement encourage staff members to teach one another how to teach better. Transformational leaders seek to transform their school environment by: involving staff in collaborative goal setting; reducing educator isolation; using bureaucratic mechanisms to support cultural changes; sharing leadership with others by delegating power; and actively communicating the school's norms and beliefs.
- Fostering educator development. Leithwood suggests that educators' motivation for development is enhanced when they internalise goals for professional growth. This process is facilitated by a strong commitment to the school mission. When leaders allocate staff a role in solving non-routine school improvement problems, they should make sure that their goals are explicit and ambitious, but not unrealistic.

- Helping educators solve problems more effectively. Transformational leadership is valued by leaders for stimulating educators to engage in new activities and exert “extra effort”.

The following strategies can be used by transformational leaders in educational institutions:

- Leaders and managers must visit each classroom every day; assist in classrooms; encourage educators to visit one another’s classes at least once a quarter.
- Leaders must involve all staff in deliberating on the school mission, goals, beliefs, strategies, and vision at the beginning of the year.
- Leaders must help educators to work smarter by actively seeking alternate interpretations and checking out assumptions; by seeing individual problems within the larger perspective of the whole school; by avoiding sticking rigidly to preconceived solutions; by clarifying and summarising discussions at key points during meetings; and by keeping the group on task but not subject to a single overriding perspective.
- Leaders can make use of action research teams, school development teams or school improvement teams as a way of sharing power. Allocating responsibilities to each member and involving staff in governance functions encourages the participation of all concerned. Those not already participating in teams should be asked to head a committee.
- Leaders must identify successes and publicly recognise the work of staff who have contributed to whole school improvement and development. Leaders can write privately to educators to express appreciation for their special efforts and commitment.
- Transformational leaders should remain constantly aware of the needs and wants of their staff. Ongoing receptivity to educators’ attitudes and philosophies, actively listening and caring about others are all hallmarks of transformational leaders.
- Transformational leaders encourage educators to experiment with new ideas.
- Transformational educational leaders structure and facilitate the holding of workshops and other empowerment sessions at their schools so that their staff can easily attend such uplifting exercises. Educators are encouraged to share

their talents with one another. Transformational leaders also conduct workshops themselves and share relevant information with other staff members pertaining to conferences that they have attended.

- When leaders hire new staff, they encourage the newcomers to become actively involved in school decision making. Leaders always strive to hire educators who are committed to a spirit of collaboration. Educators lacking a wholehearted commitment to the school's purpose will have the option to transfer.
- Leaders must have high expectations for educators and students that are in line with their expectations of themselves. Educators should feel inspired to be the best educators that they possibly can be.
- Leaders can make use of bureaucratic mechanisms to support educators, such as securing funding for worthwhile projects or providing time during the formal workday for collaborative planning. Transformational leaders always strive to nurture educators in their care from having to suffer unduly from overly stringent deadlines and excessive paperwork.
- Leaders let educators know that they are responsible for all the students in a school, not just for their own classes.

Transformational leadership positively affects organisational effectiveness; revolves around relationships, which lie at the heart of leadership, and can be measured and taught; and are effective across diverse cultures and organisations. Bass's conceptualisation of the transformational leader served to extend the ideas of Robert House (Wharton School of Business, University of Pennsylvania) who strengthened the construct of the charismatic leader by enlarging it to embody issues of individualised consideration and intellectual stimulation.

Rather than being dependent on their leaders, followers should be able to demonstrate free choice and to develop a degree of autonomy within the leader's encompassing vision. Thus, true transformational leadership requires employee empowerment, not employee dependence. The view that transformational leadership enhances organisational innovation has gained wide popularity among researchers since the late 1990s. Research conducted by Bass regarding transformational leadership has shown that leaders who display the behaviours of transformational leadership are able to

realign their followers' values and norms, promote both personal and organisational changes, and help followers to exceed their initial performance expectations.

Transformational leaders exceed exchanging contractual agreements for desired performance by:

- actively engaging their followers' personal value systems and providing ideological explanations that link their followers' identities to the collective identity of their organisation, thereby increasing their followers' intrinsic motivation (rather than mere extrinsic motivation) to work as efficiently and effectively as possible;
- articulating an important vision and mission for the organisation, thereby increasing their followers' understanding of the importance of, and values associated with, desired outcomes; and
- raising the performance expectations of followers so that they become ever more willing to transcend their own self-interests for the sake of the entity as a collective whole.

Transformational leaders encourage their followers to think "outside the box" and to adopt generative and exploratory thinking processes by:

- stimulating them to think about long-existing problems in new ways and encouraging them to challenge their own values, traditions and beliefs;
- showing high expectations of, and confidence in, their followers' capabilities. By doing so, leaders help to develop their followers' commitment to long-term goals, missions, and visions and to shift their focus from short-term, immediate solutions and objectives to long-term, fundamental solutions and objectives.

3.3 DEVELOPMENTAL LEADERSHIP

3.3.1 Introduction

According to Gilley and Maycunich (1999:62), autocratic and charismatic leadership styles are commonly found in traditional organisations, whereas transactional and transformational leadership styles are required for such organisations to develop into true learning organisations. Although transformational leadership is a considerable

improvement over autocratic and charismatic forms of leadership, developmental organisations require a new type of leader – one who realises that organisational renewal and competitive readiness rely in their totality on employees who are prepared to accept further challenges, new work assignments, ever-increasing competition, the desirability of continuous lifelong learning and change, as well as the need for continuous growth and development.

Each of these conditions requires innovative approaches to problem-solving, creative solutions to complex issues and new knowledge, skills and competencies to enable competitive challenges to be met. Developmental leaders constantly embrace change as a means of providing additional positive opportunities, resulting in their spending most of their time creating conditions favourable to managing and implementing the process.

According to Maxwell (1998), developmental leadership is solely about influence. Though anyone can steer a ship, it takes a leader to chart the course that the ship must take. Navigators see the path ahead and make mid-course corrections to avoid dangerous waters, relying on past experience as a source of information and wisdom. They solicit the advice of others, examine conditions before making commitments and have faith in others, while simultaneously dynamically balancing optimism and realism, intuition and planning.

Maxwell's navigator analogy summarises the difference between developmental and traditional leadership styles. Developmental leaders understand that leadership is a 24-hour, seven-days-a-week job. Effective leaders inspire employees and encourage their continuous growth and development, constantly attending to every minute detail, daily nurturing and promoting growth, trust, respect, intuition, sacrifice, sharing of power, and mutual success and accomplishment.

Maxwell developed an insightful acrostic that helps to remind developmental leaders of why they should lead as navigators:

Predetermine the course of action and make sure that all employees know what is expected of them.

Lay out and share the goals of the organisation as clearly as possible with all stakeholders involved.

Adjust your priorities and be willing to adapt them for the benefit of the organisation as a whole.

Notify key personnel of any development in leadership and management issues continuously.

Allow time for the acceptance of new ideas, strategies and changes, so that you become a change agent.

Head into action and lead by example, by being positive and inspiring your staff.

Expect problems and find solutions to them together as a team.

Always point to success and celebrate it, duly acknowledging the successes of your staff.

Daily review the plans of the organisation and be open for suggestions from other relevant stakeholders.

3.3.2 Philosophy of developmental leadership: Servantship

In 1863 the British ambassador to the United States is reported to have called on President Abraham Lincoln at the White House. Upon his arrival, the ambassador was escorted to the president's private office, where he found President Lincoln shining his shoes. The ambassador was shocked by what he witnessed, blurting out, "Mr President, you can't shine your own shoes!" President Lincoln paused, slowly looked up and calmly replied, "Then whose shoes should I be shining?"

This story clearly reveals the inappropriate perceptions that people have of leaders. To be a servant leader who puts employee needs, growth and development above one's own requires humility.

An Appalachian saying goes, "**Be careful not to grow too much above your raising**". The meaning is clear: People must remember from where they have come and not regard themselves too highly above those with whom they were raised. By remaining

humble, leaders actually extend their influence and power, because employees are drawn to leaders who are approachable, open and friendly. Accessible leaders enable employees to remain at ease during interactions with them.

A servanthip approach is critical when leaders ask their employees to produce results and outcomes requiring extraordinary dedication and personal sacrifice. Most employees are willing to participate in helping to produce desired results and outcomes, but tend to be even more willing to do so when their leaders experience the same hardships and exert similar effort as they do.

According to Boyett and Boyett (1995:49) the following characteristics of servant leaders are important:

- Servant leaders are servants first, being driven by the need to learn and serve.
- Servant leaders lead by listening to their followers.
- Servant leaders help their followers articulate their own goals, and help group members to reach consensus or the declaration of a common will.
- Servant leaders inspire trust by their actions, beliefs and the amount of value that they ascribe to their followers.
- Servant leaders take people and their work seriously, exhibiting commitment to employee growth, development and the ability to be self-led.

During the past several years much discussion has revolved around the importance of empowerment. Empowerment simply entails helping others to see their own potential for greatness and arranging conditions by which they can become successful. Apart from being closely aligned with servanthip, empowerment also implies granting power to one's employees to encourage their becoming more responsible or achieving greater levels of performance. The basis of empowerment lies in recognising that it is not actually the leaders who have control, but that the power lies in the employees who willingly relinquish it in a leadership situation. Employees choose to follow – leaders cannot as such control the thoughts, actions or behaviour of their followers. In terms of the traditional authoritarian model of leadership, empowerment is a one-way process, emanating from the leader to the employee.

Recognising that empowerment and control rest with one's employees, developmental leaders exercise servantship to help enable employees to become all that they can. Well-served employees realise that they have the power to achieve great things – to grow and develop, to determine their own careers and to achieve professional success. Truly developmental leaders are able to humble themselves to put the needs, expectations, interests and success of their employees above their own.

Developmental (servant) leaders advocate, support and promote their employees; accept their overall and career development responsibilities by working tirelessly to help employees grow and develop; assist employees as they struggle to become the best that they can be; share organisational success with subordinates; make certain that other decision makers in the organisation are aware of employee contributions to the achievement of desired results; accept responsibility for their employees' failures; and celebrate their successes. Above all, developmental leaders operate without regard for their own well-being or career advancement, because they believe that their employees are the organisation's most valuable asset. Most importantly, developmental leaders are servants because they believe that doing so is the right thing to do.

Jack Welch, president and CEO of General Electric, is often touted as an exemplary servant leader, one who values employees and who makes encouraging their growth and development a prime directive. Welch, for example, regularly devotes his time to facilitating training, proving beyond a doubt the importance of employees to the success of the organisation.

Servant leaders are able to delegate tasks and responsibilities to others because they are secure within themselves and realise that such opportunities for growth and development are stimulating. These leaders also understand that they themselves will receive credit for a job well done, since part of their own work is delegated. Another characteristic of servant leaders is personal involvement, involving the willingness to engage employees by becoming personally involved in their careers and professional lives. As a result, employees are willing to discuss important issues openly and honestly, without fear of negative repercussions or reprisals, and are willing to become vulnerable and exposed rather than to remain guarded and controlled. When this type of behaviour

is exhibited, both leaders and employees will tend to become more honest and open in their approach.

A servanthip approach does not mean that leaders are weak or unable to make difficult decisions. Such an approach simply implies a personal philosophy of humility and a willingness to work for the betterment of others. Moreover, servant leaders help their organisation by advocating, assisting, growing and developing its most important asset: its people. Simply stated, servanthip means being a caretaker without regard for one's own personal needs or the rewards typically afforded leaders who are responsible for the professional lives of others. Servant leaders bear far-ranging responsibility that should not be taken lightly.

3.3.3 Roles and responsibilities of developmental leaders

According to Maxwell (1998:86) the roles and responsibilities of developmental leaders include the following:

- adopting the principles of developmental leadership
- sculpting an organisational system that fosters development
- increasing organisational readiness for learning and change
- reinventing human resources
- building organisational capacity and capability through human resource planning, recruiting and staffing
- enhancing organisational renewal through learning and change
- implementing career development strategies
- applying the performance management process
- encouraging development through effective compensation and reward strategies.

3.3.4 Assumptions in developmental leadership

Developmental leaders make several assumptions that guide their actions and behaviours. According to Maxwell (1998:86), developmental leaders make the following assumptions about their employees:

- They can be trusted to perform to the best of their skills and abilities.
- They have the right to be informed about the decisions of the organisation, its mission and strategy.
- They prefer to be involved contributors rather than to be passive observers.
- They are willing to take risks if the organisation establishes an appropriate safety net.
- They enjoy teamwork and group harmony.
- They can improve.
- They want to grow and develop.
- They prefer to feel important, needed, useful, successful, proud and respected
- They tend to wish to develop a positive relationship with their leaders, managers and co-workers.
- They prefer meaningful work.
- They would like to be appreciated and recognised for their accomplishments.
- They prefer accepting responsibility to being expected to be dependent and passive.
- They prefer a self-directed leadership approach rather than an authoritarian approach.
- They want the organisation to become successful and to meet its strategic goals and objectives.

3.3.5 The principles of developmental leadership

To achieve a servanthip approach, leaders must apply the principles of developmental leadership. These leadership responsibilities are critical to the developmental organisation. The principles are clustered into the following four categories:

- intrinsically-oriented principles
- employee-oriented principles
- performance-oriented principles
- organisation-oriented principles

- **Intrinsically-oriented principles**

Personal accountability and trustworthiness are the two intrinsically-oriented principles that surface when leaders work closely and harmoniously with their employees. Working according to these principles helps to forge interpersonal relationships, to foster trustworthiness and respect, to encourage collaboration and to build teamwork.

- *Principle of personal accountability*

Far too many organisational leaders simply abnegate responsibility for their own situation. Developmental leaders, on the other hand, understand that they are personally accountable for their own behaviour, actions and results, including the policies, procedures, incentives, interventions and plans that they advocate and implement.

Personal accountability should serve as a guiding principle for leaders in their everyday organisational life. By accepting their personal accountability, leaders choose to allow their thinking to be guided by their own intrinsic dynamism. Adopting personal accountability for what occurs in their organisations encourages other employees to believe in their leaders, opening them to a readiness to trust in their leaders' words and deeds.

- *Principle of trustworthiness*

According to Maxwell (1998:86), if trust is absent, employees are not inclined to take risks and will be less likely to participate in growth and development activities, or to engage in projects and interventions in order to improve their skills and competencies. Trust is an essential element in the developmental organisation and one of the most important components of developmental leadership.

Establishing trust is a time-consuming, difficult undertaking based on truth, respect, character and integrity. Trust implies open, honest and direct communication and the avoidance of hidden agendas that might otherwise discourage the development of positive working relationships. Trusting

employees believe that their leaders will do the right thing. Integrity is essential, because employees follow leaders who do what they say they are going to do, and who act in an honest, trustworthy fashion.

According to Gilley and Boughton (1996:53) there are five preliminary steps to establishing trust:

Step One: Create a safe work environment free of fear.

Step Two: Develop a solid communication pattern with employees, both in terms of frequency and depth.

Step Three: Discover the unique characteristics, personality, life experiences and professional paths of each employee in the organisation.

Step Four: Engage employees by accepting them as positive contributors to, and worthwhile human beings in, the organisation.

Step Five: Become personally involved with employees, spending significant time with each and reassuring them by means of your constant presence.

Trust is granted when leaders have successfully accomplished each of the above-mentioned steps.

Petersen and Hicks (1996:64) believe that significant surprises, unpredictability and stress in the work environment seriously diminish the trustworthiness of a leader. Other conditions and behaviours that erode a leader's trustworthiness include the following:

- lack of a sense of safety and security
- the fear of losing something important
- uncertainty about other people's intentions
- inconsistent behaviour, actions or decisions
- indecisiveness
- inconsistent policies and procedures
- lack of expectations and performance standards
- inadequate performance reviews and reward systems
- favouritism of certain people

- blaming behaviour and not the mistakes that were made during a project
- inappropriate criticism and threats

These conditions and behaviours can be referred to as “**trust killers**”. Petersen and Hicks (1996:64) identified four questions that can serve as a personal audit of one’s trust level:

1. Do your employees know what to expect from you?
2. Do your employees believe that you do what you say you will do?
3. Do your employees believe that you care about their interests?
4. Do your employees believe that you are competent to carry out what you say you will do?

The answers to these questions determine one’s trustworthiness and can be used by leaders to create their own growth and development plan.

- **Employee-oriented principles:** Employee-oriented principles show that employees are an organisation’s most important asset. Such principles reaffirm that, without employees and their contributions, organisations could not achieve their strategic business goals and objectives. Thus, it makes sense that organisational leaders should serve as employee advocates and as conduits of employee self-esteem.

- *Principle of employee advocacy*

All too often, organisational leaders are selfishly concerned only with their own careers and how they will advance in the organisation. Since they give little regard to the careers of their employees, it should come as no surprise that such leaders abdicate their developmental responsibilities. Consequently, their employees have to rely on their own resources when acquiring or developing the knowledge and skills needed to ensure adequate performance and productivity or to advance their own careers.

Developmental leaders realise that employee growth and development fuels their own long-term career success and advancement. “Getting results

through people” is their criterion for action, not using people as stepping-stones on the journey to their own professional utopia. Developmental leaders understand that their success depends on the contributions made by each and every employee. Realising that the sum of the part is greater than the whole, they advocate and encourage a synergistic approach to problem-solving, strategic planning, organisational development initiatives and change intervention.

Developmental leaders practise the principle of employee advocacy every time they delegate work tasks and responsibilities to their subordinates. Delegation involves appointing another person to operate on one’s behalf, implying that employees and leaders are interchangeable elements used to produce desired results. Employees and leaders serve as replacements for one another and are capable of assuming each other’s tasks and responsibilities. Practising delegation encourages leaders to rely on others to help achieve desired business results.

By the time that the principle of employee advocacy has reached its apex, organisations will already have established policies that prevent a person from being promoted within the organisation unless an adequate replacement has been developed for that person. A promotional linkage exists between a leader’s career growth and development and the preparation of others to assume the leader’s vacated position. In this way, career-minded individuals are required to develop a successor before they can advance within an organisation. This ensures that every employee, manager and organisational leader desiring career advancement must advocate and prepare another to replace him/herself. A developmental organisation thrives on such forward thinking.

- *Principle of employee self-esteeming*
Gilley and Maycunich (1999:74) argue that a primary purpose of developmental leadership is to enhance the self-esteem of employees. Developmental leaders have opportunities to enhance employee self-esteem through interactions such as work assignments, growth and development

activities, one-on-one meetings, performance appraisals, projects, discussions, presentations and proposals.

The aggregate of employees' interactions produces a positive or negative net balance. When positive, employees feel comfortable about themselves and are motivated to take risks. They are willing to grow and develop; they feel unique, expressive, courageous and self-assured. Positive self-esteem is the foundation of career growth and development. When their net balance of self-esteem is negative, employees are often defensive, frightened, reclusive, critical, bitter, resentful and mistrusting. These attitudes cause employees to be reluctant to take risks, to accept new challenges, to take advice or to receive constructive criticism positively.

According to Gilley and Maycunich (1999:74–75) developmental leaders maintain the critically important responsibility of improving their employees' self-esteem because every interaction has the potential either to enhance or to deplete an employee's self-concept. Consequently, leaders discover and implement activities that have profoundly positive effects on their employees' self-esteem. Interactions that help employees grow and develop or that encourage them to accept increasingly difficult and challenging assignments can have the most positive impact.

Bradshaw (1981:39) identified four additional ways of enhancing employees' self-esteem:

- by promoting achievement, accomplishment and mastery (e.g. by encouraging employees to acquire new skills and knowledge and to participate in creative endeavours; granting employees new and exciting responsibilities; encouraging participation in projects that are seen to be important; and by requesting employees' opinions and insights regarding the organisation's strategic direction).
- by sharing power, control and influence (e.g. by providing employees with opportunities to influence decision making or authority over

others; by appointing employees to be members of decision-making committees, task forces, and teams; by asking employees their opinions regarding upcoming changes; and by asking for suggestions from employees regarding the improvement of organisational efficiency and effectiveness).

- by caring for and valuing employees (e.g. by giving employees positive affirmation for their existence, and by acknowledging employees' contributions, recommendations and achievements).
- by allowing action in terms of the values and beliefs held by employees (e.g. allowing employees to make decisions based on their values and beliefs, and allowing employees to act on their values and beliefs).

Each of these four steps channels positive interactions into employees' "self-concept buckets", thus allowing for enhancement of their self-esteem. The more positive the interactions that employees experience, the higher tends to be their level of self-esteem. When their employees experience negative interactions with others, developmental leaders need to find activities that will serve to replenish their employees' self-esteem.

- **Performance-oriented principles:** Developmental leaders rely on performance-oriented principles to help their organisations achieve optimum business results and to improve employee performance and productivity through continuous growth and development. The three principles of performance, improvement and effective communication provide a foundation for excellence by allowing leaders to communicate their expectations in a clear, motivating and inspirational way.
 - *Principle of performance partnership*
Leaders are required to create performance partnerships that will enable employees to acquire new knowledge that they can apply to their job. When fully developed, the partnership is a mutually beneficial relationship allowing

employees to acquire critical skills and competencies to improve their performance and career development opportunities, while also helping organisational leaders and their organisations achieve better business results. Performance partnerships are based on the belief that employees are more willing to participate in growth and development when they are actively involved.

According to Gilley and Maycunich (1999:74–75) the principle of performance partnership is based on the following seven requirements:

- Employees must want to change their performance.
- Growth and development must be linked to employees' desire to improve their performance.
- Developmental leaders must identify the barriers and cultural issues that impede knowledge acquisition and transfer.
- Developmental leaders must identify conflicting job tasks and activities that reduce employee motivation to learn and change.
- Leaders must provide performance feedback, reinforcement, encouragement and support in order to improve employee performance and productivity.
- Employees must accept their responsibility for acquiring new knowledge and skills and for transferring them to the job.
- Developmental leaders must recognise and reward employees for their participation in growth and development activities.

When these seven requirements for behavioural change are met, most employees will participate in growth and development activities. Over time, employee performance and productivity will improve, helping organisations to achieve better business results, to improve their competitive readiness and to enhance their organisational renewal.

- *Principle of organisational performance improvement*

Developmental leaders are responsible for achieving business results through people. Developmental leaders create work environments where their employees are:

- challenged to perform at maximum levels;
- encouraged to demonstrate creative solutions to complex problems;
- engaged in quality initiatives;
- asked to participate in continuous organisational improvement activities; and
- required to participate in growth and development interventions.

To achieve these high standards, developmental leaders are required to understand how organisations operate, what the needs and expectations of shareholders are and how to construct well-designed, long-term solutions to difficult problems. Developmental leaders demonstrate appropriate work styles to meet the needs of their people and the organisation. These leaders are aware of their employees' maturity, skills, aptitudes and preferences, and appropriately adjust their work style to guarantee organisational success. The three most common types of work styles are directive, supportive and collaborative.

According to Gilley and Maycunich (1999:74–75), a **directive work style** is appropriate when employees lack experience or when time is limited. Such a work style is also appropriate when issuing direct commands will save time and money without jeopardising the leader–employee relationship.

When developmental leaders encourage creative, innovative solutions or entrepreneurial approaches, they are demonstrating a **supportive work style**. In most cases, this style enables leaders to function as employee advocates, encouraging their contributions, efforts and actions. A supportive work style is best used when employees are very experienced, capable and confident.

A **collaborative work style** best represents the type of work environment found in developmental organisations. Collaboration is best shown when leaders and employees work together to accomplish the organisation's business goals and objectives. Collaborative work environments are conducive to sharing, caring, supporting and encouraging. Organisations that embrace collaborative work environments are characterised by a high degree of internal stability, maturity and professional leadership. When collaborative work environments prevail, employees are aware of and understand the organisation's mission, strategy and long-term approach to business success.

Possessing business acumen and creating performance synergy are two components of improving organisational performance. Respect, the third element, binds these components, creating a powerful trilogy. Without respect leaders cannot lead; nor can they motivate their employees, produce the desired results, or be effective in the long term. Earning respect is a difficult undertaking that requires hard work, fairness, honesty, consistency and adherence to the organisation's guiding principles. According to Maxwell (1998:86), developmental leaders earn respect by making sound decisions, admitting their mistakes and putting what's best for their followers and the organisation ahead of their personal agendas.

Building respect requires leaders to create work environments that are:

- free of fear and safe
- based on open communication and honesty
- engaging with and accepting staff as partners in the business
- intent on involving all staff members in the daily running of the organisation
- trustworthy and honest
- self-esteeming
- focused on continuous growth and development strategies

Leading with respect is one of the most effective ways of motivating and inspiring employees. Such leadership will be rewarded by better business

results, enhanced competitive readiness and continuous organisational renewal.

- *Principle of effective communication*

Developmental leaders possess effective communication skills that enhance their ability to deliver performance feedback, conduct performance appraisals, confront poor performance and provide career counselling and mentoring. As a result, their communication skills improve employees' performance, productivity and willingness to participate in growth and development activities that in turn enable the organisation to achieve the desired business results. Developmental leaders acquire the ability to skilfully communicate with others throughout the organisation. Communication is not just the expression of ideas or rhetorical choices made during an interaction, but the ability to use all communication mechanisms available to stimulate and challenge employees to grow and develop as well as to perform to the best of their abilities.

Developmental leaders communicate efficiently and effectively, making certain that they are understood by their employees. Developmental leaders understand non-verbal messages when interacting with employees, using such techniques to emphasise their meaning. Developmental leaders ask pertinent questions to enhance their understanding and to demonstrate that they are paying attention to their employees. They also listen intently to employees to solicit meaning and understanding from them, while working equally intently at minimising distractions that might interfere with their comprehension and awareness of them. In this way, developmental leaders avoid misinterpreting information.

Developmental leaders utilise the most appropriate technology when communicating, understanding that technology is sometimes used as an excuse to avoid interacting with employees face-to-face. Hence, in order to maximise the benefits to be gained from communicating with their employees, they choose to conduct personal interviews with them rather than to communicate by means of voice-mail and e-mail.

According to Williams (2002:67) effective communication can be summed up in terms of nine behavioural skills which can be learnt, though many come naturally to good leaders:

- Eye contact. In individual communication, eye contact should range from between five and 15 seconds. In a group situation, four seconds per individual is recommended. Looking at another person for too long can make the person concerned uncomfortable.
- Posture and movement. Standing up straight and trying to move naturally and easily when communicating with others helps to maximise the fluency of any communication.
- Gestures and facial expressions. Leaders should learn to stand with their arms and hands relaxed at their sides while speaking. They should try to learn to smile, especially when under pressure, in order to convey the impression of being at ease
- Dress and appearance. Leaders must always dress appropriately for any work occasion and appear well groomed and professional.
- Voice and vocal variety. Leaders must be aware of how they sound to others. They should practise varying the pitch, tone and the intensity of voice to suit the occasion.
- Use of language and pausing without speaking. The rich multilingual texture of South African society allows for wide-ranging and descriptive vocabularies, which leaders should learn to use for maximum impact. Pausing at appropriate moments can also be an effective way of communicating.
- Listener involvement. Leaders must maintain the active interest and involvement of others in what they have to say whenever they speak. The listeners must be drawn into what the leaders have to say or discuss. Leaders should always look directly into the faces of those in their audience, no matter how small or large the audience is. Others must be involved and be seen to be involved in any speech that the leaders make.

- Use of humour. Leaders can create bonds between themselves and their employees by means of humour. Humour enhances the pleasure to be gained from any conversation and encourages engagement with the subject matter.
- Being one's natural self. Keeping up a show of qualities that are not inherently one's own or trying to maintain secrecy about one's past is bound to fail.

Decker (1988:16) states that the key ingredient to effective communication is credibility. How credible you appear to be when you speak to employees is difficult to assess. Your tone of voice must convey sincerity and credibility and not be patronising. Treating all employees as equals helps to dispel a patronising tone.

According to Puth (2002:151) the typical leader spends some 70% to 80% of a working day communicating with his/her followers. Obviously, many factors may influence the effectiveness of a leader's interpersonal relations, but perhaps nothing is as important as the words that he/she uses when interacting with his/her followers. How a leader addresses his/her followers may significantly contribute towards motivating them, but a negative leader can likewise serve to undermine their self-esteem.

Puth (2002:151) explains that there are least effective and most effective words that one can use when communicating with others. The least effective words that a leader can use when communicating with his/her followers are:

- The ten least effective words: **"Don't give me any excuses, just get the job done."**
- The nine least effective words: **"I'm the boss, and never forget it."**
- The eight least effective words: **"Either start to work or leave."**
- The seven least effective words: **"I don't care what you think."**
- The six least effective words: **"We've always done it that way."**
- The five least effective words: **"You're not paid to think."**

- The four least effective words: **“Because I said so.”**
- The three least effective words: **“It’s company policy.”**
- The two least effective words: **“That’s stupid.”**
- The single least effective word: **“Never.”**

The most effective words a leader can use in communicating with his/her followers are the following:

- The single most effective word: **“We”.**
- The two most effective words: **“Thank you.”**
- The three most effective words: **“I don’t know.”**
- The four most effective words: **“I made a mistake.”**
- The five most effective words: **“Your idea’s better than mine.”**
- The six most effective words: **“Let’s work together to do it.”**
- The seven most effective words: **“What do you think should be done?”**
- The eight most effective words: **“I trust and respect you as a person.”**
- The nine most effective words: **“You know more about your job than I do.”**
- The ten most effective words: **“What can I do to help you fulfil your needs?”**

Many of the problems that occur in an organisation are the direct result of people failing to communicate effectively. Faulty communication leads to confusion and can cause an otherwise promising plan to fail. The communication process involves coaching, co-ordinating, counselling, evaluating, and supervising. The process creates a chain of understanding that integrates the members of an organisation in all ways possible.

- **Organisation-oriented principles**

Organisation-oriented principles help leaders create work environments and organisational cultures that foster employee growth and development. The three principles are organisational consistency, holistic thinking and organisational subordination.

- *Principle of organisational consistency*

Organisational consistency is a hallmark of the developmental organisation. However, consistency appears to conflict with the desire for continuous employee growth and development common in developmental organisations. Employees want their leaders to demonstrate consistent behaviour and decision making – they want their leaders to avoid the latest fads and trends typical of so many organisations. Workers want their leaders to filter decisions through a set of guiding principles that control and influence their actions.

According to Maxwell (1998:79) continuous change is inevitable in today's world. Most people desire a state of equilibrium in which one's current state is consistent with one's desired state. Organisational equilibrium may be the only way of achieving the peace and serenity necessary for both personal and organisational renewal.

Equilibrium is necessary because it allows employees to "catch their breath" between episodes of growth and development. One way of guaranteeing that the principle of organisational consistency prevails involves conducting a values alignment, a process in terms of which the leaders' guiding principles are integrated with those of the organisation. Having first identified their personal values and beliefs, leaders then need to compare them to the values and beliefs prevalent in the organisation. Secondly, leaders should assess the amount of agreement that exists between their personal values and beliefs and those of their organisation. Thirdly, leaders should recognise how their personal values and beliefs daily impact on their employees. Fourthly, leaders should align their personal guiding principles with those of their organisation. Through value alignment, firms maintain organisational consistency, which keeps them steadfast in the turbulent corporate environment.

- *Principle of holistic thinking*

Developmental leaders articulate a vision for their organisations, identify an achievable game plan designed to achieve this vision, and reflect upon their

actions as a means of improving and maximising future opportunities. If they ensure that these three components are present, developmental leaders are applying the principle of holistic thinking. Holistic thinking consists of three types of thinking: visionary, strategic and critical thinking.

Maxwell (1998:79) asserts that developmental leaders have a clear vision for their organisations in both human and financial terms. **Visionary thinking** embodies identifying the purpose of one's organisation. Developmental leaders are successful in communicating their organisation's purpose and in creating an environment built on employee support and involvement. Because developmental leaders use an inclusive approach when designing and developing organisational vision, employees participate in the creation of this vision, share their opinions and ideas and accept responsibility for activities that help the organisation realise its dreams.

The ability to direct one's attention to an organisation's future involves **strategic thinking**. Such thinking includes the ability to anticipate business trends and processes in terms of manageable components. Developmental leaders generate a variety of solutions that narrow the gap between what is needed and what is delivered, making the necessary adjustments to ensure organisational success.

When developmental leaders use strategic thinking skills, they forge an organisational direction dedicated to ensuring competitive readiness and organisational renewal. Strategic thinking is a conceptual-level activity requiring organisational leaders to establish their business priorities. Developmental leaders have the ability to look to the future and navigate uncharted waters, thus simultaneously demonstrating both visionary and strategic thinking.

Developmental leaders continually examine their behaviour, decisions and beliefs, making appropriate adjustments when necessary. They are repeatedly able to reinvent themselves by looking inward to discover new awareness and insights. Introspection is essential for leaders to understand

who they are; what they believe; and what their strengths, weaknesses and growth areas are. **Critical thinking** involves being able to understand one's values and beliefs, and to know why one behaves in a particular way. Developmental leaders know when changes are consistent with their guiding principles and when they are not. Without self-awareness, developmental leaders have difficulty maintaining an image of personal integrity with employees who may come to view their behaviour as manipulative and insincere.

Leaders are able to transform their firms into developmental organisations by considering them holistically. Understanding how their organisations function as integrated wholes requires leaders to create a vision for their organisation and to identify the role that continuous employee growth and development plays in organisational success.

Developmental leaders insist that the relationship between managers and employees exudes synergy and thus fosters growth, development and managerial acceptance of their developmental responsibilities.

- *Principle of organisational subordination*

The saying “**Put a good employee against a bad system, and the system wins every time**” explains why most organisations never really evolve to the developmental level. When organisational leaders allow their organisations to “**get in the way**” of their employees' positive contributions, ideas and efforts, the employees' importance and value diminish. Organisations lose out when leaders place the contributions, involvement and loyalty of their employees above those of the organisation.

According to Maxwell (1998:79), developmental leaders demonstrate organisational subordination by:

- eliminating policies and procedures that interfere with, prevent or discourage growth and development

- eliminating organisational structures that discourage or prevent employee growth and development
- eliminating organisational structures that inhibit two-way communication
- eliminating negative and personally demeaning work climates
- creating organisational cultures where employee growth and development are encouraged and sponsored
- creating performance management systems that foster employee growth and development
- creating work environments where continuous learning and change are the norm
- transforming performance appraisals into developmental evaluations designed to foster employee growth and development
- creating compensation and reward systems that recognise and reward employee growth and development
- selecting managers and supervisors for their employee development and interpersonal skills, rather than their personal performance records
- eliminating political favouritism in favour of a performance-oriented promotion system based on continuous employee growth and development
- encouraging employee career development and linking it to long-term human resource planning initiatives
- selecting employees based on their readiness to learn, change, grow and develop
- linking employee growth and development to the organisation's mission and strategy

3.4 COMPETENCY-BASED LEADERSHIP

3.4.1 Introduction

The adoption of competency-based leadership entails a shift from traditional views of leadership that saw leadership as an attribute to one in which due recognition is given to the charismatic and trait elements involved in leadership.

Competency-based leadership assumes that educational management and teaching are abstract and therefore require a special approach. The approach focuses on the development and capability of the leader to foster superior performance from the leadership role.

Competency-based leadership is another dimension of the broad concept of leadership. In the new millennium, educational organisations are transforming. According to Whitaker (1993:72), transformation in education entails a shift from:

- the idea of power over to having power within an organisation and especially in its employees
- powers of a certain individual to power for all the stakeholders involved in education
 - localised power to power spread and shared

The broader transformation of the entire society changes the leader's influence over others. Absolute power is done away with, as illustrated in Table 3.1.

The table reveals a growing need to recognise followers, experience and expertise by involving them in leadership. According to Drucker (1999), such recognition means that the notion of leadership embodies the aspects of growth and development of both the leader and his/her followers. As such, leadership becomes people-centred and skill-centred.

Table 3.1: Paradigm shift in leadership

Management	–	Leadership
Vertical	–	Sideways
Fixed roles	–	Flexible roles
Individual responsibility	–	Shared responsibility
Autocratic	–	Collaborative
Delivering expertise	–	Developing expertise
Status	–	Stature
Efficiency	–	Effectiveness
Control	–	Release
Power	–	Empowerment

Source: Ferguson (1982:67)

Competency-based leadership fits very well into the field of educational leadership because it takes into account followers' (educators') skills, knowledge, experience and attitudes.

According to Rogers (1999:32), the success of leadership can be a reality if all involved are prepared to co-operate and to work outside the usual boundaries.

3.4.2 Critical aspects of competency-based leadership

– Foundation skills

According to Badenhorst (1987:37) leadership should be regarded as a managerial activity involving planning, leading, organising and control. Competency-based leadership develops from the traditional aspects of educational management, namely the foundation skills of

delegation, communicating and motivation. To acquire acquiescent followers, a leader requires such foundation skills in order to ensure that:

- the team members work as a team and not as individuals
- the team is able to understand its objectives and how they fit in with the overall organisational objectives and goals
- team members support one another
- the team is prepared to put in extra effort when required to do so for the benefit of the organisation as a whole
- the team aims for excellence
- specific tasks are allocated to those best able to do them

– Reflective leader

The leader in an organisational setting, such as a school, has to cope with different views and skills that are critical to the well-being of the organisation. The challenge is to balance the different view and skill set of each member with that of the organisation and ultimately to determine which set must prevail. A competent leader should always take into account that:

- differences can be assessed by collecting information from team members.
- needs and conditions within the district change over time.
- all team members should be given an equal and fair chance to participate in the team.

– The levers of push and pull: Pull skills

According to Rogers (1999:32) **pull skills** are associated with finding out from others what they really want and what they are really thinking. Pull skills involve creating rapport, authentic listening, motivation and delegation.

- *Creating rapport*

Creating rapport is critical to leadership. Influence requires rapport. Rapport involves relating to other people, however fleetingly, and showing them respect. The challenge is to maintain rapport even in extreme situations, as when a follower is angry or upset. In such instances, it means creating a climate where the aggrieved, despite his/her

negative experience, is nevertheless still able to experience warmth, trust and acceptance. According to Burger (1994:126), the leader can adopt a therapeutic approach by:

- observing the uniqueness and commonality of the individual in his/her setting
- maintaining objectivity and psychological closeness, so that the complainant is able to feel understood
- confidently exchanging information with employees
- conveying an empathetic attitude towards all involved
- accepting all feelings expressed as normal
- being tolerant

The therapeutic approach requires a degree of focus and self-awareness. One must understand and be able to control one's own behaviour first. The leader should focus on projecting positive body language. By steering the conversation, the leader can enable his/her followers to mirror his/her behaviour some of the time.

- *Authentic listening*

According to Rogers (1999:32), authentic listening is one of the best ways in which leaders can communicate acceptance and respect for others. Listening is an essential prerequisite for influencing followers. Genuine listening allows the leader to:

- penetrate the other person's mind, so that he/she really knows what the other person is thinking.
- check out any assumptions that he/she is making about his/her follower's motives and concerns.
- have sufficient time to consider what he/she will do next.
- show respect for the other person and his/her views.

According to Reeves (1998:88) genuine listening helps leaders to:

- understand and set standards
- identify potential leaders in the organisation
- create growth and development opportunities for all stakeholders concerned

- assess student/learner progress continuously
- analyse classroom activity regularly
- recognise outstanding performance of learners/students and educators
- always reflect, revise and improve

According to Pitt (1995:32), a climate for growth, development and opportunity is created by listening but not telling; encouraging but not imposing; supporting but not defending; coaching but not instructing; delegating but not directing; and recognising but not blaming.

The aim of listening is empathy, which facilitates further communication through asking questions but not interrogating. Competent leaders do not have to rely on the use of force or coercion as authoritarian leaders tend to have to do.

- *Motivation*

Leadership contributes to what make people want to work, i.e. their motivation. Competency-based leaders do not overreact to negative behaviour, criticism and weaknesses in others. According to Keenan (1996:78), leaders are aware and realise that effective leaders deliberately set out to understand behaviour. Judging others entails observing their behaviour and coming to fitting conclusions. Most of a person's behaviour is hidden beneath the surface. According to Covey (1991:102), no one knows exactly what is lurking in the ocean's depths. Hence, competency-based leaders believe in the unseen potential of all people.

- *Delegation*

Another important aspect of competency-based leadership is getting the best people to do the job. In team endeavours competency-based leaders build on people's strengths and strive to complement their weaknesses with the strength of others. Such interplay of ability can be achieved by means of delegation. Since the leader believes in the strength and capabilities of others, he/she is able to integrate and effectively use a variety of resources to accomplish the objectives of the organisation. Delegation should be based on the following individual skills:

- the ability to use knowledge, methods and equipment acquired through experience and training in technical skills in order to perform specific tasks
- the ability and judgement to be able to work with others, including understanding the issues of motivation and leadership (human skills)

- the ability to understand the complexities of the overall organisation and where one's own unit fits into the overall picture (conceptual skills)

Delegation is also best undertaken in conjunction with explaining techniques and methods and eliminating obstacles emanating from preconceptions, perceptions, criticism, lack of trust, the fear of being disliked, lack of confidence and exhibiting a know-it-all attitude.

In short, leaders usually delegate to give themselves more time to perform complex and difficult management tasks, to improve productivity, or to develop the skills of their followers.

- **The levers of push and pull: Push skills**

Push skills entail setting out what you think should happen; asking for what you want; saying no when doing so is appropriate; and giving feedback.

- *Assertiveness*

Assertiveness in a competency-based educational setting is about balancing one's needs with the needs of others. Exhibiting assertiveness involves showing respect for others, as well as having self-respect. According to Whetten and Cameron (1995:62), perceived lack of power can be just as harmful to personal performance as can the excessive use of power. In the South African context, assertiveness can be associated with issues of human rights and their corresponding responsibilities, as shown in Table 3.2.

Table 3.2: Leadership rights and responsibilities

YOU HAVE THE RIGHT TO	AND ARE RESPONSIBLE FOR
be heard	making sure that you hear others
change your mind	encouraging others to rethink and reconsider issues of importance to all
choose	ensuring that other choices are respected
make mistakes	seeing that other people view mistakes as learning opportunities
say no	encouraging others to come to their own conclusions and to disagree with you if they so wish
ask for what you want	respecting that other people's needs may be different to your own

According to Rogers (1999:32), assertiveness does not involve fighting back, yelling and boasting. Neither does it involve insisting on getting what you want by forceful means, regardless of the needs of others, nor does it involve timidly putting others' needs first. Assertiveness is demonstrated in a competency-based leadership context when a leader can:

- say no without causing offence.
- ask for what he/she wants without crushing others.
- say what he/she needs without fear of derision or criticism.
- describe his/her feelings to others without embarrassment.

- complain without humiliating the other person.
- ask for his/her rightful entitlement while staying calm and respectful.
- remain in control even in difficult situations.

- *Feedback*

One of the deepest cravings in human nature is to be appreciated. According to Reynolds (1997:51), people need to know first that what they do is noticed and, secondly, that you are prepared to tell them the truth about their behaviour, no matter whether it is good or bad. Giving feedback to another person does not always come naturally. Difficulties arise as a result of:

- differences in cultures;
- the fear that a negative report will harm relationships;
- general communication barriers;
- work-specific barriers (hierarchical structure, authoritarianism, specialisation, inadequate networking);
- interpersonal barriers (selective perception, status, defensive behaviour); and
- perceptual barriers (stereotypes, labelling, paradoxical assumptions, possessing a know-it-all attitude and value judgements).

Establishing a sense of rapport before providing feedback can be crucial to its acceptance.

The effective provision of feedback is marked two qualities: the message is delivered in such a way that the recipient is able to act on it, and the relationship of trust is maintained or enhanced. Choosing the right setting in which to provide feedback is very important.

Preferably one should give feedback in a one-on-one consultation, rather than in front of another person. Privacy is especially important in cases of negative feedback.

Feedback should be given to a person who is willing to listen to it and to act upon it. Feedback should always be accurate and behaviourally directed, focusing not only on the negative, but also on what the person is doing right. Praise, rewards and recognition as well as appreciation help raise self-esteem. Effective feedback is based on the following principles:

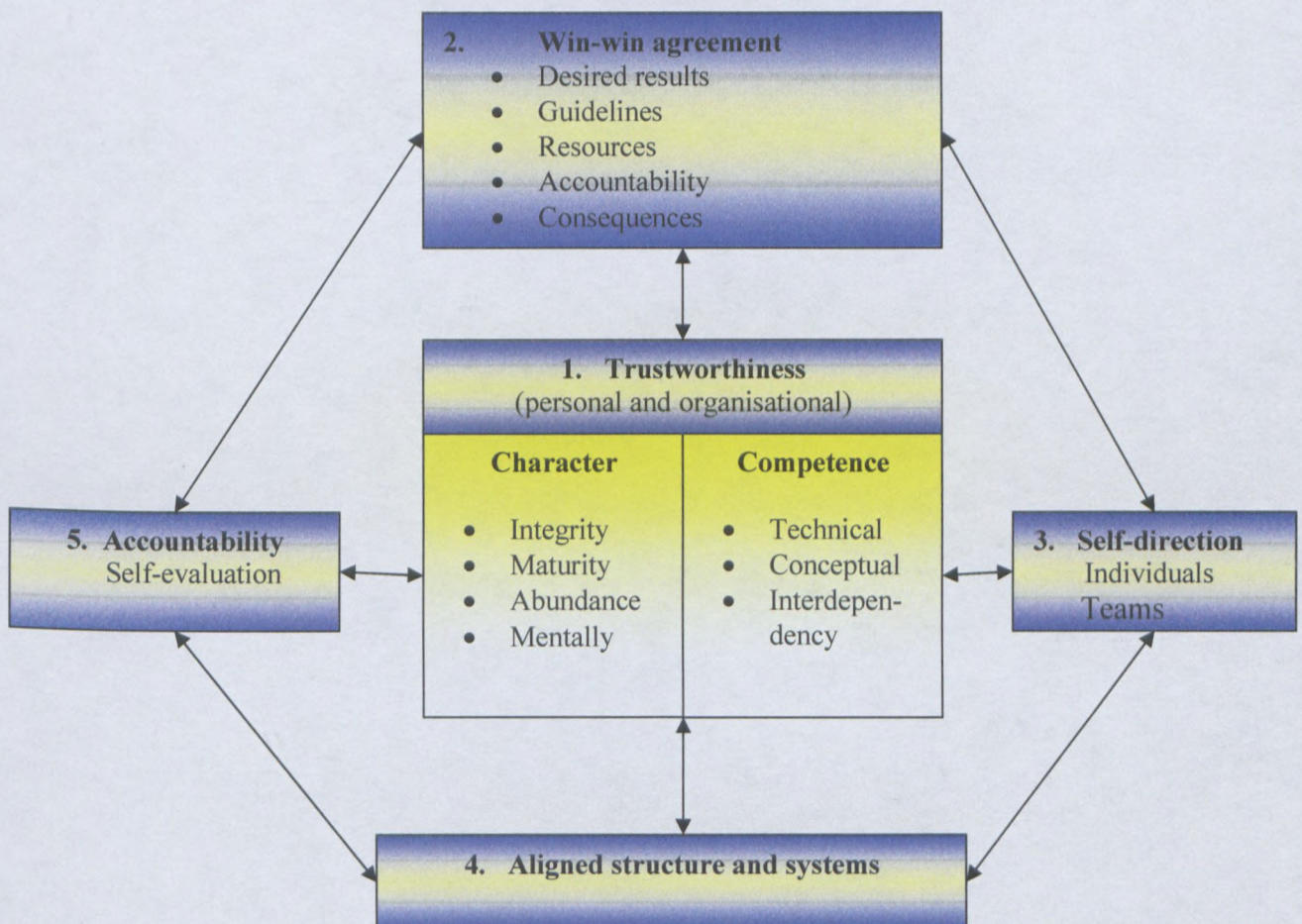
- emphasising both the positive and the negative when necessary
- immediate and honest delivery

- focusing on specifics and being to the point
- describe the impact of the behaviour
- providing follow-up sessions
- involving others
- being transparent, honest and approachable at all times
- asking for continuous and honest feedback on perceptions of the feedback provided

Feedback is an important element of competency-based leadership. It shows that you have the courage to be open to what others think, allowing the possibility that they can influence you.

Figure 3.1 outlines the model of elements of competency-based leadership in detail.

Figure 3.1: Elements of competency-based leadership



Source: Covey (1994:197)

3.5 INSTRUCTIONAL LEADERSHIP

3.5.1 A perspective on instructional leadership

According to Hopkins (2001:69) the transformational approach to leadership is a necessary but insufficient condition for authentic school improvement. The approach lacks a specific orientation towards student learning that is a key feature of a specific approach to school improvement. For this reason, the complementary notion of “instructional leadership” is attractive.

Leithwood, Jantzi and Steinbach (1999:72) define instructional leadership as an approach to leadership that emphasises the behaviours of teachers as they engage in activities directly affecting the growth of students. Hallinger and Murphy (1985:29) propose a model for instructional leadership that consists of three broad categories:

- defining the school mission
- managing the instructional programme
- promoting a positive school climate

In terms of a leadership model appropriate for authentic school improvement, a conceptual combination of transformational and instructional orientations would seem most appropriate and readily applicable.

Although definitions and studies of transformational and instructional leadership are informative, what is really needed is a leadership model that synthesises existing approaches, while providing sufficient scope for capturing how leaders encourage and manage school improvement in action.

According to Jackson (2000:78), the following aspects are important and would encourage and provide support for a broad-based instructional leadership approach:

- multi-level leadership built around shared values
- empowerment and active democracy
- collaborative learning as a source of leadership capacity

– **Multi-level leadership built around shared values**

In 1979, Weick (1979) portrayed schools as loosely coupled systems. He proposed that schools needed to become tight in ways other than visible accountabilities – by means of consensus on values. Such a consensus entails views that are both tight and loose; tight on values, but loose on the freedom to act, the opportunity to experiment and the authority to question historical assumptions. The tightness on values is the critical precursor to the type of dispersal required to sustain authentic school improvement. Values leadership is crucial to the concept of leadership capacity for school improvement. Such leadership involves building and evolving consensus around higher-order values that will unite and excite members of the school community. Obtaining consensus involves a shift from the lowest common denominator of school aims to the highest common factor of shared values and beliefs. Articulating these beliefs and holding action accountable to them involves leading at all levels.

– **Empowerment and active democracy**

The concept of multi-level leadership refers to an organisational culture marked by collaborative learning. Such leadership implies active participation at all levels, in a form of “active democracy”. In such an environment, teachers are motivated by seeing their professional skills valued and by being offered opportunities to share with and to lead others; by having their capacities continually expanded; and by feeling that their school is making a difference in the lives of young people.

In a nutshell, top-down direction and institutional hierarchies are antithetical to democracy in action. Multiple partnerships, with variable types of leadership, offer a more appropriate set of structural norms, and are more likely to impact upon classrooms and student learning.

– **Collaborative learning as a source of leadership capacity**

Learning is a change process that is by nature transformational, both in human and organisational terms. Transformational learning involves the creation of socially (mutually) constructed interpretations of information and knowledge (data), which either enters the organisation from the outside or is generated from within. If human learning is shared,

collaboratively acquired and commonly understood, then it has much greater potential for organisational improvement, and also facilitates the improvement of leadership.

In terms of building leadership capacity, the evolving professional relationships between staff are vital. This is where collaborative learning is so significant. According to Hopkins (2001:42), three interconnecting elements are crucial: the generation of contextual knowledge through enquiry; the utilisation of that knowledge to challenge organisational development dysfunctions; and the internal (and external) transfer and utilisation of knowledge as a vehicle for developing leadership capacity.

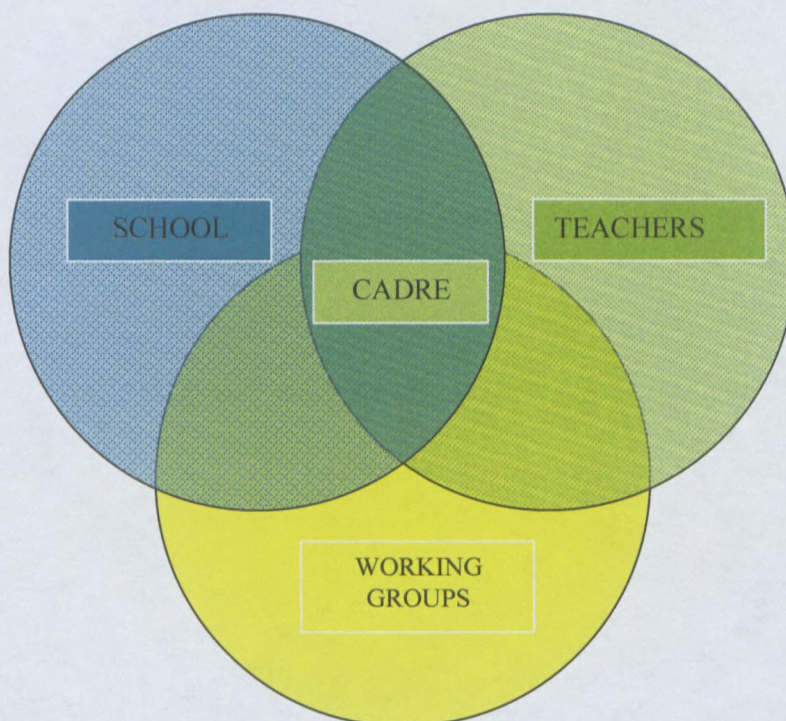
While such internal development is important for all organisations, it is even more critical for schools.

– **Dispersed leadership and the role of the “cadre”**

The role of dispersed leadership is crucial to the development of a sustained capacity for school improvement. School improvement needs to affect all levels of the school, as illustrated in Figure 3.2, and the ways in which these levels interrelate. The school level has to do with the overall management and establishment of policies, particularly with respect to how resources and strategies for staff development and growth can be mobilised to support school improvement efforts. At the level of working groups, the concern is with the details of and arrangements for supporting improvement activities. At the individual teacher level the focus is on developing classroom practice.

In schools with high levels of internal capacity, the three levels of activity are mutually supportive. In this connection a team of coordinators is established in each school, whose task includes the integration of activities across the various levels. These coordinators are referred to as the cadre group. They are responsible for the day-to-day running of the project in their own schools and for creating links between the principles and ideas of school improvement and practical action. In many schools members of the cadre group serve to extend involvement in the project in a more formal way within the school.

Figure 3.2: Integrating all levels of the school



Source: Hopkins (2001:110)

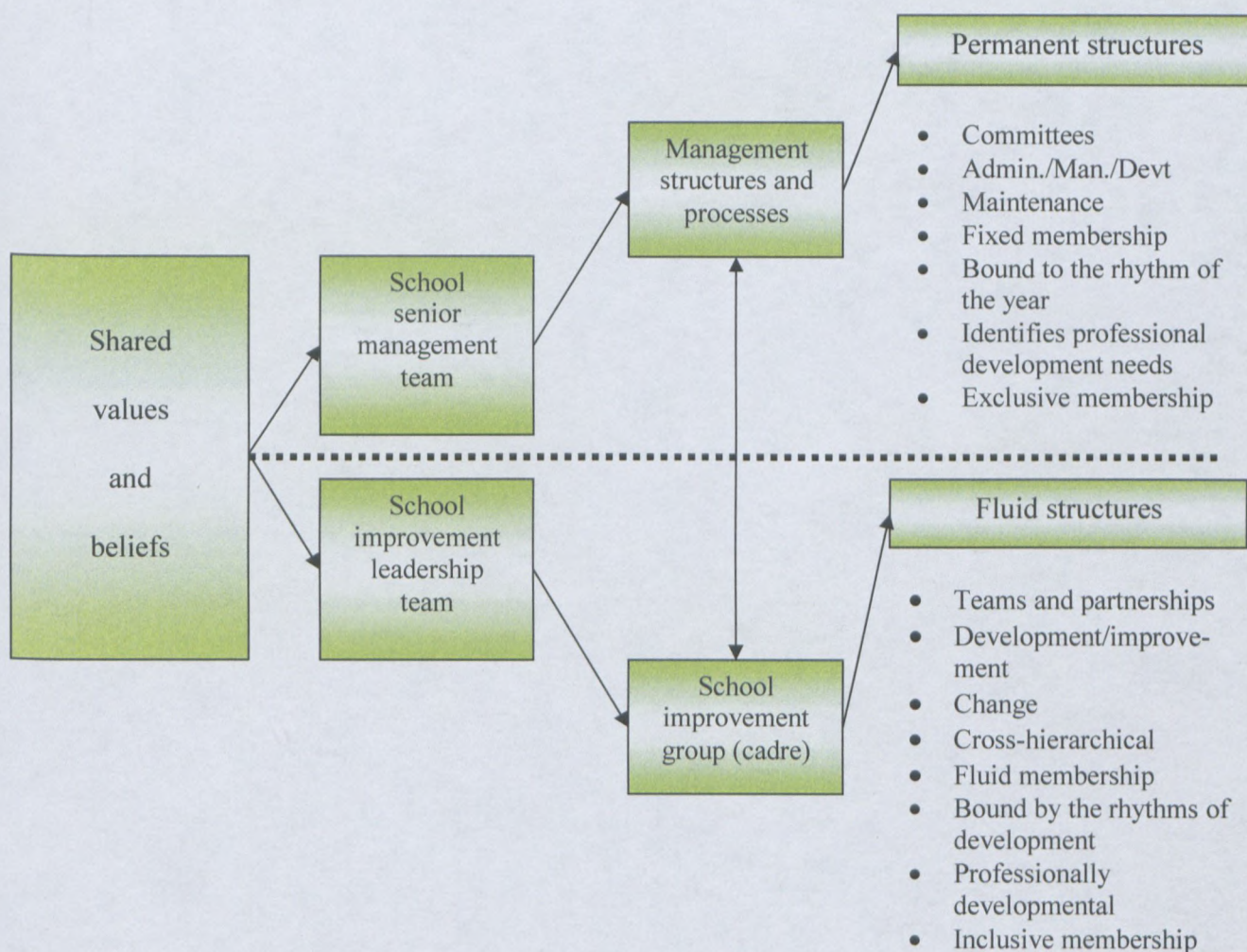
The cadre group is responsible for identifying the project focus (through a consensus-building process involving the rest of the staff) and for managing efforts on a day-to-day basis within the school. The activity of the group is supported by means of a core training programme, by means of networking with cadre groups from other schools, and by external consultancy support and facilitation. In organisational terms a cadre group is required due to the tensions in schools caused by the conflicting demands of maintenance and development. The cadre or school improvement group is essentially a temporary membership system focused specifically on enquiry and development. This temporary membership system brings together teachers (and support staff) from a variety of departments within the school, representing a range of ages and experience and a cross-

section of roles, in order to work together in a status-free collaborative learning context. The model in Figure 3.3 illustrates this separate, yet integrated, structural construct.

The establishment of a school improvement group creates the necessary research and development capacity, while retaining the existing structures required for achieving organisational stability and efficiency. It also unlocks staff potential often stifled within formal structures, and opens up new collaborations.

Staff at all levels of the school are obviously involved, including newly qualified teachers, support staff and, at an increasing number of schools, students.

Figure 3.3: Maintenance and development in schools: A model



Source: Jackson (2000:71)

In the same way that members of the school improvement group are mutually supportive of one another, the school community (the wider staff and the institutional support of senior management and governing body) makes a number of tacit commitments to:

- support each partnership in whatever way possible – making time and resources available; paying visits to centres of good practice; the adoption of recommendations; etc.
- agree to remain informed about the progress of each area of enquiry in order to maintain collective ownership of the directions being travelled.
- support the implementation of new practices, new structures or new workings.
- be open to research advances by contributing ideas, responding to research instruments, opening up classrooms for observation, offering professional support in whatever way required.
- engage in workshop activity forming part of comprehensive staff meetings, staff days or other school meetings in order to contribute to the ongoing knowledge creation and learning process.

The school improvement model is a continuous, whole-school initiative deeply embedded in staff work. At the heart is a fluid group (cadre) of staff committed to working in partnerships concerning areas of mutually agreed enquiry.

Leadership is about guiding and inspiring. The members of school management teams (SMTs) are instructional leaders, who are responsible for taking the lead in putting their school curriculum into practice and improving it. At all times they must ensure that there is a culture of learning and teaching in their school.

Sound instructional leadership is the path to sound learning and teaching.

3.5.2 Instructional leadership: Education in South Africa

– The superceded system

In the past, the government used education as a tool to create and maintain a racially divided society. Historically, black schools did not receive what they needed and educators often were inadequately trained. The majority of South Africans had access to very little education.

The government designed different school curricula for different racial groups; it gave strict instructions about what had to be taught in each subject in each standard and kept strict control over the learning and teaching that took place.

In such a context, principals did not provide any instructional leadership; instead, it was their job, mainly, to control both the educators and learners. They collected subject syllabi from circuit offices, and checked that educators taught only the contents of the prescribed syllabi and only used approved textbooks. In most schools principals, heads of department and educators only discussed the curriculum at the beginning of the academic year when they decided who would teach which subjects, and then again at the end of the academic year when they registered their learners' results.

– **The new education system**

Since the first democratic election in 1994, the government has worked hard to transform education. The national Department of Education introduced a new curriculum in 1998. The curriculum is a version of outcomes-based education (OBE), an approach to learning and teaching that is currently also being used in many other countries in the world. The South African curriculum was named "Curriculum 2005", because all schools are meant to be using it in all grades by the year 2005. More recently the curriculum has been modified. An OBE curriculum aims to produce creative, confident and critical thinkers, and citizens who can respond to the challenges of a fast-changing multicultural society.

An important part of the new curriculum is that learners are expected to show what they have learnt in a variety of ways. In the new curriculum, assessment is ongoing and varied. All public schools (government schools are now called "public schools") in South Africa must implement the new curriculum in accordance with the national Department of Education's implementation policy and plan. This new approach is not a set of rules and regulations handed down by the Department that schools simply have to follow. Rather, it is a set of guidelines for how schools can put the new curriculum into practice. In 2003 the National Education Department converted Curriculum 2005 into a more user-friendly curriculum, called the National Revised Curriculum Statement (NRCS).

3.5.3 The basics of instructional leadership in South Africa

– The curriculum

The curriculum is each and every one of the experiences that a learner has at school, both inside and outside the classroom. Broadly defined, the formal curriculum refers to teaching and learning activities and experiences that are provided by schools. In addition to the formal curriculum, the extramural curriculum is made up of other activities which take place in the school, but outside the classroom.

The members of the SMT, especially the principal, are responsible for translating the curriculum into practice.

– Learning areas have taken the place of subjects

Learning areas have taken the place of subjects in a combination of different ways for the different phases. Each learning area focuses on separate critical outcomes. To achieve the critical outcomes, the curriculum for grades 1 to 9 (General Education and Training – GET) is split into eight learning areas. The syllabi for grades 10 to 12 (Further Education and Training – FET) and technical colleges are being reviewed and modernised to come in line with the OBE approach.

– What do instructional leaders do?

In providing instructional leadership, the SMT and especially the principal must do at least the following:

- oversee curriculum planning in the school
- develop and manage assessment strategies
- ensure that teaching and learning time is used effectively
- ensure that classroom activities are learner-paced and learner-centred
- help to develop learning activities – both inside and outside the classroom
- develop and use team planning and teaching techniques
- develop and manage learning resources appropriately

Each of these tasks comprises many different activities. The principal, as instructional leader, might find the following activities useful:

- setting up a staff growth and development programme
- participating in an appraisal panel
- making suggestions to colleagues about how to plan lessons
- discussing the progress of individual learners with members of staff and parents
- discussing educational policy with other educators

3.5.4 The development of instructional leadership in the USA

The United States has a century-long history of providing and, for many years, requiring formal leadership preparation for those who aspire to become public school principals and senior staff members. Today, in most states, candidates for the position of school principal must have completed a graduate degree in educational administration and have been granted an administrative certificate or credential.

Over the decades, education administration programmes have gone through several phases in which ideas about appropriate programme design and content have changed. Each phase was initially championed as the most effective way of training leaders at the time. Programme emphases have since then been modified to meet changing ideas regarding leadership and management. The USA's experience has been one of shifting among several different emphases in search of the most effective approach to leadership preparation, but the research still continues. US educators have learnt many lessons over the decades, lessons that might be instructive to others who are considering developing administrative leadership programmes or improving those that they already have in place.

– Context

The following is a brief description of the nature of the public schooling system in the United States.

Each of the 50 states is given the responsibility of providing a publicly-funded school system. The federal government's Department of Education administers federally-established programmes intended to support or enforce selected programmes or mandates in the different states. They have no national ministry of education, national curriculum or national testing system. State governments develop and administer their own school systems in terms of state-based regulations and statutes governing such matters as attendance requirements, the state curriculum, funding and graduation requirements. Each state, except Hawaii, is subdivided into school districts that are governed by an elected board of education that has general responsibility for determining policies governing their district and for enforcing both state and federal laws and regulations. The board, in turn, appoints a superintendent who, with board approval, appoints other central administrators, school principals and teachers. The system is markedly decentralised.

Significantly, each state has the authority to determine what qualifications are required for educators to be eligible to serve as school administrators, principals and teachers in the public schools. Most states require that candidates for public school administrative positions serve a specified period of time as a teacher and, subsequently, complete a postgraduate course in educational administration at a college or university. Each state sets broad guidelines for those programmes, although college or university faculties are responsible for determining programme specifics. Upon completion of an approved college or university programme, the state issues the graduate with an administrative certificate or credential.

Currently, over 500 colleges and universities offer postgraduate programmes leading to a state-approved administrative credential. The colleges and universities differ in important ways, such as in source of funding, size of faculty and student body and admissions standards. They range from major research universities to small institutions with limited graduate programmes. Usually educational administration programmes are located within a department or college of education. The instructors are a combination of permanent-core, tenure-line faculty members and part-time instructors who are often practising administrators in local districts. Since the 1950s, the core-faculty members from the leading universities

have belonged to national associations that have considerable influence on determining the substance and direction of administrative preparation programmes. The associations have developed curricula, instructional materials, simulations and sponsored research. Until recently, associations of practicing administrators have had surprisingly little impact on the development of educational leadership preparation programmes.

– **Phases in educational leadership development programmes**

The dates assigned to the phases are approximates and, while the emphasis of each phase has been somewhat diminished, the features of each phase continue to influence leadership preparation programmes in the USA to this day.

- *Scientific management: 1900–1930*

At the beginning of last century American society was undergoing dramatic change. The cities were growing rapidly due to the migrations taking place from rural settings to urban centres, as well as due to the arrival of large numbers of immigrants, who typically first settled in urban centres. Businesses and industries were rapidly expanding in both size and complexity and their leaders were seeking more efficient approaches to management and control. In their need to take control of complex organisations, many captains of commerce were influenced by the work of Frederick W. Taylor. Taylor, an engineer, developed a system that provided ways for managers and foremen to strictly monitor worker productivity. The system that he developed, which later came to be known as scientific management, resulted in startling increases in worker productivity.

At the turn of the century, most school districts were quite small. The men who led them had no formal training in administration, essentially learning their administrative skills on the job. Widespread dissatisfaction arose from what was viewed as the wastefulness and inefficiency of the public schools, especially those in urban centres. Several influential big-city superintendents began applying scientific management techniques and other control procedures borrowed from industry in their districts. Their reports at national

conventions about their successes sparked an increasing interest in the use of these techniques for managing schools and districts.

In response to this development, a few prominent universities began establishing programmes to train educational leaders. The programmes included concepts and practices used in business and industry, such as finance, decision making, planning, managing physical equipment and the application of scientific management principles. Leaders were urged to utilise fact gathering, empirical generalisations and inductive reasoning to determine the most cost-efficient way of running the schools.

The academic leaders who first established these programmes played a major role in initially solidifying scientific management techniques as the appropriate approach to school leadership. Further, and even more importantly, it was established from the very beginning that institutions of higher education would bear the main responsibility for developing and providing training programmes for educational leaders.

- *Human relations and social agent phase: 1930–1950*

The financial depression resulting from stock-market crash in 1929 caused many educators to begin heavily emphasising technical and management skills that characterised education administration programmes. The famous Hawthorne Studies completed in the early 1930s in Western Chicago, Illinois provided additional fuel for those who were searching for a different approach.

The Hawthorne Studies were initially designed to further develop concepts central to scientific management. The surprising results, however, launched a new approach to leadership. Instead of viewing workers as essentially mere cogs in a machine who had unhesitatingly to obey the instructions that they received from their superiors, the emerging human relations viewpoint urged leaders to attend to the workers' human needs and to establish ways in which the workers could participate in decisions that affected their work. Subsequent studies seemed to confirm the desirability of this shift from

bureaucratic control towards a more democratic human relations emphasis. The new perspective on what constituted effective leadership and management was assimilated into educational leadership programmes, leading to the inclusion of such topics as employee satisfaction, job enrichment and human relations.

During this time an increasing number of states began requiring school administrators to complete a preparation programme in educational administration. Instruction in these programmes was provided primarily by former superintendents who had either been appointed as professors or who taught part-time. Their courses continued to draw upon concepts borrowed from the fields of scientific management and human relations, as well as reflecting the superintendents' own administrative experience. The research base for the programmes was largely "raw empiricism" garnered from scientific management research and large-scale human relations surveys. The maxims and principles guiding instruction were not linked to any existing guiding theory or conceptual scaffolding. Programmes were, therefore, essentially a mere reaffirmation of the existing status quo.

- *The Behavioural Science Phase: 1950–1985*

During World War II, many behavioural scientists were recruited to apply their theories and methodologies to solving war-related problems, such as identifying leaders, analysing decision-making processes and influencing public opinion. After the war the behavioural sciences continued to grow in stature and popularity. Subsequently, many leadership programmes both in business schools and in the public sector began including behavioural science principles and research methodologies in their curricula.

By 1950, critics of preparation programmes in education administration lamented that these programmes were still promulgating the non-theoretical, practical approach to training educational leaders – concepts and methods from the behavioural sciences were still missing. In the early 1950s, the Kellogg Foundation provided a grant for exploring the way in which behavioural science disciplines might be applied to the training of school

leaders. After several exploratory meetings, faculty members in educational administration from eight major research universities were selected to work with behavioural scientists to develop new curricula and instructional methods for training school leaders, as well as to develop faculty and doctoral student research programmes. The initial group of university scholars eventually expanded into the University Council on Educational Administration (UCEA) which was, and continues to be, an association of major research universities with graduate programmes in educational administration.

The work of UCEA had a profound impact on the way in which school leaders were prepared for their leadership role. Faculty members with preparation and experience in the behavioural sciences were recruited to the faculties. As a result, the number and influence of instructors with actual school leadership experience began to decline. Course work began to include studies in administrative theory, leadership theory, organisational theory, hypothesis testing, decision making and applications from the behavioural sciences. Students were encouraged to take supplementary coursework in behavioural science departments at universities.

A problem arose when, because many of the new faculty members had little or no experience as school administrators as such, they started to become disconnected from the daily operations of schools. UCEA began publishing relevant case studies and simulation exercises that could be used to test research hypotheses. This behavioural science emphasis slowly began to influence preparation programmes, especially those conducted under the auspices of the major research universities.

By the mid-1970s, criticisms of the behavioural science emphasis were beginning to surface. One concern was that the emphasis was based on an inaccurate picture of the working world of school principals. Research on school principals indicated that they spent their working days in numerous short exchanges and conversations with students, staff members and parents, dealing often with unpredictable situations. The demands of their

work precluded their engaging in long-range planning or in theoretical analyses of complex situations.

Many graduates of the programmes complained that they did not feel adequately prepared to meet the daily challenges of the job. Other critics argued that the logical-positivist bias inherent in the approach did not sufficiently accommodate the subtle complexities and nuances present in leadership and decision making. Education is a value-laden human enterprise, they asserted, and leaders must appreciate the contributions made from multiple research perspectives when trying to make sense of the chaotic conditions in which they often found themselves. Furthermore, little attention was being paid to the moral dimension of leadership and education.

Finally, this approach did not pay sufficient heed to the core activity of schools, namely teaching and learning. While certain general principles of leadership might indeed apply to leaders in any kind of organisation, educational leaders particularly were found to require special knowledge and skills in instructional supervision and curriculum design if they were to win the respect and trust of teachers, as well as serve as instructional leaders.

- *The Dialectic Phase: 1985–1999*

By the mid-1980s, it was becoming increasingly evident that the time had come to step back and take a hard look at the scattered, disjointed and inconsistent processes that at that stage characterised many education administration programmes. In addition, many preparation programmes were not responding to societal developments that were crying out for greater emphasis in preparation programmes. School populations were becoming increasingly multiracial, multicultural and bilingual. The percentage of school children living in poverty was steadily growing. New legislation governing the rights of and programmes for students with special needs was placing heavy demands on principals and teachers. Parents, students and community members were demanding a greater voice in decisions that affected them. Concepts of leadership considered most effective for school administrators were undergoing revision. Graduates of preparation programmes, those who

hired them as principals and leaders of national organisations of administrators joined in the call for reform of the educational administration programmes. Many faculty members who taught in the programmes shared these concerns.

These criticisms touched off a large number of reform efforts. Reviewing them all here is neither possible nor desirable. However, it must be acknowledged that there are over 500 educational administration programmes currently in operation in 50 states. The degree to which these programme components have been actually implemented is unknown, but it is assumed that many programmes have responded, at least in part, to the following recommendations:

– Curriculum: During the 1988–89 academic year, a National Board in Educational Administration was established to make recommendations regarding what should be included in the curriculum of a quality educational leadership preparation programme. Significantly, the National Policy Board included representatives from 10 different organisations that had an interest in and expertise in the field of school leadership, consisting of state school officers and members of associations of educational administrators and faculty from preparatory institutions. This Board issued a list of 21 “performance domains” that they recommended for inclusion in a quality preparation programme:

- effective leadership
- information collection
- problem analysis
- judgment
- organisational oversight
- implementation of all curriculum and organisational projects
- delegation of certain specified responsibilities
- the instructional programme
- curriculum design and implementation
- student guidance and development

- staff development projects
- measurement and evaluation strategies
- resource allocation to staff members
- motivating others
- sensitivity
- oral expression
- written expression
- philosophical and cultural values
- legal and regulatory applications
- policy and political influences
- public and media relationships

Some states have required universities in their state to adopt these 21 domains in their programmes as a condition of their receiving state accreditation. As can be seen, this list includes topics from the scientific management, human relations and behavioural science phases, as well as topics not previously listed as programme requirements.

Another publication that has impacted on programme content in educational administration is Bolman and Deal's work, *Reframing Organizations*. The authors divide the essential qualities of leaders into four frames: structural, human resource, political and symbolic. They argue that outstanding leaders are knowledgeable about each of these frames and have developed skills that enable them to utilise whichever of these frames is appropriate for the particular circumstances in which they find themselves.

– Structure and functioning: In the mid-1980s there were many high-quality educational administration programmes; however, an unacceptably large number of them were viewed as deficient. These weak programmes were often not very selective in their admissions. Indeed, in metropolitan areas in which several universities offered competing programmes in education administration, just about any student with an undergraduate degree, teaching experience and sufficient cash to pay the tuition fees could gain admission to a programme. Some of the students were very good indeed,

but far too many had limited academic and leadership promise. The courses were disconnected, often reflecting the particular interests of the instructor, and there was no coherent structure to the curriculum. The vast majority of students continued to be fully employed as classroom teachers and, consequently, had to attend courses in the evening or on weekends. Their full-time employment severely limited the amount of time that they could spend on assignments, field internships or clinical practice. The students engaged with the programme as individuals rather than as members of a group or cohort, thus limiting their ability to learn from one another and share perceptions, experiences and doubts as they progressed through the programme.

One of the most significant efforts aimed at reconstructing and improving principal preparation programmes was facilitated in 1988 came in the form of 5-year grants awarded by the Danforth Foundation to 22 different universities. These universities strove, both jointly and individually, to increase the quality and diversity of students in preparation programmes and to fundamentally redesign their preparation programmes.

Each of the participating 22 programmes was designed and implemented jointly by university faculty and administrators in local school districts. Admission standards were improved and only students with recognised leadership potential were admitted. Special emphasis was placed on admitting women and students of colour. The students were admitted as a cohort and went through the programme together. The cohort design allowed instructors to utilise group dynamics in exploring shared experiences and examining the ethical and value dimensions of leadership. The typical courses were broken down into units that were taught throughout the year and a priority was placed on co-ordinating the courses and field internships. Students were required in some programmes to reduce their employment to half-time or less, so that they could complete the rigorous assignments and, more importantly, spend at least half their time each week in intensive internships under the guidance of carefully selected principal mentors. Many of these Danforth programmes have continued as designed, while other

institutions have incorporated elements of the Danforth programmes into their own programmes. Graduates of these programmes and those who employ them have proved uniformly enthusiastic about the quality of the programme and the graduates' level of preparation.

– **Lessons learnt**

As illustrated in the sections above, US programmes for preparing educational leaders have undergone several developmental phases. Each phase was enthusiastically welcomed at first as the most effective way of preparing leaders, only to be overshadowed in turn by yet another phase and emphasis. From the very beginning the main responsibility for developing and providing preparation programmes has rested with faculty in institutions of higher education. During the first half of the previous century most faculty members had extensive prior experience as school administrators before joining the faculty. The resulting leadership preparation programmes emphasised practical administrative skills, but came short on any conceptual or theoretical scaffolding. Beginning in the 1950s, there was a decided shift towards faculty with little or no practical experience but with academic preparation in the behavioural sciences. Predictably, the programmes emphasised the leader's conceptual and problem-solving skills and capacities, with little emphasis on the daily challenges that principals would inevitably encounter.

In the 1980s considerable discontent arose with the resulting educational leadership programmes, and commissions consisting of both practising administrators and university faculty proposed re-examining and reconstructing the training programmes. The result has been a general, current consensus that programmes for training school principals need to be intense and thorough if the graduates are to meet the very demanding challenges facing school administrators.

The following are considered by many to be the essential features of an effective educational leadership preparation programme:

- *Focus on the actual job*

The programme's curriculum and instructional methods must focus on the realities of the job and on the kinds of challenges that the graduates will face as principals. The programme must be flexible enough to adapt to new challenges and structures that may arise.

- *Cohorts*

The transition from teaching to principalship is difficult. During the preparation programme, students will likely encounter feelings of insecurity and have many personal and professional concerns that they will need to resolve. They must therefore have a cohort of students with whom they can develop sufficient trust to be able openly to explore and resolve their concerns.

- *Reflection*

While there are specific skills, such as scheduling and budgeting, and knowledge, such as that pertaining to laws and regulations, that the students will need to learn, they must have sufficient time for reflection on their learning experience. They will need to confront unexpected feelings and situations that they might encounter during their internships and field experiences and to share what they have learned with other cohort members.

- *Internships*

The programme should require an extensive internship or field experience under guidance of an experienced, successful administrator who is a skilled mentor. During their internship, the students should have to deal with the daily challenges that principals typically face and the type of administrative experiences that require them to accept sole responsibility for significant tasks.

- *Values and ethics*
Education is a values-laden enterprise. Principals need to have developed a personal set of values and ethical standards to guide their behaviour and help them make difficult decisions that will inevitably arise. It is critical that those preparing for principalship delve deeply into their own value systems and develop a personal set of values and ethical standards.
- *People skills*
A common phrase used often by experienced principals to describe their job is that it is "a people business". Indeed, much of the job involves working with and through people to accomplish set organisational goals. Principals need to understand human motivation; they must come to understand how others perceive them and develop the skills necessary for bringing out the potential in those with whom they work.
- *Human learning*
Principals are leaders of organisations mainly aimed at increasing human learning, both of the students and the staff. It is essential that prospective principals understand the fundamentals of learning psychology and the background that will enable them to keep abreast of developments in the understanding of human learning, such as those in the field of brain research.

Little evidence exists of prior implementation of the recommendations. The few universities that have infused them into their programmes can be considered as "outliers". No longitudinal research is yet available to determine whether graduates from programmes who do indeed possess the aforesaid qualities will be more successful leaders than those emerging from more traditional programmes. The best evidence of programme effectiveness to date is that the graduates from these revised programmes seem to be relatively enthusiastic about their training, especially when their reactions are compared with those of graduates from the more traditional programmes. Those who have hired the graduates from these revised programmes generally also feel that they are well prepared.

3.5.5 Challenges ahead

While considerable progress has been made as far as reaching agreement on the desired skills and knowledge that school principals need is concerned, as well as on the structure and functioning of a quality preparation programme, there are, nevertheless, still clouds on the horizon.

One of the immediate challenges is the declining level of morale among many school principals. The principal's job, especially in high schools, has become very demanding and stressful. One reason for this is that state and national governments, in well-meaning efforts to improve the schools concerned, have passed a plethora of laws and regulations governing implementation. Much of the responsibility for implementing these programmes and for assuring compliance with the many regulations promulgated has fallen on school principals. In addition, parent and community groups have been seeking greater involvement in school-site decision making, which has added yet more complexity to the principals' decision-making processes. Furthermore, principals have been under great pressure to assure that their students' academic achievement, as measured by various tests, consistently reaches externally determined standards.

All of these additional responsibilities have been "layered" on top of the heavy administrative load that principals have tended traditionally to carry. Initially, principals responded to these additional duties by working longer hours; however, many now feel that they have reached the limits of how many hours they can invest in their job while still maintaining a semblance of a balanced personal and professional life. Further, many feel that they are being held accountable for their school's performance, despite their lacking the requisite authority over important personnel and programmatic decisions. Finally, many school principals feel that the managerial tasks associated with complying with the many required programmes have turned them essentially into managers, leading to diminishment of their role as instructional leaders. As a result, an increasing number of principals are taking early retirement, and many districts are finding it difficult to find qualified candidates willing to apply for the resulting principal vacancies – this is especially true at high-school level.

Some people are calling for a restructuring of the role of principalship itself. One approach is to delegate some of the principal's responsibilities to others, such as to other staff members and councils of parents, teachers and community leaders, who would then share some of the duties with the principal, as well as being able to participate more actively in the decision-making process.

In the USA, for example, many school districts have established school site-councils, consisting of elected teachers, parents and community representatives. The site-council duties and authority vary considerably from district to district. The vast majority of site-councils serve in an advisory capacity, with final decision-making authority resting with the principal or district administrators concerned. In some school districts, however, site-councils have considerable decision-making power – they hire the principal, set the budget, and generally oversee and evaluate the entire school programme.

Enthusiasm for site-councils with extensive decision-making authority seems to be waning, in part because they seem to have had little effect on school performance or in reducing the principal's administrative burden. Interest is, however, growing in allowing parents and citizens to petition school boards to establish "charter" schools that would be freed of many rules and regulations and grant parents, citizens and teachers considerable decision-making authority.

Another approach has been to delegate increased decision making and budgetary responsibility from the central administration to the principal, who would then be considered the school's chief executive officer (CEO). In terms of this approach, the principal is given considerable authority over the budget, personnel and programme decisions, as well as the degree to which the principal would have to share decisions with others. Once granted greater decision-making authority, the principal would be held largely responsible for the school's performance. Several major school districts have hired retired military generals, lawyers or business executives as superintendents, many of whom are supportive of the CEO approach to leadership.

The improvement of schools is of prime importance in the US, as it is in South Africa. Principals are widely viewed as playing a critically important role in improvement efforts; the general view is that a quality school must have a quality principal. Accordingly,

considerable interest is shown in the way in which principals are initially prepared and in which their training can be updated throughout their careers. A challenge facing principals, especially in South Africa, is how to attain some form of equilibrium regarding their multiple onerous responsibilities in the current turbulent period of change and uncertainty. The challenge for those responsible for education administration programmes lies in being open to new ideas and approaches to pre-service and in-service training that will be responsive to principals' emerging needs. The challenge to both practising administrators and those who provide leadership preparation is to work together to ensure that their voices are heard in the debate over structure and the emerging role of the principal.

Leithwood *et al.* (1999:8) define instructional leadership as an approach to leadership that emphasises the behaviours of educators as they engage in activities directly affecting the development of students. Their optimal development, as well as the effectiveness of instruction in schools, are largely determined by the effectiveness of the staff responsible in each case. The staff, in turn, are largely dependent, in addition to their professional training and selection, on the effectiveness of the instructional leadership emanating from their educational leaders. The older traditional concept of instructional leadership differs radically from the modern approach. Traditionally, the inspection of educators, which often took place autocratically and on a poorly planned basis, was viewed as the most important aspect of instructional leadership.

Leithwood (1999:8) described contemporary instructional leadership as follows: "Modern supervision is objective, democratic, creative, growth-centred and growth-producing, and accentuates the spirit of enquiry by emphasizing experimentation and continuous evaluation". Contemporary study of instructional leadership is based on research into, and analysis of, the teaching-learning situation in its totality. Instructional leadership can be described as a process of guiding and encouraging the educator along the path towards greater professional effectiveness. Such guidance demands very careful, far-sighted and effective planning, based on professional insight and constructive and accurate analysis of the teaching-learning activity.

The major objective of instructional leadership is to strengthen the calibre of instruction in schools. Other objectives for educational leadership flow from this central goal:

- knowledge of experimentation in educational renewal
- contact with, and the analysis of, classroom procedures
- knowledge and implementation of interpretive analysis of the teaching–learning process
- the creation of procedures by which to monitor the effectiveness of instruction
- the implementation of a system of learning area heads and learning area departments
- the guidance of student educators
- the guidance of beginning educators
- the guidance of problem educators
- the guidance of experienced, successful educators
- the in-service training of educators and others staff members
- the development of educators and non teaching staff members

According to Greenfield (1987:60) instructional leadership refers to actions undertaken with the intention of developing a productive and satisfying working environment for educators, while at the same time developing desirable learning conditions and outcomes for children. Such leadership is effective so far as these broad purposes are achieved in a particular school, educational institution or school district. The emphasis placed on the leadership role of the principal can clearly be seen to have changed dramatically over the past 30 years.

Sergiovanni (1984, 1991) proposed one of the earliest models of instructional leadership. He was the first to identify the following five leadership forces:

- technical
- human
- educational
- symbolic
- cultural

The technical aspects of instructional leadership cover the traditional practices of management, including topics such as planning, time management, leadership theory, and organisational development that are usually covered in an administrative theory

course. The human component encompasses all the interpersonal aspects of leadership: communicating, motivating, and facilitating. The technical and human leadership skills, according to Sergiovanni, are generic. Being unique neither to schools nor to institutions, they should be present in any organisation where strong leadership is evident. Effective leaders, regardless of the setting, need to practise planning and time management skills, as well as having the ability to organise and co-ordinate. The effective leader needs to be skilled in providing support and encouragement, helping to build consensus and interpersonal communication. Such qualities are givens for any successful leader.

The remaining leadership forces – educational, symbolic, and cultural – are specific to the school or institutional setting, constituting instructional leadership. The educational force involves all the instructional aspects of the principal's role: teaching, learning, and the curriculum. The symbolic and cultural forces derive from the instructional leader's abilities to represent the most important and purposeful aspects of the school or institution (its symbolic force) as well as the ability to articulate the values and beliefs of the organisation over time (its cultural force).

Instructional leaders must be knowledgeable about learning theory, effective instruction, and the curriculum – in short, the power within the educational force. In addition, instructional leaders must be able to communicate and represent to learners, educators, and parents what is of importance and value in the said school or institution. Becoming a symbolic force, instructional leaders must be skilled in actually constructing a culture that specifically defines what a given school is all about. The educational, symbolic and cultural dimensions are all critical to leadership in the school or institutional setting.

Sergiovanni (2001:351) has more recently subsumed the educational, symbolic and cultural leadership forces described in this earlier model of principalship into a new theory of school leadership – one that focuses on the school as a community and on the principal as a servant. According to Sergiovanni (2001:357–358), servant leadership perfectly embodies what it means to be a principal. School principals are responsible for “ministering” to the needs of the schools that they serve, which are defined in terms of the shared values and purposes expressed in the school's covenant. Principals minister by furnishing help and by being of service to parents, educators and learners. They also

minister by providing leadership in a way that encourages others to become leaders in their own right. By highlighting and protecting the values of the school or institution for which they have assumed responsibility, they become ministers who are devoted to attaining an ideal, in the form of a relevant cause, mission, or set of ideas, and who accept the duty and obligation of serving this ideal.

Instructional leadership is about the creation of a climate where the principal, learners, parents and school governing body are able to work together to accomplish the task of education. When queried about their responsibilities, instructional leaders rarely, if ever, state the ability to use time wisely or to manage the day-to-day running of an organisation, seeing these qualities as givens, but rather stress their focus on the vision, communication, risk-taking, and commitment involved in such an enterprise. Instructional leaders have a sense of purpose and a broad knowledge of the educational process and learning theories. They zealously aspire to inculcating a spirit of great teaching and far-reaching vision in the schools for which they are responsible. According to Sergiovanni (2001:351), the following six standards set for instructional leaders are unequivocal and nonnegotiable in their focus on learning. Instructional leaders should:

- lead their schools in a way that centres on both student and adult learning;
- set high expectations and standards for the academic and social development of all learners, as well as the performance of adults;
- demand content and instruction that ensures learner achievement of agreed-on academic standards;
- create a culture of continuous learning for adults tied to learner learning and other school goals;
- use multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvement; and
- actively engage the community to create shared responsibility for learner and school success.

According to Persell and Cookson (1982:79) strong instructional leaders exhibit the following behaviours:

- They demonstrate a commitment to academic goals.
- They create a climate of high expectations.
- They function as great and effective instructional leaders.
- They are forceful and dynamic as leaders.
- They consult effectively with others.
- They create order and discipline.
- They marshal resources.
- They use time well.
- They evaluate their results.

Rutherford (1985:32) narrowed the list down still further to four behaviours that differentiated effective instructional leaders from less-effective instructional leaders.

Rutherford claimed that effective instructional leaders:

- have clear, informed visions of what they want their schools to become – visions that focus on learners and their needs;
- translate these visions into goals for their schools and into expectations for their educators, learners and the broader school community;
- do not stand back and wait for things to happen, but continuously monitor the progress of what is going on around them; and
- intervene in a supportive or corrective way when this seems necessary.

The seven steps to effective instructional leadership

According to McEvan (2003:15), the seven steps to effective instructional leadership are neither new nor revolutionary and include the following steps:

Step One: Establish, implement, and achieve academic standards.

Step Two: Be an instructional resource for the rest of the staff, as well as for all other relevant stakeholders.

Step Three: Create a school culture and climate conducive to learning and teaching.

Step Four: Communicate the vision and mission of the school to all relevant stakeholders.

Step Five: Set high expectations for the staff, as well as for him/herself.

Step Six: Develop teacher-leaders continuously.

Step Seven: Develop and maintain positive relationships with learners, staff, parents and members of the broader school community.

Step One

Establish, implement and achieve academic standards

Instructional leaders are ultimately responsible for guiding the establishment, implementation, and assessment of a set of clear instructional goals or standards for their school-broad general outcomes. The outcomes serve to define what learners should know and be able to do when they exit school. In addition to these broad goals in every curricular area and for every grade level, educators also need specific benchmarks to guide their daily lesson planning.

Strong instructional leaders work with the educators to translate fuzzily expressed standards into plain English, so that they have detailed and understandable directions regarding instructing and communicating with both staff and learners that will enable them to explain the relevance and importance of ongoing assessment. Effective instructional leaders facilitate the translation, consolidation, co-ordination, and integration of standards into a coherent set of school-level marching orders. In a well-structured, coherent programme, educators at every grade level know the expectations for learners in both the preceding and succeeding school years.

Instructional leaders are also responsible for collecting and using data to drive school improvement. The following ways of collecting and using data can lead to school improvement:

- Use test results, reports, attendance records, and other information to spot potential problems. Become skilled at gleaning scraps of information from discussions with educators, parents, clerks and officials. React to potential instructional or learning problems swiftly. Never adopt a 'wait-and-see' approach when a learner's academic success is at stake.

- Interrogate each data set that you encounter by means of asking a standardised set of questions, such as the following: (a) What do these data seem to tell us? (b) What do they not tell us? (c) What else would we need to know? (d) What good news is here for us to celebrate? (e) What needs relating to school improvement might arise from these data? (Holcomb (1999:64)).
- Ensure that outcomes are consistent, no matter who teaches a specified course and grade or what teaching methodologies are used.
- Share summaries of individual learners' performance with all staff, who can then assist in developing action alternatives. Keep in mind that all the educators in a school are responsible for all its learners.
- Target low- or underachieving learners in the school for an all-out team effort to improve their achievements.
- Collect sufficient data to evaluate the progress of learners over several years.
- Collect data from other sources in addition to those recording learner achievement.

Effective instructional leaders devote a great deal of time to number crunching. They have clear ideas of what constitutes success, and they use a variety of data sources to determine whether their achievement goals have been reached. School improvement is like a race – with one major difference. The race is never really over. There is rarely a clear finish where a winner can be declared. Schools are in a constant state of flux. According to Holcomb (1999:90–91), an instructional leader must involve his/her staff whenever the following activities take place:

- developing and affirming the school's mission.
- identifying significant, meaningful data to be compiled for the school portfolio
- interpreting data, requesting more data, and identifying areas of concern
- focusing areas of concern on a few priorities and developing goals
- participating in study groups to further analyse improvement concerns, select indicators of improvement, and recommend validated strategies
- affirming the completed school improvement plan
- participating in staff development in order to learn the use of new strategies and assessments

- discussing evidence of progress with implementation and goal attainment.

Step Two

Be an instructional resource for the rest of the staff, as well as for all other relevant stakeholders

Effective instructional leaders function as unique amalgams of ombudspersons, reference librarians, and genies-in-a-bottle who are constantly helping to find solutions they need to solve frustrating and difficult instructional problems. They regularly brainstorm with educators and bounce ideas around in both structured meetings and brief encounters. They rarely say no to new ideas and encourage educators to try alternative techniques without fear of failure. They help educators reflect on their own teaching and empower them to reach out for personal solutions. They are active listeners who always have the time to empathise with an educator's concern. Their doors are generally open, and when they talk to educators, they do things like clear their tables of other work, take notes, paraphrase, and give feedback.

Instructional leaders are also resource providers who are adept at finding and allocating money, planning and developing programmes, and motivating people to become involved with their schools or institutions. They build school–business partnerships, seek out community support, and champion the causes of their school to anyone who will listen. Instructional leaders also know the importance of fostering harmonious and productive relationships with directors, curriculum advisors, and other staff resource people; all these individuals can help instructional leaders offer more resources to their staff.

Step Three

Create a school culture and climate conducive to learning and teaching

Culture is the way things are done in an organisation, and climate is the way people feel about that culture. Culture is made up of the feelings, beliefs, and values of staff members and learners. The scientific meaning of the word climate relates to weather phenomena – clouds, sunshine, thunder, or tropical breezes off the ocean. Those who spend time in many different schools can give an on-the-spot weather report after only having spent a few minutes in a school.

Creating a school culture and climate that are conducive to learning is a challenging task for even the most effective instructional leader. According to Deal (1985:616), the following activities can help to develop a rewarding school ethos:

- Exploring and documenting a school's history. This exercise can be particularly helpful for anyone who needs to know what values have evolved from the common experiences shared in the past by members of the school community
- Reviewing and celebrating the rituals of the school
- Storytelling in order to build and revitalise a school culture
- Keeping the school culture alive and intact. Old practices and past losses need to be buried and commemorated. Meaningless practices and symbols that are still in use require analysing and revitalising. Emerging visions, dreams, and hopes should be articulated and celebrated

According to Saphier and King (1985:175) instructional leaders must also give attention to the following school improvement strategies in building school culture:

- collegiality
- experimentation
- high expectations
- trust and confidence
- tangible support
- extending the knowledge base
- appreciation and recognition
- caring
- celebration
- humour
- involvement in decision making
- protection of the important
- traditions
- honest and open communication

Step Four

Communicate the vision and mission of the school to all relevant stakeholders

The literature often uses the terms vision and mission interchangeable, but considering them as separate variables can help instructional leaders communicate both in more meaningful ways to staff members, learners and parents.

Vision is the driving force reflecting the instructional leaders' image of the future, based on their values, beliefs and expectations. Descriptors such as universal, immeasurable, an object of the imagination, and unusual discernment or foresight are very important in developing an appropriate vision. Mission, on the other hand, is the direction that emerges from the vision and which guides the day-to-day behaviour of the organisation. The mission, in order to be fully realised, must be developed collectively with all stakeholders. Descriptors such as measurable, obtainable, purposeful, directional, ultimate goal and commitment are essential in developing the mission.

Three audiences need to endorse and embrace the vision of the school or educational institution if they are to commit to the task of developing a meaningful and measurable mission statement: (a) educators, (b) parents, and (c) learners. Though every single member of each of these groups does not need to subscribe to the essence of the vision in order for a meaningful mission to be developed, nevertheless, key communicators and a critical mass of each group must be on board in order to achieve a set mission.

The following strategies can be used to communicate the vision to the educators concerned:

- Open-door policy. Effective instructional leaders rarely close their doors. Even though they may be knee-deep in paperwork or having to cope with problems, their body language says, "Come in! How may I help you?" Only salespersons need appointments with instructional leaders. All others are welcome at any time. Effective instructional leaders close their doors only when they are conferencing with learners, parents or educators. They never close their doors for work.

- Arrive first, and leave last. Effective instructional leaders seem to live in their school-buildings. They are available both early and late to share concerns, to laugh about an amusing incident that occurred during the school day, or to brainstorm a solution to a problem.
- Dialogue, dialogue and dialogue. Nothing substitutes for good conversation. Effective instructional leaders are constantly engaged in dialogue with educators. When educators are quiet, instructional leaders deliberately set out to ask questions that will get the conversation flowing.
- The grapevine. Every instructional leader has an informal communication network in place that serves as an early warning system.
- Social events. All instructional leaders have their own philosophy about partying with their staff, but attending social events does offer an opportunity to come to know educators outside the confines of the more formal school structure.
- Visible presence in the building. Instructional leaders must be seen as present in a place or at an event. Doing so can significantly impact on how educators, parents and learners conduct themselves. The presence of the leader promotes teaching, improves conduct, and puts everyone on their good behaviour.
- Building leadership teams. These small groups are invaluable as communication channels and decision-making vehicles for the principal. They are usually organised in such a way that everyone feels free to bring any concerns (instructional or otherwise) to them. The teams, in turn, discuss and make recommendations to the broader staff complement. Instructional leadership can be shared, and teams of educators are perfect places to begin the sharing.
- Staff meetings. These once-monthly (if not more often) meetings are perfect vehicles for engaging in all kinds of sharing sessions and group processes. Use staff meetings to do important work of staff development, reaching consensus on mission statements, discussing how to meet the needs of target learners, ironing out conflicts, and celebrating successes.

The following strategies can be used to communicate the meaning and value of learning to the learners:

- Maintaining a visible presence. The visible presence of the instructional leader is just as important where learners are concerned as it is for the educators themselves. Strong instructional leaders can be seen wherever learners are

congregated: at playgrounds, athletic events, concerts and plays, bus stops and cafeterias, as well as in hallways. Interaction with learner by name, and smiling and waving at learners is important and communicates to them that they are important to you and that you care about their learning, their behaviour, and their lives.

- Utilising opportunities at school assemblies to talk about learning and teaching. Effective instructional leaders never miss an opportunity to share an important idea or concept with learners. Whenever learners are gathered together for assemblies or special events, instructional leaders discuss the importance of achievement, the excitement of learning, the importance of listening, or any of a dozen themes that naturally find a place in principals' conversations with learners.
- Opening with a general school assembly at the beginning of each school year. Many instructional leaders kick off each and every school year with an assembly that sets the tone and focus for the year. Whatever the theme, such an assembly offers yet another opportunity to share the value and meaning of learning with learners.
- Being a role model. Effective instructional leaders model a love of learning throughout the course of each school-day.
- Participating in small-group interaction. Instructional leaders take advantage of being with small groups of learners to communicate ideas and goals on a more personal basis.
- Academic communication. Commending learners for outstanding achievement, listening to learners read books aloud or share their writing with others, and sending personal notes of commendation to learners who appear in newspaper articles are just some of the ways in which school principals can reinforce the learning process.
- Making sure to be hot off the press. Effective instructional leaders never miss an opportunity to let the rest of the community know what is happening in their schools.
- Fostering the development of a school newspaper or magazine. A learner-run newspaper or magazine is another important vehicle for finding out what is of importance to learners. Editorials and news articles should be carefully read and problems responded to with care and diplomacy.

Invite parents to join the learning organisation. They will be eager participants and supportive with both their time and money, if the leader only gives them a chance. Make them feel welcome. Invite them to share their problems and concerns with you. Listen to their positive inputs and implement them as far as is fitting. Use any opportunity to build support for your school mission. The following strategies can be used to get parents on board:

- Sending classroom letters to parents. Encourage classroom educators to write weekly or monthly letters to parents. This is a powerful way of communicating to them what is happening at school.
- Sending weekly/monthly letters to parents. Many instructional leaders write a weekly or monthly parent letter. The letter usually focuses on some aspect of learning and encourages parents to follow practices at home that support what the school is doing.
- Encouraging parental involvement and advisory organisations. Every school needs a formal parent organisation that allows all parents the opportunity to be involved in some way in the school. Instructional leaders are skilled at working with these groups to achieve school goals and at recognising the power that exists in such organised parental grouping. Wise instructional leaders use the parent organisation for more than just fundraising. They tap the collective wisdom of the group in order to accomplish the school mission all the better.
- Maximising the benefit to be gained from web-site promotion. Many schools have comprehensive web sites on which they electronically publish school improvement news, relevant up-to-date data, and valuable information that is key to learner success.
- Fostering family learning events. Invite parents to school to share their learning experiences with learners.
- Holding back-to-school nights. Opening up the school in this way to examination by parents permits them to walk through their child's school-day. They give parents a feel for the educators and the classroom ethos, as well as alerting them to the expectations that the school holds for their child. Back-to-school nights are important vehicles for communicating the mission of the school to parents.
- Promoting the school by way of the school newspaper. Learner-produced newspapers are common at the high-school level, but they can also serve as

important channels of communication at the primary levels. The school newspaper contains material written by and for learners, but it is also sent to parents and shows parents the quality of work that learners are producing in the school.

- Holding parent–educator conferences. These yearly, or sometimes twice-yearly, events are of central importance to maintaining ongoing dialogue between parents and school. The focus of such a conference is on the individual child and his/her needs, strengths and academic progress. Instructional leaders spend time helping all educators to structure effective conferences, but devote even more time to assisting new staff members with such planning.
- Paying informal visits to the homes of learners. While home visits may be time-consuming, they can offer extraordinary benefits in the form of building rapport and strong relationships between the home and school.

Step Five: Set high expectations for both your staff and yourself.

Step Six: Develop educator-leaders continuously.

Step Seven: Develop and maintain positive relationships with learners, staff, parents and members of the broader school community.

Step Five

Set high expectations for both your staff and yourself

Setting high expectations for both your staff and yourself involves notching up the instructional performance of educators, while at the same time fine-tuning personal leadership capabilities. Though this aspect of instructional leadership is the most time-consuming and emotionally demanding of all seven steps, it is critical to the creation of a true learning community. According to Heifetz (1994:276), leadership requires the development of a learning strategy. A leader has to engage people in facing the challenge of developing such a strategy, in adjusting their values to accommodate the strategy, in changing their perspectives to be in line with the strategy, and in developing appropriate habits of behaviour that foster the development of such a strategy. Strong instructional leaders don't just tell – they model, demonstrate, and show the way.

Setting high expectations for educators means “**knowing what a good one looks like**”. Teaching demands highly complex behaviour, and setting high expectations is

not a task for the faint of heart. Instructional leaders must establish a standard of excellence in teaching, define benchmarks of instructional effectiveness, and then do all that they can to help the educators in their care to meet that standard and reach those benchmarks. Assisting educators in setting personal and professional goals requires incorporating all that is known about effective instruction into the school culture and climate.

Setting high expectations for educators while failing to do the same for oneself is an exercise in hypocrisy. Strong instructional leaders regularly solicit performance feedback from their staff members, use that feedback to set goals, and share those goals with the other staff members in anticipation of a new cycle of performance, evaluation, and feedback.

Step Six

Develop teacher-leaders continuously

The teaching profession, by its very nature, opposes the concept of teacher-leaders. Lieberman (1988) calls such a mindset an example of an “**egalitarian ethic**” and suggests that harbouring such a mindset almost mandates teachers to think of all other teachers in the same way, no matter how experienced, how effective, or how knowledgeable individual teachers may be; yet, the sense of mission and passion for making a difference that drives highly effective teachers will not find its full expression until they are able to step forward and assume leadership roles.

Some teachers, however, have a difficult time seeing themselves as leaders. The hierarchical nature of the public school is based on the 19th-century industrial model that places teachers and principals equal as leaders. Some teachers feel that the principal is in charge, and that teachers should merely follow orders. They feel uncomfortable about sharing decision making and accountability, believing that taking responsibility for such aspects of schooling remains an administrative prerogative. However, the individual who sees teaching as anything other than an opportunity to lead completely misses the mark (McEvan, 2001).

McEvan (2003:101) defines a teacher-leader as an individual who exhibits leadership skills in one or more of the following areas:

- mentoring and coaching new teachers
- collaborating with all staff members
- learning and growing with a view to bringing new ideas into the classroom and school
- polishing writing and presentation skills in order to be able to share knowledge with others
- engaging in creative problem-solving and decision making aimed at enhancing the learning experience of learners
- the willingness to take risks in front of peers
- the willingness to share information, ideas, opinions, and evaluative judgments with the instructional leader with complete confidence

Effective instructional leaders recognise the importance of sharing the responsibility for developing the vision, for making decisions, and for implementing programmes. According to McEvan (2003:101), teachers can function as leaders in a school or institution in five distinct ways. They can:

- Train and provide staff development for other teachers. The belief that consultants and experts can always perform more effectively as trainers and staff developers can stand in the way of developing teacher-leaders. Give teachers the same kind of professional courtesies and respect as you pay a visiting consultant. Pay them for their preparation time. Provide appropriate facilities and equipment to facilitate their making their presentations appear more professional. Always provide helpful feedback and evaluation, so that teachers in your care can rest assured that they will be able to continue to improve and grow.
- Coach and mentor other teachers. Adopt a new teacher at your school and support him/her regarding curriculum issues, teaching methods and administrative issues. "Each one teach one" should be the slogan in any growing and effective school. The whole idea of coaching and mentoring must be supported by the instructional leader. Provide time for personal empowering sessions. Supply the necessary equipment and other resources to teacher-leaders to allow them to render an excellent service to their colleagues.

- Develop and write curriculum. Have faith in the ability of your teachers to develop curriculum that will measure up to the highest standards. Send them to workshops; give them time to study and plan together; and bring in consultants to advise when necessary. But then, just stand back and let them create. Their efforts will most probably not be perfect in the beginning, but you should recognise that the process is infinitely more important than the product. You can rest assured that the product will begin to improve with practice.

- Be decision makers and leaders of school-making teams. If an instructional leader hasn't yet discovered the power of sharing the leadership of his/her school with a team of teachers, he/she has missed out on one of the most powerful, growth-evoking experiences available to a principal. Rather than weakening your power base, or making you less effective as an instructional leader, sharing leadership will increase your influence. According to Maeroff (1993:515), using the team approach has many advantages and teams can:
 - set priorities so that the school is not subjected to an overwhelming amount of inessential change.
 - model the kinds of behaviour that they would like to elicit from colleagues.
 - anticipate objections, so that provision of answers precedes the registering of at least some negative reactions.

- Serve as members of teams, committees, task forces, or quality circles. Instructional leaders can develop teacher-leaders by asking for volunteers to study new issues, become specialists in new curriculum areas, or train other staff members in new techniques. These small groups should meet on their own under the guidance of a chairperson and report back to the principal or leadership team as necessary. Teachers, rather than the principal, will then become the chief spokespersons for change. Teams can also be formed as part of the instructional delivery system, or on an *ad hoc* basis to solve disciplinary problems, develop new recognition programmes, or assist with selecting new staff members. Such an approach is widely used in the business world. "Whether called task forces, quality circles, problem solving groups, or shared responsibility teams, such vehicles for greater participation are an important part

of an innovating company” (Kanter, 1983:241). Such groups are a necessity for the improving school and the effective instructional leader.

According to McEvan (2003:110) effective instructional leaders spend time training and working with teacher-leaders to develop common understandings as well as skills in order to be able to implement the following principles:

- Avoiding arguing in support of your own individual judgments. Present your position as clearly as possible, but listen to other group members’ reactions and consider the logic of your argument before pressing your point still further.
- Not assuming that someone must win and someone must lose when discussion reaches a stalemate. Instead, look for what will serve as the next-most acceptable alternative for all.
- Keeping the discussion focused on what you can agree on, even if it only consists of one small point.
- Not changing your mind simply in order to avoid conflict. Be suspicious when agreement comes too quickly and easily.
- Avoiding conflict-reducing techniques, such as majority vote, averaging coin flips, and bargaining. When a dissenting member finally agrees with the overall opinion, don’t feel that that person must later be rewarded.
- Expecting differences of opinion as natural. Disagreements can contribute to group decision making, by allowing for consideration of a wider range of information.
- Breaking into smaller groups in order to reach consensus on an issue, when discussing the matter in a large group takes too long. Providing feedback to the larger group afterwards may then help the process along.
- Asking one or two members who seem unable to agree with the large group after a reasonable of time to deliver a report detailing their perspective on the situation.

The well-worn phrase ‘quality time’, used to describe the time that parents and children spend together, can also be used to describe the kind of time that an instructional leader spends together with his/her staff. An instructional leader can maximise the benefits to be gained from quality time by planning and conducting

well-run meetings – no matter whether they are planning meetings, team meetings, grade meetings, or problem-solving meetings. A leader should develop the ability to lead, follow, listen, summarise, brainstorm, organise, manage conflict, and know when to adjourn such meetings.

According to McEvan (2003:110), instructional leaders can plan and organise effective meetings in the following way:

- Provide printed agendas at least two days in advance of the meeting.
- Try to assess the prevailing sentiments regarding the key issues to be discussed at the meeting.
- Hold the meeting in as relaxed an atmosphere as possible in order to get the job done.
- Appoint someone different at each meeting to graphically chart the proceedings of the meeting, so that all participants in the meeting can see what is being recorded. Make sure that the details of any decisions reached at the meeting are disseminated as quickly as possible after the meeting.
- Expect and reinforce professional behaviour during the meeting. Don't talk when others are talking. Respect other people's ideas and opinions. Remain positive despite the airing of any negative opinions.
- Organise small-group discussions, culminating in a full staff meeting.
- Set a beginning and end time for a meeting and never start (even if everyone's not there) or end late.
- Never make or read announcements that staff members can read themselves.
- The principal should be the organiser, not the orator.
- Serve food or refreshments when appropriate.
- Get everyone involved. Don't allow one or two individuals to monopolise a meeting.
- Give staff members a writing activity at the end of the meeting to focus their thinking and planning in the days ahead.
- If consensus does not occur, postpone the relevant decision making.
- Make certain that the discussion progresses logically.
- Share accomplishments of those present.

- Always end on a positive note.
- Praise, praise, praise!

Step Seven

Establish and maintain positive relationships with learners, staff, parents and members of the broader school community

According to Autry (1991:13), sound management comes largely from caring. The Apostle Paul put it this way: “If I had the gift of being able to speak in tongues, and could speak in every language there is in all of heaven and earth, but I didn’t love others, it would be of no value whatever. I would only be making a lot of noise” (The Living Bible, 1971:1160). Both Autry and the Apostle Paul discovered and articulated a principle that effective instructional leaders seek to practise in their daily lives – having the right attitudes and relationships is the key to being effective.

Fostering and maintaining positive relationships with students, staff and parents is critical to being effective as an instructional leader. Student advocacy is part of the overall vision and mission of any instructional leader. Effective instructional leaders don’t just talk about how much they care about students – they show how much they care by their actions. On a daily basis, they work to change inequitable policies and practices in the areas of discipline, grading, and grouping; they volunteer for a variety of community activities; they develop close personal relationships with students; and their doors are always open to troubled students.

Effective instructional leaders are confident about their abilities to get along with everyone and anyone. They are able to articulate what they do well and are always willing to learn more. Instructional leaders are unanimous in selecting the one skill that they believe is essential – listening. In addition to the skill of listening, countless other human relations skills are also important, including the following:

- being willing to admit when you’re wrong
- being able to laugh (having a good sense of humour) and cry (displaying sensitivity and empathy)
- take the time to help others

- remembering how it felt to be a child
- being able to resolve conflicts between people
- be able to remain calm in stressful situations
- enjoying working with people of all ages
- truly caring about others
- realising that you can't please everyone
- being optimistic regarding people's motives

3.6 SUMMARY

Chapter 3 presented an in-depth study of the different types of leadership, with specific reference to transformational leadership, developmental leadership, competency-based leadership and instructional leadership. An overview of instructional leadership in education in South Africa was given. Due recognition was given to the fact that, no matter what type of leadership a leader uses, he/she should have the necessary knowledge and skills of all types of leadership in order to be able to manage and lead an organisation effectively. The researcher regards the development of leadership as crucial for education in South Africa; therefore, the development of instructional leadership in the USA was discussed, with the view to drawing lessons and examples from the experience of that country's educators.

In the following chapter different leadership styles are discussed.

CHAPTER 4

LEADERSHIP STYLES

4.1 INTRODUCTION

When people come together in groups they bring their ideas, knowledge and skills with them. They also bring their personalities – the way in which they typically behave in different situations. While there is no one leadership style, your personality does affect how you exercise leadership. Understanding your style can help you better understand your strengths and weaknesses as a leader.

Law and Glover (2000) distinguish the following three styles of leadership, based on the location of the decision-making function, while Blanchard and Zigarmi (1991:84) strongly emphasise the degree of development of the follower concerned, and suggest that the leadership style be adapted accordingly (see Table 4.1):

- **Autocratic:** The decision-making function resides with the leader of the group.
- **Laissez-faire:** The decision-making function resides with the individual members of the group.
- **Democratic:** The decision-making function resides with the group itself.

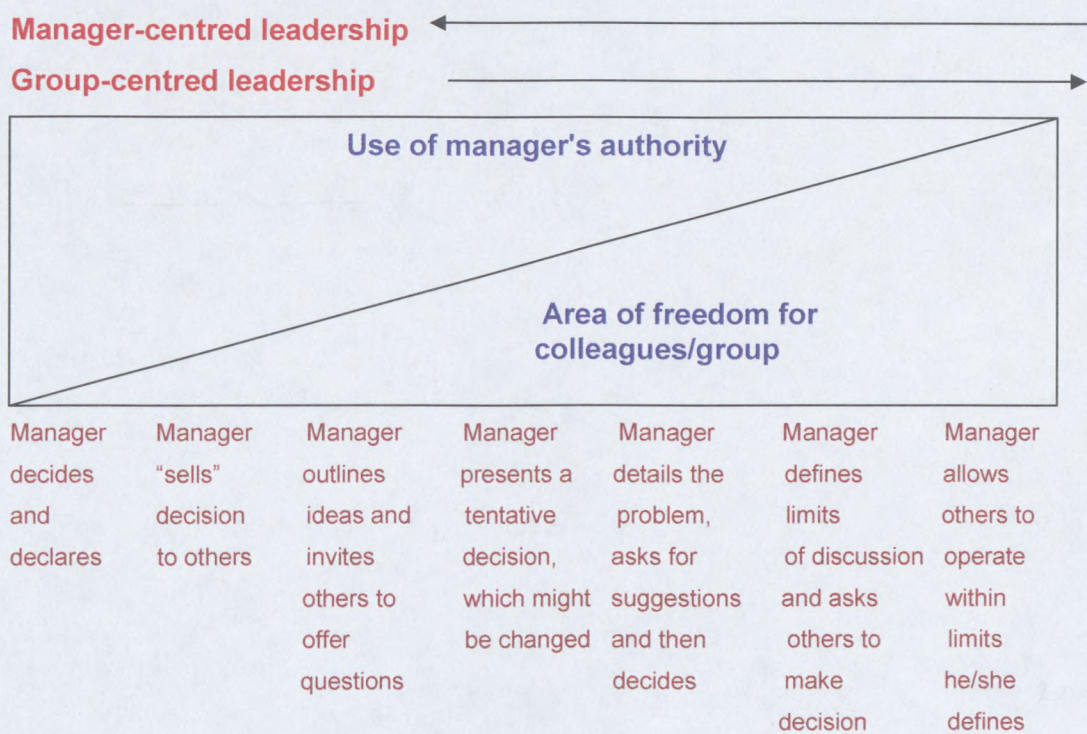
Table 4.1: Leadership styles indicating competence and commitment

Development level of follower	Appropriate leadership style
Low competence High commitment	Directing Structure, control, supervise
Some competence Low commitment	Coaching Direct, support
High competence Variable commitment	Supporting Praise, listen, facilitate
High competence High commitment	Delegating Give responsibility for day-to-day Decision making

Source: Blanchard and Zigarmi (1991:86)

Tannebaum and Schmidt's (1973:94) "continuum" of leadership styles identifies a range of possible combinations and outcomes in the freedom experienced by followers in relation to leadership authority. While their continuum can be criticised for characterising complex issues in somewhat simplistic, unidimensional terms, it is, nevertheless, indicative of the kind of balance that can exist between various elements in management relationships (see Figure 4.1).

Figure 4.1: A continuum of leadership and group behaviour



Source: Tannebaum and Schmidt (1973:96)

4.2 INFORMATION-PROCESSING STYLES

According to Woyach (1993:179), leadership style actually consists of two distinct parts. The first part consists of one's information-processing style – the way in which one combines ideas to gain an understanding of how things work.

Four basic information-processing styles exist, namely:

- the analyst
- the pathfinder
- the reactor
- the dreamer.

Each of these styles differs in the kind of information that a person prefers to use and in the way in which a person combines that information to create meaning.

- **The analyst**

The analyst is a no-nonsense sort of person. He or she prefers concrete information about specific situations to abstract concepts or vague generalities. Analysts assign meaning to facts by means of applying systematic logic to them, carefully working out issues from A to Z.

An analyst who forms part of a group that is deciding whether to sponsor a booth at the World Environment Day Expo would want to know only the facts about the situation. He/she would ask the following types of questions regarding the given scenario: How much will the booth cost? How much money does the group have? How many members are available to work in the booth? The analyst would then systematically extract all relevant details from the answers received until a logical decision could be reached regarding whether the booth would be more likely to succeed or fail. He/she would not waste time on idle guesses about the possible outcome. The analyst would therefore not be interested in the preferences of those concerned and would not be sidetracked by emotional reactions to the situation.

Analysts competently create and assess plans. According to Woyach (1993:179), analysts make their greatest contribution in the arena of planning and management when exercising leadership. Those practising an analytical style are able to assemble details logically, to lay out a detailed plan for recruiting new members or patiently to balance the group's budget. They can devise an organisational chart that clearly separates group activities from group responsibilities.

Analysts help groups keep their feet on the ground and their heads out of the clouds. Whether a group is involved in envisioning, consensus-seeking, creating an image, negotiating, creating rewards, advocating or coalition-building, analysts want their group to remain level-headed, practical and logical. Analysts help to ensure that visions are realistic, that goals are viable, and that the group's evolving image remains meaningful.

However, the concrete, practical nature of the analyst can have its drawbacks. Analysts often ignore the bigger issues and the emotional perspective.

In planning the booth at the World Environment Day Expo, an analyst is unlikely to consider whether the booth will, in fact, improve the group's image. Possibilities are not facts. The analyst is also unlikely to ask whether the group as a whole likes the idea. The analyst's focus is on the observable and measurable. By neglecting the role played by emotions, analysts do help their groups to concentrate on the facts of the situation, rather than on the emotional side of any conflict that occurs during negotiations and consensus-seeking. The analyst will always tend to focus on the issue, and not on the people involved in any crisis.

– **The pathfinder**

Unlike analysts, pathfinders prefer working with abstract ideas. They like to generalise, and to use those generalisations to understand specific cases. They like to think about the possible, not about just what is. They consciously search for the big picture. They routinely take into account the less tangible issues – like the impact that having a booth at the World Environment Day Expo might have on the group's image.

Since pathfinders like to work with abstract and speculative ideas, creativity comes easily to them. At the same time, like analysts, they like to combine their ideas in an orderly, logical way.

According to Woyach (1993:179), pathfinders can play a valuable role in envisioning, consensus-seeking, negotiation and coalition-building, because, despite their seeing the big picture, they are yet able to make all the constituent

pieces fit together logically. They also look for the broader implications of decisions taken and actions performed. They see the big picture of the group's purpose, so they can more easily identify visions and images that capture and communicate that essence.

However, like analysts, pathfinders are both limited and aided by their logical way of thinking. They tend to conceive of new ideas based only on what they already know. A pathfinder might well realise that a booth at the World Environment Day Expo could be used to publicise a new clean-up campaign. Coming up with that idea requires a broad grasp of the group's overall interests and a creative but logical combining of ideas. Pathfinders also share some other limitations with analysts. They may find group decision making frustrating due to the chaotic nature of the creative process concerned.

– **The reactor**

Reactors share with analysts a preference for the concrete. They tend to focus on the situation at hand and not on abstract "problems like this". Like analysts, reactors also focus on the here and now, tending to avoid consideration of the future.

According to Woyach (1993:179), reactors differ radically from both analysts and pathfinders in the way in which they assemble information. Reactors do not rely on systematic, logical thinking to work out solutions to problems. As their name implies, they tend rather to react to extrinsically sourced situations, ideas and problems in a way that appears at first glance, especially to analysts and pathfinders, to be random.

Reactors add a human touch to the work of groups, because they respond to situations and ideas on the basis of more than logic; they tend to be more aware of emotions and values, whether their own or those of others.

In consensus-seeking, it is the reactor who is likely to broaden the discussion by asking how people feel or by expressing his/her own spontaneous reactions to the given situation. Reactors help to ensure that the arguments used in advocacy

appeal to more than just the logical side of an audience. Hence, reactors can be of great value when it comes to creating rewards and generating excitement about evolving visions and goals.

The fact that reactors go beyond mere logic can be a strength when it comes to group decision making and planning. They can often evaluate ideas, plans and decisions with uncanny accuracy, and much more quickly than can systematic thinkers. When their reactions are based on solid experience, they can get to the heart of a problem in a way that analysts and pathfinders cannot.

At the same time, the reactor's tendency to transcend the bounds of logic can lead to disaster, if he/she has insufficient experience. Reactors can also become caught up in false consensus, supporting decisions that merely feel good.

According to Woyach (1993:179), when it comes to decision making and planning, the reactor thrives on the kind of chaos that would tend to frustrate analysts and pathfinders. Indeed, reactors contribute more than their fair share to the chaos of group decision making, since their ideas are not generated in a logical, systematic way.

Caught up in the excitement of the developing situation, the reactor may not even notice that a discussion is going nowhere – until it is time to leave, and nothing has been decided. Moreover, once a decision has been made, the reactor can be as uncomfortable with planning as the analyst is with free-wheeling group discussions.

– **The dreamer**

Like pathfinders, dreamers prefer to look at the big picture. They see events in complex ways, giving recognition to the fact that they have both a past and a future, as well as a present. Like reactors, dreamers do not depend on systematic logic to understand things. They, too, appreciate emotional depth and underlying values.

A dreamer's ability to think abstractly and to find meaning in random ways gives him/her a unique ability to transcend logical boundaries and to think in more holistic terms. According to Woyach (1993:179), this ability gives the dreamer an unparalleled potential for creative thinking. Dreamers are the envisioners who can discover genuinely exciting, challenging visions that encapsulate the emotions of all.

Dreamers are the decision makers, who can find truly novel alternatives around which consensus can be formed, conflict resolved, or a group's image expressed. They can create visions that excite people and that touch basic feelings and needs. As advocates, they can create arguments that touch the psychological, emotional and idealistic sides of others. Dreamers are at their best when little or no structure is imposed on their thinking.

Unfortunately, the dreams of dreamers come at a price. Dreams, unlike paths, do not always lead somewhere and are not always practical. Dreamers' ideas can sometimes be as absurd as they are creative. According to Woyach (1993:179), dreamers need the assistance of others. They need analysts to keep their feet on the ground and pathfinders to ensure that their ideas are logically consistent. They also need reactors to test how relevant their dreams are in the here and now.

4.3 ACTION-TAKING STYLES

In addition to the information-processing style, all individuals have an action-taking style. An individual action-taking style is the way in which one prefers to interact with other people. According to Woyach (1993:179), people have four basic action-taking styles:

- the playwright
- the gamesplayer
- the persuader
- the facilitator

Each of these styles differs in terms of where people prefer to focus their energy and attention, as well as in terms of whether a person prefers to control or to adjust to other

people and situations. As with the information-processing styles, a leader may identify with more than one of these action-taking styles in one way or another.

– **The playwright**

The playwright likes to be in control of people and situations. He/she exercises control by carefully planning the situation and orchestrating the action from behind the scenes. Like his/her theatrical counterpart, the playwright likes to write “scripts” for his/her group that lay out the plot (the questions to be asked, the decisions to be made, the actions to be taken). The script names the characters and spells out their roles (who is included in the group and how each contributes to the final outcome of the group). The script even spells out the outcome of the play (the final decision). Once the play has started, the playwright prefers to sit on the sidelines and watch the action unfold.

According to Woyach (1993:179), the hallmark of the playwright is the need to be well prepared. Being so well prepared can be of great value to groups, especially when it comes to matters of negotiation, advocacy, coalition-building and image creation.

Playwrights naturally try to create situations that lead to desired outcomes. In advocacy, they automatically try to see how the context and other contributory factors will influence the audience. In negotiations and coalition-building, they anticipate and try to create conditions that work in the team’s favour. In crafting an image, they work hard to find just the right image and to craft messages that convey just the right message.

The playwright’s need to plan applies to group meetings and discussions, although sometimes with less desirable results. Attending a meeting “unprepared” would be unimaginable for a playwright. The playwright’s planning can prevent the group from wasting time on blind paths. The playwright’s script usually has a preferred outcome. If the playwright is in control of the situation, he/she will mould what happens, so that the group cannot help but come to the conclusion envisaged by the playwright. If the group departs from the script, the playwright will want to delay

decision making, work out a new plan and try again later. If the group decision differs from what the playwright planned, he/she may not accept the outcome.

The playwright is often at his or her best in assessing how rewards are distributed within the group in which he/she operates. Playwrights are more interested in developing rules or norms for giving rewards than in rewarding members personally.

- **The gamesplayer**

Like playwrights, gamesplayers prefer to sort things out on their own. Unlike playwrights, however, they prefer to react to situations rather than to control them.

Gamesplayers approach the world as they would a game. Planning or sorting out matters beforehand is really only a question of knowing what the game is and what the rules are. The gamesplayer wants to know who the other players are, and what their stake is in the game.

Because they react slowly, gamesplayers can appear somewhat clumsy when it comes to consensus-seeking or engaging in negotiation or advocacy. Gamesplayers can serve as natural mediators in conflict situations. With friendly audiences and coalition partners, as well as win-win negotiations, the gamesplayer also tends to be an effective advocator, negotiator or coalition-builder. However, when confronted by hostile audiences, win-lose negotiators, or coalition partners who want to take advantage of the group, the gamesplayer may find it difficult to succeed.

Gamesplayers find it easy to use the ideas of others. Gamesplayer can create visions on their own, but they will always ask themselves how others will respond to them.

- **The persuader**

Like the playwright, the persuader prefers to be in control of situations and people. The persuader prefers to work out ideas or problems by talking to other people rather than by working alone on a project.

When the persuader “**talks things over**”, he/she does the talking. A persuader exercises control by being at the centre of things. His/her style is to overwhelm others surrounding him/her, as well as him/herself.

As their name suggests, persuaders can be natural advocates. In communicating an image, gaining legitimacy, and even coalition-building, a group at some point needs those who can state the group’s ideas, values, vision, goals, needs and preferences with self-confidence and resolve. Persuaders exude confidence and determination.

Unfortunately, self-confidence and style are at times all that the persuader has. If left to his or her own devices, the persuader can seem shallow to playwrights and gamers, who usually work out ideas in greater depth, regardless of their information-processing style. Persuaders can also seem inconsistent.

According to Woyach (1993:179), the tendency to act as an advocate could hurt persuaders in situations requiring consensus-seeking and negotiation. The persuader’s style is not that of a devil’s advocate but that of a real advocate. Persuaders also find it hard to listen. In trying to control the situation, persuaders often miss opportunities to receive input and feedback from others.

Finally, for the persuader, the supportive pat on the back, the vocal congratulations, the smiling “**job well done**” come easily. The persuader is comfortable with giving rewards – especially the psychological rewards that require a personal, hands-on approach. The persuader likes to be in the public eye when it comes to rewarding others.

- **The facilitator**

Like the persuaders, the facilitator prefers to sort out ideas and problems by talking to other people. Like gamers, however, they feel little need to be in control of the situation. In fact, facilitators do not even feel that they need to know the rules of the game. They can comfortably walk into an unstructured situation, without a

clear agenda or goal, and immediately start to work with others to define and achieve some eventual end.

The facilitator's strength as a leader results from his/her openness to others, as well as his/her ability to build commitment and agreement. In envisioning, consensus-seeking and coalition-building, facilitators naturally draw others into the attendant discussion.

In envisioning, facilitators use interaction with others to shape their own sense of the vision. In consensus-seeking and coalition-building, it is the facilitator who asks other people what they think. Facilitators, more than any of the other types discussed, are in touch with people and events around them. Without help from others, facilitators have a hard time defining a clear position for themselves and their enterprises.

4.4 KNOWING AND USING YOUR LEADERSHIP STYLE

Leaders should find both an information-processing style and an action-taking style that suits them. Leaders must keep in mind the following limits of these descriptions, however:

- The styles are generalisations. They describe any one individual only to a certain degree.
- The styles reflect tendencies and preferences, not absolutes. An analyst may prefer working with facts but, given practice, will come to feel comfortable with dealing with ideas and generalisations.
- All people tend to be more complex than the styles assume. Even if a particular style seems to describe you as a leader perfectly, you are likely to have at least some traits associated with other styles – including those associated with the opposing style.

If the categories are applied too rigidly, either to yourself or to others, you may make embarrassing mistakes or artificially limit your own leadership potential.

According to Woyach (1993:179), the descriptions of the various leadership styles also demonstrate that there is no one leadership personality. Leaders have a wide range of styles. Everyone has strengths and weaknesses. No one style ever has a monopoly on a particular leadership skill. Persuaders are natural advocates, but playwrights tend to be better at planning for situations that require advocacy. Though facilitators are natural consensus-seekers, they need help to protect themselves from being satisfied with reaching a false consensus. Though dreamers may be natural envisioners, they need help anchoring those dreams in reality.

Recognising him/herself in any of these styles may give the leader some insight into his/her strengths and weaknesses as a leader. Preparing for leadership means working with your strengths and improving on your weaknesses. It means using the qualities and the opportunities you have to become more skilful across time.

4.4.1 Assessing your style

According to Woyach (1993:179), the place to start to develop your leadership abilities is with first identifying your leadership style. Begin assessing your strengths and weaknesses by looking at the different styles described above. Look for both:

- an information-processing style (analyst, pathfinder, reactor, dreamer); and
- an action-taking style (playwright, gamesplayer, persuader, facilitator).

No style will be likely to describe you perfectly; in fact, you might find that more than one is applicable to you. Write down the characteristics (strengths and weaknesses) that best describe your style.

4.4.2 Assessing the opportunities

Once you have your list of strengths and weaknesses, you can start exploring ways in which to build on your strengths and improve on your weaknesses:

- What opportunities do you have to exercise leadership? In what groups are you active? In what groups would you like to become active?

- What are the unique leadership needs of the groups that you have identified?
How do the needs of these groups match your leadership style?

4.4.3 Matching opportunity to style

Once you know your leadership style and your opportunities for exercising leadership, you can match opportunity to style. The best match will allow you to build on your core strengths and to improve on your strategic weaknesses.

Building on your strengths means using and developing those skills with which you are most comfortable and which you can develop most easily. For example, a persuader may find skills of advocacy relatively easy to learn. A persuader should therefore look for groups that need advocates in order to make use of the opportunity to develop that skill to its fullest.

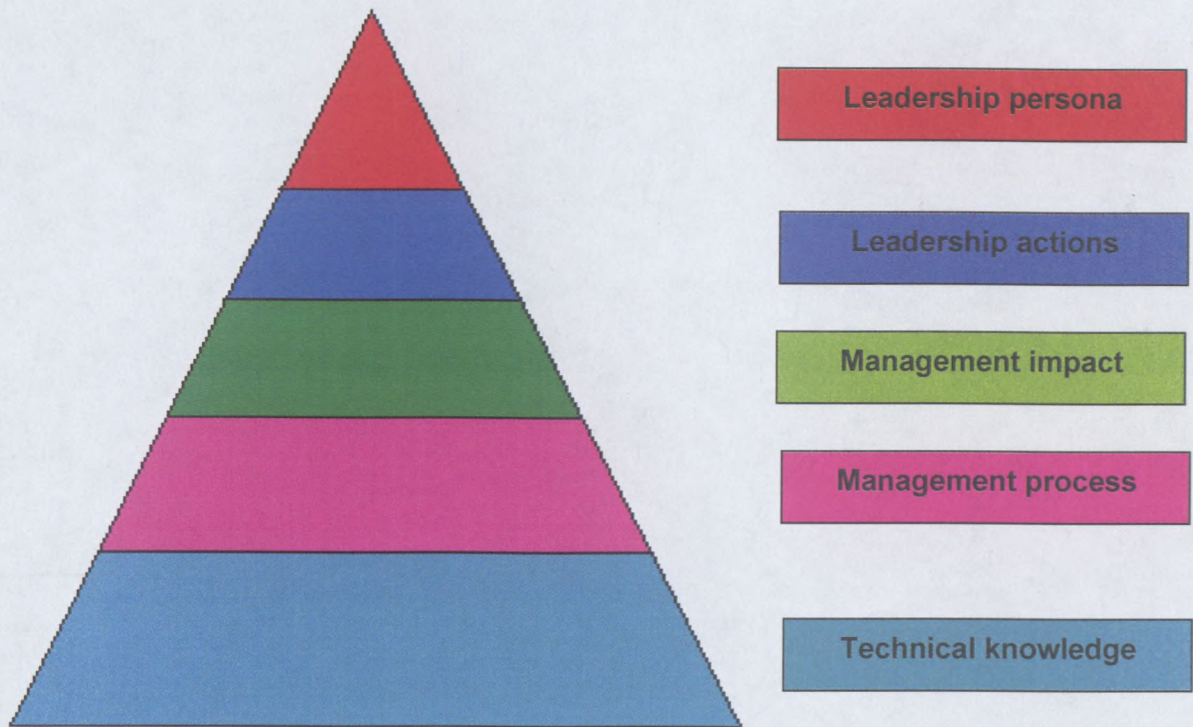
Improving on your strategic weaknesses means developing some of the skills that you may find more difficult to master, but that are too important to ignore. For example, a persuader may find having to practice consensus-seeking discomfiting, but may, nevertheless, recognize that it is an important skill to master. Therefore a persuader may look for a group that will provide a supportive environment for learning that skill.

4.5 THE QUALITIES THAT LEADERS NEED TO DEVELOP

According to Starmer (1998:36), an entire raftload of skills needs to be developed over time. While some of such skills are quite straightforward to learn, others are almost esoteric in nature. However, all of them are required.

Figure 4.2 depicts a model that represents the incremental nature of leadership development. Quite simply, the further you rise up the pyramid, the more of a leader you become. A leader must have all of the components, top, bottom and all the way through, otherwise the pyramid is hollow, and no amount of – for instance – leadership persona, will compensate for a lack of basic technical skills. All levels are equally important and utterly interdependent. Unless you possess all of them, you are not a true leader.

Figure 4.2: A model of leadership development



Source: Starmer (1998:37)

4.5.1 Technical knowledge

Technical knowledge is the one thing that makes you employable. It is what enables you to do your job, despite its varying widely, depending upon the job being done. The extent of a person's technical knowledge may provide him/her with a gateway to other positions. Most managers achieve their first management post as a result of their technical knowledge. Unless a leader is developing purely as a technical specialist, the more senior a manager becomes, the greater his/her technical knowledge needs are. Eventually, as seniority increases, technical needs become fairly non-specific and cover an extremely wide range of issues.

According to Starmer (1998:37), the saying often goes that leaders know a little about a lot, but a lot about very little. The saying is entirely appropriate, because the more senior a leader becomes, the more he/she is supposed to bring about change.

The most fundamental mistake that a leader can make is to assume that, having attained a certain level, his/her technical knowledge is either complete or no longer

necessary. He/she should then be reminded that technical knowledge becomes rapidly outdated and needs to be constantly updated and broadened. Learning should never stop.

4.5.2 Management process

According to Starmer (1998:37), management process simply refers to what managers are required to do to exert control. Since the central purpose of a manager is to provide control, the following skills are very important:

- time management and scheduling
- effective planning
- proactive supervision
- responsible delegation
- effective budgeting
- cost-control strategies
- staff appraisal and reward systems
- outstanding report-writing
- project management
- effective communication skills
- motivation
- conflict management

Obviously not all of these skills are the sole domain of management, but, generally speaking, most managers include them among their acknowledged roles and responsibilities.

Unfortunately, just being technically knowledgeable and capable of undertaking management processes is nowhere near enough to inspire followers. Getting people to follow one requires that a leader should add value and do things that actively motivate one's followers.

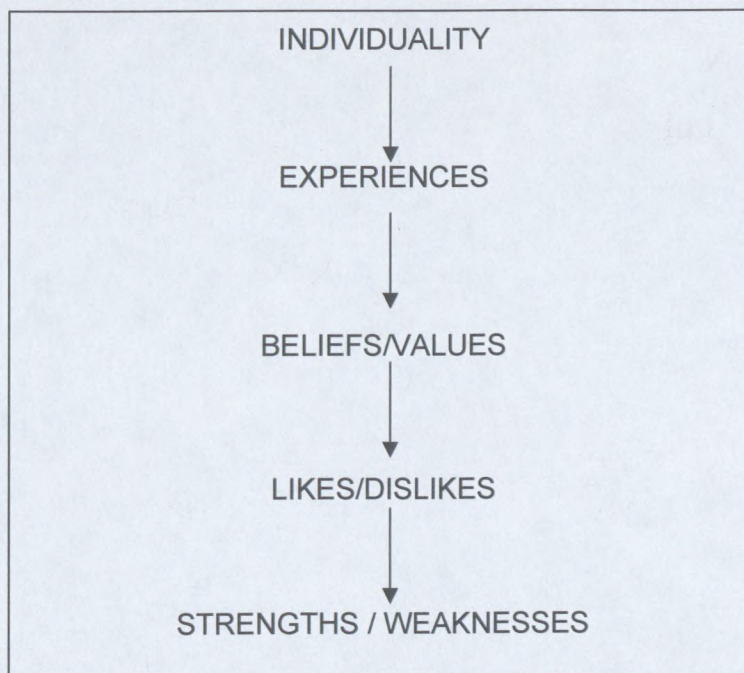
4.5.3 Management impact

Management impact makes or breaks the effectiveness of a leader. Effective management impact is not about being nice to people, but rather it is about behaving in a way that suits a particular situation. According to Starmer (1998:37), a leader's impact in the workplace is often described as his/her management style. Management style has far-reaching implications for any leader or potential leader, because it effectively forms the linchpin in the pyramid of leadership development. Starmer (1998:37) describes management style as follows:

- Management style is an expression of your personality, revealing how you react to different situations.
- Management style tends to evolve subconsciously as you master the skills and functions of management, or as a result of your avoiding or repeating certain experiences.
- Management style is measured not by what you do, but by the response your behaviour and communication elicits from others.
- Management style determines the attitudes of your colleagues towards you as a leader.

Management style follows the development path shown in Figure 4.3.

Figure 4.3: Management style development path



Source: Starmer (1998:64)

The stages that form part of the management style development path include the following:

- Stage One: You are a unique individual.
- Stage Two: You have unique personal experiences.
- Stage Three: These experiences shape your beliefs and values.
- Stage Four: Your beliefs and values in turn affect your likes and dislikes.
- Stage Five: Your likes and dislikes translate themselves into strengths and weaknesses, as you tend to be good at what you like, and bad at what you dislike.

Although the different stages describe the leader's character or personality, they do not represent a management style as such. Nobody can experience your character until it is manifested through your behaviour and way of communication. The choice that you, as a leader, make at the point of communication determines the outcome and the impact of your style. You can choose to be appropriate and effective or inappropriate and ineffective.

The impact of a management style comes from the attributes of the communication itself, which are, in order of importance:

- body language - how you appear when communicating
- tone - how you sound when communicating
- content - what it is that you actually communicate

To be effective, the communication requires congruity among all three attributes. Any mismatch, such as a sarcastic tone that does not reflect the true content of the words, can cause the listener to doubt the integrity of the message.

The impact of a management style depends on the degree of emphasis that the leader places on either:

- the task aspects of a situation, or
- the relationships inherent therein.

The emphasis usually depends on what the leader considers to be important aspects of a task, or on what comes naturally to him/her in performing a task. The emphasis determines the style impact, as depicted in Figure 4.4.

Figure 4.4: Basic style orientation

RELATIONSHIP
ORIENTATION

HIGH RELATIONSHIP LOW TASK	HIGH RELATIONSHIP HIGH TASK
LOW RELATIONSHIP LOW TASK	LOW RELATIONSHIP HIGH TASK

TASK
ORIENTATION

Source: Starmer (1998:78)

The emphasis that a leader places on a task should be based on his or her assessment of what will result in the most effective outcome in a particular situation. Any situation is composed of the following elements:

- managers
- peers (both internal and external)
- other team members (those working with you)
- methodology (the way you are required to behave as a result of the specific role that you fulfil)
- organisation (any particular way in which you have to behave as a leader/manager in order for your actions to be culturally acceptable).

A leader/manager must remember that each of the human elements (managers, peers, team) present in a situation has its own style expectations. Your job (methodology)

should not be used as an excuse for your behaviour. Securing the right style is initially a matter of trial and error which, over time, should become a matter of experience. No magic formulae or ways of instant assessment exist in reality.

Effective management impact is, therefore, about the following:

- doing the right thing to the right person at the right time, and
- delivering a style effectively by communicating cohesively.

According to Starmer (1998:78), the following effective styles describe the impact created and the way in which others would perceive your style if you apply the style correctly:

- **Supportive style:** Emphasising the personal relationship that you have with someone so as to achieve the performance of a certain task. Showing concern for the well-being and needs of employees; being friendly and approachable; and treating workers as equals.

According to Starmer (1998:78), a leader who is supportive would most typically be described as:

- trusted
- empathetic
- helpful
- responsive
- considerate
- supportive
- open
- a listener
- loyal
- concerned
- approachable
- understanding

The supportive style is necessary when the situation has a greater “human focus” than task focus.

The following are examples of situations that require a leader to be supportive:

- when personal issues are affecting an individual’s performance
- when sensitive issues are being dealt with
- when an individual is distressed

- when you are preparing to delegate a task and the person to whom you are to delegate the task is unsettled by the new responsibility
 - when you seek to develop an individual
 - when you need to develop personal relationships, perhaps when you meet someone for the first time
 - when the person being managed responds best to such an approach
- **Participative style:** Involving others in your decision-making processes to add value to the task or to increase their commitment to it. Use of the participative style also involves yourself in others' decision-making processes, in such a way as to add value to them.

According to Starmer (1998:78), a leader who is participative would most typically be described as:

- | | | |
|-----------------|--------------|--------------|
| • resourceful | • involved | • tactful |
| • participative | • reasonable | • flexible |
| • sociable | • a realist | • adaptable |
| • sharing | • interested | • persuasive |

Use of the participative style is necessary when the situation has a high level of both "human" and task focus. The style is appropriate when the situation dictates that involving others would be beneficial to the task performance.

The following are examples of situations that require a leader to be participative:

- when you need the whole-hearted commitment, support and buy-in of others
- when the input of others would result in a more effective outcome
- when major change is occurring
- when creative solutions are sought
- when you have value to add to the endeavours of others
- when the person being managed responds best to such an approach
- when you are seeking to manage your boss(es) or employees

- **Directive style:** Giving instructions to establish the requirements for, and expectations involved in, the completion of a task.

According to Starmer (1998:78), a leader who is being directive would most typically be described as:

- determined
- challenging
- demanding
- energetic
- forceful
- driven
- industrious
- initiating
- decisive
- competitive
- committed
- directing

Use of the directive style is necessary when the situation requires a greater task focus than a mere "human" one. The style is particularly appropriate when completion of the task is of the essence and the circumstances are pressured.

Use of the style is also most appropriate if the team expects to be instructed in how to perform the task.

The following are examples of situations that require a leader to be directive:

- when others need clear guidelines to achieve their tasks
 - when time is pressured
 - when frequent re-tasking is required
 - when circumstances are changing rapidly
 - when your team is inexperienced
 - when a high level of control needs to be exercised
 - when the person being managed responds best to such an approach
- **Delegative style:** Distancing yourself from both the task and the other people involved in performing the task in order to allow them freedom of action, or to allow yourself freedom.

Someone who is being delegative would most typically be described as:

- logical
- rational
- thorough
- controlled
- conscientious
- reserved
- practical
- careful
- orderly
- analytical
- methodical
- efficient

Use of the delegative style is necessary when the situation has a low level of both “human” and task focus.

The following are examples of situations that require a leader to be delegative:

- when you need to create more time for yourself
- when others would perform better if left undirected
- when the development of others would benefit from the responsibilities associated with being “left to get on with it”
- when staff distance themselves from you
- when your direct involvement adds no value to the situation and serves only to distract the others
- when others respond to being motivated by accepting responsibility
- when the person being managed responds best to this approach

The impact of **ineffective management** styles can cause harm. Starmer (1998:78) cites the following reasons for why use of a management style can misfire:

- ineffective delivery of style, i.e. inadequate preparation of the manager
- an inappropriate situation, i.e. a style that does not suit the given circumstances
- an inappropriate person, i.e. an individual who is unable to react to the use of a certain style.

When the use of a certain style misfires, the resulting impact changes the perception that people have of the leader. Fallibility is universal. Though minor slip-ups can be corrected easily enough and are relatively soon forgotten, consistently adopting the inappropriate style or only ever using one style will undermine your effectiveness. The ineffective impacts perceived can be described in terms that fall into the same categories

as effective ones, though descriptions of the impact of use of the different styles is dramatically different, as illustrated in Figure 4.5:

Figure 4.5: Ineffective styles

RELATIONSHIP
ORIENTATION

INGRATIATING	INDULGENT
DESERTING	AUTOCRATIC

TASK
ORIENTATION

Source: Starmer (1998:120)

The ingratiating style: Emphasises the personal relationship aspect within the workplace to such an extent that it appears as though your principal concern is your popularity.

Ingratiating behaviour is often high relationship–NO task, rather than low task. The impact created may be, at its worst, be sickly and ineffectual, or, at its best, very low-key and ineffective.

Someone with an ingratiating style would most commonly be described as:

- dependent
- self-effacing
- gullible
- harmonious
- pleasant
- sympathetic
- passive
- kind
- obligated
- approving
- trusting
- ingratiating

According to Starmer (1998:120), leaders can avoid being regarded as ingratiating by acting in accordance with the following guidelines:

- Avoid becoming too personally involved with your team and colleagues while at work. The workplace is for work and familiarity does breed contempt.
 - Keep socialising to outside office hours as much as possible, and be careful to avoid being inveigled into providing office parties.
 - Don't become overly friendly with other members of your team. Teamwork is largely productive, but lowering the power differential below that of the hierarchy set for the workplace is unsettling.
 - Always ensure that the ultimate objectives that you seek are result-orientated.
 - Too much pleasantries and small talk can only occur at the expense of the effective performance of the task. Try limiting the time that you spend engaging in unimportant conversations, but never to the extent that you ignore others and their need to be involved with their leader/manager on a personal level.
 - When dealing with people's personal issues, be reasonable, fair and helpful. Show empathy, but not sympathy. If you become intimately involved with the problem itself, you potentially become part of it, and your effectiveness will be limited.
 - Remember that your role is to control and lead, not to be liked. Accept that certain people may dislike you and that work is not a popularity contest.
 - Face conflict, tough decisions, unpopular news and any contentious issues knowing that the long-standing cliché, "it's business, not personal" is true.
- **The indulgent style:** Seeking to involve others, or allowing them to become involved, in your decision-making processes, when doing so only serves to extend the time taken to reach a conclusion; or where the involvement of others does not increase the likelihood of a higher degree of result.

Indulgent behaviour, while being high-relationship and high-task, does not result from the exclusion of emphasis (in the same way that the ingratiating style is high-

relationship and no-task), but from the wholly inappropriate delivery of either relationship or task.

Someone with an indulgent style would most commonly be described as:

- inconsistent
- yielding
- idealistic
- insincere
- weak
- over-committed
- pliable
- confusing
- appeasing
- complaining
- ambiguous
- conciliatory

According to Starmer (1998:120), leaders can avoid being regarded as indulgent by acting in accordance with the following guidelines:

- Never involve others in decision making when decisions have already been made. The exercise is futile, even through seeming to include others may appear to show that you are involving them at a meaningful level. People always tend to discover such ploys at a later stage.
- Once you have involved others in your decision making, keep them informed of the results of making such a decision, so that they will be able to understand the reason for their having had to invest such time and energy.
- Involving others or becoming involved with others in performing a task for political motives can create a perception of your behaviour as being “crawling” or “game-playing”, which will most probably undermine your impact.
- Simply allowing others to become involved because you feel pressured to do so will weaken your position, credibility and management impact.
- Changing a decision that appears to be unpopular is foolish. If there is a logical reason for changing it, then any failure to do so is equally damaging. Backtracking to promote popularity is likely to be disastrous.
- A lack of consistency in the way in which decisions are arrived at, or in who is involved in them, without explanation, can promote feelings of uncertainty and loss of confidence.

- Only seek to involve yourself in the decision-making processes of others when you can add actual value. Never seek to do so simply because you feel you “should”.
 - Constant involvement can seem like interference and deny others valuable opportunities for development. Look for opportunities to be delegative.
- **The autocratic style:** Having such a high degree of task focus that the needs of others involved in performing the task are disregarded.

Autocratic behaviour is high-task and is characterised by the absence of ANY relationship.

Someone with an autocratic style would most commonly be described as:

- | | | |
|----------------|------------------|----------------|
| • critical | • unapproachable | • hard |
| • antagonistic | • driven | • insensitive |
| • coercive | • domineering | • impatient |
| • autocratic | • aggressive | • unreasonable |

Leaders can avoid being regarded as autocratic by acting in accordance with the following guidelines:

- An autocratic style has much to do with the communications mix, such as shouting, using harsh or abusive language, and adopting a hard and intolerant tone.
- Always avoid physical and mental intimidation. All workplace bullies are ultimately autocrats, apart from being merely inadequate beings.
- Recognise when people need your direction and instruction. If you intervene in this way when others do not require it, you will quickly appear to be an interfering autocrat.
- The pressing need for any worthwhile relationship is to be understood and accepted – not necessarily agreed with, but accepted as having a right to express their own opinions, values and beliefs. A fundamental way in which

to breach these needs is to not listen. Not listening to someone conveys the message that you don't care about the person.

- The workplace can be a difficult place with which to deal, but any reasonable person knows the basic difference between what is reasonable and what is unreasonable. Try to ensure that your expectations or demands of others are based on a commonly-held standard of what is reasonable in the workplace.
- Intolerance of dissent is a sure sign of an autocrat. You need to accept that everybody has a right to express his or her own opinion. If you ever try to restrict the freedom of speech of those with whom you work, you may miss out on some invaluable information.
- Wisdom is portrayed through consistency. Volatility, fits of temper and inappropriate outbursts are yet another form of intimidation, even though the leader/manager might see giving vent to such behaviour as a release mechanism. Behaving in this way undermines the effectiveness of one's impact.

- **Deserting style:** Appearing to have so little interest in either the successful outcome of the task or the well-being of those involved in its performance that no value is added.

Deserting behaviour involves NO task and NO relationship, rather than being low-task and low-relationship. The impact can result either in action or passivity. A leader/manager can give an impression of deserting behaviour by means of what they either say or do, or by what they fail to say or do.

Someone with a deserting style would most commonly be described as:

- | | | |
|-------------------|-----------------|-----------------|
| • awkward | • negative | • resistant |
| • difficult | • detached | • unconcerned |
| • unoriginal | • uncooperative | • obstructive |
| • uncommunicative | • stubborn | • disinterested |

According to Starmer (1998:120), leader/managers can avoid being regarded as deserting by acting in accordance with the following guidelines:

- If you fail to explain why you are not at work at certain times, others may wonder where you are. If you haven't taken the time and trouble to explain your absence to them, they might either conclude that you are acting incorrectly, or that you simply don't care what they think.
- Even when you are physically present, appearing to be easily distracted or disinterested in what is going on around you may have a negative impact. Try to ensure that you give everyone who is in contact with you your full attention.
- As far as possible, devote an equal amount of attention to all your team members. People quickly see who seems to be less favoured by receiving less attention from you, and petty, but nevertheless disruptive, jealousies may result from your granting varying degrees of attention to others.
- Expectations of a leader or manager are usually high. Failing to contribute or to add value to whatever is transpiring at the moment is a sure sign of ineffectiveness.
- Apparently motiveless resistance to change, or any degree of truculence as regards what is going on around one, can convey a negative impression. Positivity is an essential characteristic of any leader/manager.
- Remember that a team takes its lead from the individual who is meant to be the leader. If you are negative, your staff will almost inevitably be negative too.
- At all costs, avoid adopting a toxic attitude. While negativity can have a toxic effect upon others, those who possess positive antibodies often react against toxicity by trying to expel it from their presence.

4.5.4 Leadership actions

According to Starmer (1998:120), a leader can take specific actions that set him/her apart from the other managers. You can't be a leader without being a good manager first, but being a good manager won't necessarily make people follow you. People follow others because of two basic reasons:

- They want to.
- They have to.

Everybody in a hierarchy has to follow those senior to them, but if they "want to" follow, they quickly forget the "have to". People want to follow a leader if they will gain from doing so, no matter whether the gain is some form of benefit, reward, or added value. What motivates them is their potential gain.

Gaining followers requires that you personally, as a result of what you do and who you are, provide them with added value. Your role as an active motivator requires your progressing from what is ordinary to what is extraordinary.

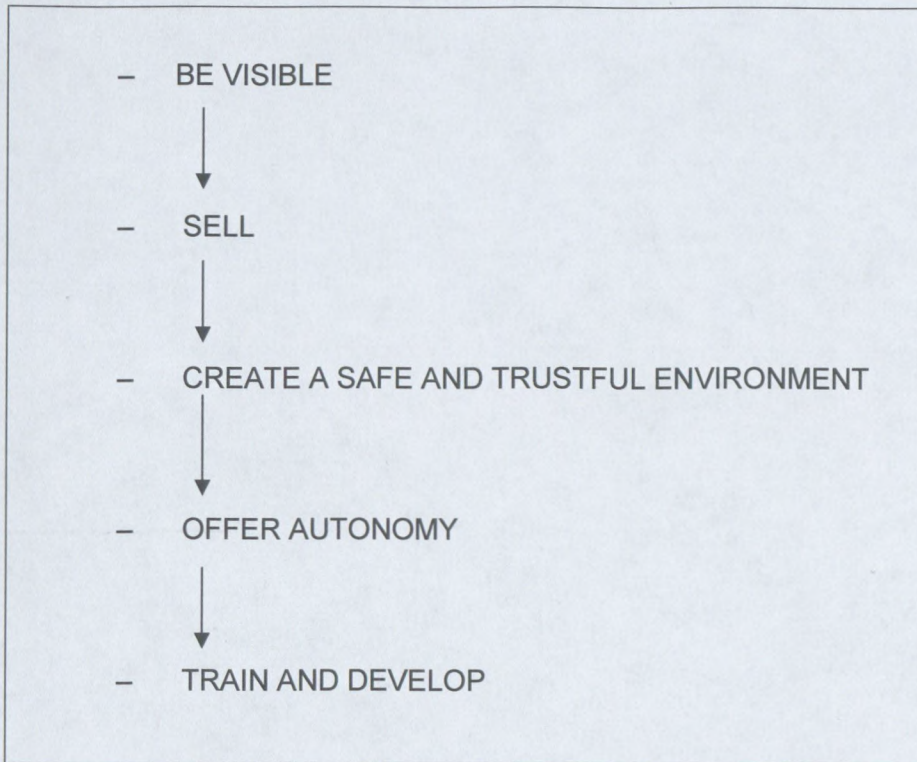
Leadership actions are what a leader or manager needs to do that will set him/her apart from the "run-of-the-mill" manager/leader. The following leadership actions, as illustrated in Figure 4.6, are of central importance.

– **Be visible**

People like to know who's in charge, and showing that one is in charge entails the following:

- clearly indicating to whom they can go with difficulties or queries, or for arbitration or conflict resolution
- showing who is "steering the ship", looking after their interests and safeguarding their well-being
- communicating with them, in order to make them feel significant and valued

Figure 4.6: Leadership actions



Source: Starmer (1998:148)

- acting as a knowledgeable and informed source, who is prepared to share information with them
- providing tangible evidence of who is taking the lead

Visibility for a leader involves assuring people of one's presence even when one is not, in fact, physically present. Starmer (1998:148) recommends taking the following steps to ensure that your presence is consistently felt as a leader:

- Take time to talk to the members of your team.
- Meet with the whole team or department – whichever is relevant to your position – and discuss issues that affect everyone.
- Walk around your office or the school premises, and let people see that you do so. Your walking should be both purposeful and spontaneous, and not just done at a specific time of the day.

- Attend as many work-related social events and functions as you can, even if you appear only briefly at each.
- When the time permits, offer to attend meetings or workshops where your attendance will be valued, even if it is not strictly necessary.
- Where possible, initiate your own contact with groups or individuals, rather than leaving doing so to a delegatee. Your initiating contact will make them feel that they are important to you.
- When you are out of office for a prolonged period, talk to as many people as you can over the telephone, or send messages to be relayed by others.
- Utilise in-house bulletins or memorandums to publicise your activities and to ensure that everyone knows who you are, but make sure that your self-publicising does not become an ego trip.

– **Sell**

The purpose of leadership is to influence. A leader influences people to give of their best, and to be as extraordinary as they can be. In the context of leadership, selling is therefore about constantly explaining why people should continue to give of their best, as well as about influencing them to believe that they themselves will gain thereby.

Selling can also be defined as gaining commitment to benefits. Committing to the benefits accruing to hard work requires having an effective sales pitch. You are selling others on your ideas, beliefs and objectives – on making a commitment to the things for which you stand and to what you want your followers to achieve. If they buy the package, you can be assured that you are already leading. You might not have 100% commitment to what you do, because attaining that involves other factors as well, but at least you will be on your way to doing so.

According to Starmer (1998:148), by applying the following you can be sure that you are starting to sell:

- When you talk about the present, place it within the long-term context, so that all concerned can relate the significance of present actions to what will or could be in the future.

- Talk about the future in a way that makes it clear how excited you are by the opportunities that are constantly becoming available, always making sure that you point out how taking advantage of them will be of benefit to your team as a whole.
- Take whatever steps are necessary to ensure that all team members are aware of not only what is expected of them, but why, so that all those concerned clearly understand their purpose and the importance of their personal contribution to the overall success of your enterprise.
- Encourage everyone at all levels of your organisation to ask questions about the direction in which the organisation is moving, and answer them as fully and openly as you can.
- Deliver a consistent message to everybody concerned, and be careful to maintain as high a level of personal enthusiasm as possible.
- Hold individual meetings with your team members with the specific intention of enthusing them with a sense of enhanced personal commitment.
- Look for opportunities to sell whenever you can. Make your message consistent, but not repetitive. Always look for new ways in which to sell.

- **Create a safe and trusting environment**

Few people nowadays expect to be guaranteed a job for life. Most recognise that organisations constantly have to resize and cut back on even their most experienced employees and senior executives.

Living with exposure to such a fear-inducing factor can serve to undermine the prevailing status quo and discourage risk-taking that might otherwise be very rewarding for an organisation. If a leader creates an environment in which his/her team members are confident that, despite the prevailing economic conditions, they will be supported while continuing to give of their best, they will be encouraged to contribute more than usual without having to fear reprisal.

If a team has confidence in the abilities of its leader, it will feel safe in the knowledge that the best is being done for the organisation, and, accordingly, for their future. Trusting in a leader has a great deal to do with the leader's technical knowledge and management process skills.

According to Starmer (1998:148), the following will enable you to establish a safe and trusting environment:

- Encourage and verbally reward those who rise to meet any challenge.
- Ask for personal feedback from individuals in private, so that they have the opportunity to raise issues with you that they might otherwise be reluctant to raise with colleagues present.
- Respond to any criticism that you receive openly and positively.
- If you propose to act on feedback, clarify what the feedback is and ensure that you monitor any related progress.
- Take steps to ensure that all members of the team are "heard" and that everyone has the opportunity to voice their opinions, when appropriate.
- Take action to be protective and supportive of staff when necessary. Loyalty breeds loyalty.
- If you state that you have an open-door policy, make sure that you do!
- Allow sufficient time to listen attentively to other people's point of view, or set up another meeting at which you have more time to do so.
- Avoid cancelling meetings whenever possible, otherwise people who would have been present at the meeting may feel that they are low on your priority list and do not matter to you.

– **Offer autonomy**

When you have people around you who are naturally proactive and motivated, experience demonstrates that the more freedom you give them, the higher the return you are likely to receive in return. Awarding others autonomy is based on the notion that a free rein engenders ownership, and stimulates thinking skills that reap greater organisational reward.

According to Starmer (1998:148), granting true autonomy would represent a potentially dangerous management strategy, due to the maverick nature implicit in unbridled actions. Its basis tends to be the higher the risk, the higher the reward.

At management level offering autonomy is far easier; by demonstrating such a high level of trust and confidence in your staff, they almost feel obliged to deliver a worthwhile return. Only those who truly want autonomy will reward you in return if you offer such independence to them and give them the kind of freedom that the word implies.

Offering autonomy within your organisation can be facilitated by your doing the following:

- recognising that autonomy in its truest sense is not something that you can necessarily give (Despite this, making others feel autonomous by making their contributions as uninhibited as possible is a good start.)
- while selling, making it clear to all that you expect and welcome contributions outside the confines of a conventional job description
- making sure that everybody is aware that progress in business depends upon personal initiatives just as much as on business ones
- demonstrating through your words and actions the confidence that you have in the individuals concerned
- on hearing of new and valuable ideas, ensuring that they are acted upon and that all those affected (or even potentially affected) are aware of what is happening
- welcoming and celebrating your organisation's profiting from taking the initiative (Never be afraid to make a fuss of someone who has given a good return to the organisation, because doing so will encourage others who desire the same praise.)
- not over-reacting and withdrawing freedoms from individuals to whom you have granted autonomy when they let you down.
- trying to engender an ethos that makes people feel that they are also owners of the business and that "we're all in it together"

– **Train and develop**

The benefits of training and development *per se* are fairly obvious: the more people are developed, the more they are able to offer. Training and development is in part about equipping individuals with the skills and mindset to "play the game to

a higher level". Learning as such is valued by the majority of individuals who possess the ambition that has taken them to management positions, because they realise that it profits them to do so.

A leader can ensure effective training, growth and development by recognising the following:

- Not all training and development issues are as complex as they might at first appear. Many can be carried out merely on the basis of common sense and good communication skills.
- Remember that technical and process development issues tend to be tangible and readily apparent, but participating in the other areas of the development pyramid often requires more guidance.
- Take the time to give one-to-one feedback to your team on how your individual team members could improve their performance.
- Set aside specific time slots in which to discuss and understand each individual's personal thoughts about his/her own development.
- At periodic intervals, review the way in which individuals have developed with them.
- Explain the rationale of business decisions to those who weren't party to them.
- Share the benefit of your experience by discussing the way in which tasks or projects could best be carried out.
- Whenever possible, extend the range of a person's experience by involving him/her in meetings or projects outside his/her usual role.
- Coach your team in the various management techniques and approaches, demonstrating them whenever possible. If you can't do this yourself, bring in a development professional who can.

4.5.5 Leadership persona

Leadership persona is the ability that you have to make an impact on and to influence other people, simply as a result of who you are and the way in which you manage

yourself. It is about your ability as a leader to create an emotional response in someone else that causes them to want to follow you.

According to Starmer (1998:148), the qualities of a leadership persona are the following:

– **Self-confidence**

Of all of the personal attributes, self-confidence is really the most important, because it underpins all of the others, and its absence negates the value of the others. If you don't have it, people simply won't follow you.

Confidence is something that one perceives in others as a result of the way in which they communicate with one. In the workplace, that comes down to the following three principal actions:

- *Assertiveness*
The willingness and ability that you demonstrate to stand up for your own beliefs, values, ideas and rights, in a way that demonstrates your respect for the right of others.
- *Deportment*
The way in which you carry yourself physically that sends a message to others concerning your own beliefs about your self-worth.
- *Involvement*
The ability and willingness to proactively involve yourself and to contribute to discussions at any level.

Leaders can project self-confidence by doing the following:

- Try to cultivate an "air" of self-confidence without ever allowing yourself to become arrogant.
- Always present a "professional" image by paying attention, among other aspects, to your dress and personal appearance.
- Avoid behaving in a way that might be interpreted as unprofessional.

- Observe yourself or obtain feedback from others about your physical impact and remember that, in the eyes of others, the outer reflects the inner.
- Initiate and propose new ideas that you share with others.
- Promote your own ideas at the highest level possible, and, even though you may feel intimidated, don't let your emotion show.
- Make sure that you stand up for what is important to you, or for what you can see is important to the organisation as a whole, and don't back down under pressure.
- In the process of standing up for yourself, avoid being insensitive or disrespectful. Have the courage to admit when you are wrong, and do so with dignity and good grace.

- Energy

Energy in this context is both physical and mental. The amount of energy that a leader demonstrates has a major impact upon others, as they are able to draw strength from it themselves.

A leader who usually has high energy levels should be careful about their ever flailing, as such a decline could easily be misinterpreted. Energy needs to be delivered in a way that is physically palpable and consistent, which comes down to the following three actions in the workplace:

- *Positive mental attitude*
Your ability to discern the opportunities and advantages present in all situations, and to conduct yourself in a way that is wholly convincing to others.
- *Enthusiasm*
An infectious spirit that pervades your mood, and which has the ability to rub off onto others.

- *Drive*

The ability to keep on going, both physically and mentally, no matter whatever the circumstances or pressures.

According to Starmer (1998:148), a leader needs to behave in the following way in order to appear energetic:

- enthusiastically, making sure that you are sincere in the attitudes that you display
- showing a genuine keenness for your work, and not letting circumstances that are pressured or difficult detract from your consistency
- actively looking for the opportunity and advantage available from all situations
- maintaining optimism and not allowing the pessimism of others to infect you
- keeping going under physical or mental pressures, and not showing fatigue, particularly any signs of mental tiredness.

– **Empathy**

Empathy involves understanding what somebody else is experiencing. Empathy in the context of leadership involves being able to show to somebody that you can understand his/her perspective and point of view on a situation, and accept his/her views for what they are, even if you do not agree with them.

In the workplace, the following three behaviours reflect empathy:

- *Listening*

Listening to others is essential to experiencing empathy with them, because doing so actively enables you to understand the views, beliefs, values and motivations of others. Active listening also requires that your body language reflects your understanding of others.

- *Acceptance*
Being able to demonstrate your openness to the differing views of others and welcoming of dissent.
- *Interest*
Having genuine concern for what others have to offer and for what you can learn from them, as well as for what value you can add to them.

As a leader, you will appear empathetic if you do the following:

- Actively demonstrate that you are a good listener by means of use of appropriate body language and responses.
- Not allow yourself to become distracted when others are trying to communicate with you.
- When it is appropriate to do so, actively show interest in other people's activities by questioning them about what they are doing.
- Ensure that you treat everyone equally, rather than showing particular interest in some people and not in others.
- Actively seek to understand other people's motives and beware of misreading them.
- Demonstrate by means of your actions and words that you are open to considering alternative points of view.
- Avoid giving out signals that others may interpret as coming from a closed mind.
- Show genuine concern and interest in the views and issues of others.
- Beware of being dismissive of others in any way.
- Actively seek to discover what you can learn from others.

– **Conviction**

Conviction, like energy, is a quality off which others feed. Your level of conviction, or lack of it, is like a barometer, providing a measure of the importance and appropriateness of actions that are taking place in the workplace.

Conviction must be tempered with flexibility and keeping an open mind about other possible courses of action. To be effective and act with the strength of conviction, you must be able to recognise whether a change in beliefs or actions is appropriate.

In the workplace, acting with conviction involves taking actions characterised by the following qualities:

- *Tenacity*
A steadfast belief in the correctness of the course of action being followed, and a determination to succeed in the face of setbacks.
- *Commitment*
Your own personal preparedness to do and be seen to do whatever it takes to succeed in bringing about the desired form of success.
- *Consistency*
Following a course of action in a way that allows others to see the “common thread” in your approach, and to believe in both its, and your own, integrity.

The following actions enable a leader to show conviction:

- Always show determination in the face of setbacks and behave in an emotionally resilient way, never giving way to emotional outbursts or fits of temper.
- Withdraw from a situation only when it becomes futile or inappropriate to continue any further. If you decide to withdraw, ensure that others understand your motives for doing so.
- Demonstrate your personal drive and determination to succeed through the words that you speak and the actions that you perform.
- Do not distance yourself from any aspect of a task or situation in which you should be involved, no matter how tedious, laborious or unrewarding you may find it to be.
- Try to convey to others the common thread in, and consistency of, the actions that you take.

- Avoid giving the appearance of being uncertain about objectives or desired outcomes, unless those outcomes have yet to be defined or they require team involvement in assessing them.
- Avoid inconsistency in any part of your attitude towards either your work or your workplace.
- Act with integrity at all times. Say what you mean and mean what you say.

4.6 SUMMARY

Special attention was given to leadership styles in this chapter, because understanding your leadership style can help you better understand your strengths and weaknesses as a leader. Use of the information-processing style, as promoted by Woyach (2000), gives a leader the opportunity to evaluate him/herself and to work on his/her shortcomings. In addition to the information-processing style, Woyach (2000) is of the opinion that each leader has a particular action-taking style, which indicates how he/she prefers to interact with others. The qualities that leaders need to develop, specifically with regard to the incremental nature of leadership development, have been addressed in detail in the course of this chapter.

In Chapter 5 leadership and change are discussed.

CHAPTER 5

LEADERSHIP AND CHANGE

5.1 LEADERSHIP FOR CHANGE IN ACTION

Leadership for change requires an internalised mindset that is constantly refined through thinking, as well as action. This cumulative learning produces an orientation and ability to exercise greater executive control over the forces of change, and a capability of generating the most effective actions and reactions when accomplishing change.

According to Mintzberg (1994:123), an organisation must never adopt a technique by its usual name. If you want to do re-engineering, for example, call what you are doing something different, so that you have to think it through for yourself and work it out on your own terms. If you just adopt and implement the technique as so-named, it is bound to fail.

Put differently, no shortcuts exist. Leaders who are dedicated to change must immerse themselves in real situations of reform and begin to craft their own theories of change, constantly testing them against new situations and against grounded accounts of others' experiences.

Leaders, especially school principals, face the following four typical dilemmas:

- the case of advocacy and resistance, with respect to innovations or reforms
 - the case of whole-school reform/development
 - the case of school councils/governing bodies
 - the case of having to contend with state policy
- **The case of advocacy and resistance, with respect to innovations or reforms**
Leaders are urged to encourage experimentation, but what if staff appear uninterested in trying out new ways of doing things? Principals are expected to promote some of the latest innovations. The new concepts of leadership provide

guidance regarding how to handle these kinds of situations. Gitlin and Margonis (1995) are of the opinion that teachers' initial expressions of cynicism about reform should not automatically be viewed as obstructionist acts that require being overcome. Instead, time should be spent scrutinising those acts of resistance to see whether they might embody some form of good sense – or why, the more things change, the more they seem to stay the same.

– **The case of whole-school reform/development**

According to Christensen (1994:68), “**fostering the process**”, “**supporting staff**”, “**promoting learning**” and “**promoting parent involvement**” are the major categories of behaviour that promote the vision of a school. Being an effective accelerated leader (school principal), requires the following:

- being willing to let go of control and to share some of one's responsibilities with others
- being supportive of other school staff, encouraging them when necessary
- being present at all times, especially at functions
- being positive and promoting positive thinking in others
- being a real expert on the accelerated school process
- believing every child and educator has the potential for success
- being open-minded
- listening to everybody's opinion, and
- being sensitive to issues of staff morale and showing respect towards others at all times

The above developments are part and parcel of a more fundamental change in the culture of schools and in the evolution of the teaching profession itself. According to Fullan (1993:79), schools are not yet learning organisations; for them to become so, they must engage in a radical process of restructuring, retiming and reculturing the school. The end result of this process is not yet known, but leaders in learning organisations know that both individualism and collaboration must co-exist. They know that isolation is deleterious, but that collaboration has downsides too.

Homogenous cultures are more peaceful, but are also relatively stagnant. The changes in school culture are part of a more fundamental change in the nature of the teaching profession itself. Educators are expected to be “moral change agents”, making a difference in the lives of learners, while also becoming experts at managing change.

Whole-school reform changes the culture of the school and the nature of the teaching profession. Principals spearhead and are pivotal to this transition, which goes far beyond conceptions of principals as leaders of site-based management.

– **The case of school councils/governing bodies**

The establishment of school councils/governing bodies involving parent and community participation in advisory or decision-making roles is an international phenomenon. The principal steeped in leadership for change would recognise the emergence of school councils/governing bodies as part of a systemic shift in the relationship between the communities and schools that is both inevitable and that also contains the seeds of a necessary realignment with the family and other social agencies concerned.

Epstein (1995:149) advocates the following types of involvement:

- parenting skills (improving home environments)
- communication (engaging in two-way school-to-home)
- volunteering of parent aides (recruiting and organising parent help)
- learning at home (offering specific home-tutoring assistance)
- decision making (involving parents and developing parent leaders)
- co-ordinating with community agencies (identifying and interpreting community services)

In thinking and working through these developments, the principal's theory of change strengthens inexorably. School councils/governing bodies or total parent involvement is not an end in itself. Shifts in power are involved, but it is not power in and of itself that counts, but what the new power arrangements can actually do.

Sarason (1995:81) argues that to seek power is to raise and begin to answer the question: to seek power to change what? Changing the forces of power in no way guarantees that anything else will change. To seek power without first asking the "what" question is not only to beg the question but to avoid it and, therefore, to collude in making only cosmetic changes.

Both Sarason (1995:81) and Dolan (1994:32) make it clear that parents are crucial and largely untapped resources. Parents have (or can be helped to have) assets and expertise that are essential to the teacher–parent partnership. Parents have knowledge of their child(ren) that is not available to anyone else; they have a vested interest in their child(ren)'s success; they have the expertise of the customer who is paying for and experiencing a service; they have valuable knowledge and skills by virtue of their special interests, hobbies, vocations and community roles.

Dolan (1994:32) draws this powerful conclusion: To educate children outside the bounds of a deep teacher–parent partnership is fruitless. Yet, despite this, all concerned have been conditioned to anticipate minimal interaction, indifference, perhaps even suspicion.

– **The case of having to contend with state policy**

Two related problems plague educational reform at the system level: overload and fragmentation. According to Fullan (1993:79), in an objective sense this is inevitable, because post-modern societies are non-linear, chaotic and dynamically complex. Under such circumstances, leadership for change is essentially a "coherent-making" proposition.

Leithwood, Jantzi and Steinbach (1995:102) have found that school leadership tends to form the single largest contributor to school restructuring in the way in which it supports and helps with the development of educators' commitments, capacities and opportunities to engage in reform.

While schools have experienced state policy as lacking in coherence, consistency and sustained commitment, some schools have, nevertheless, been able to

overcome such limitations. According to Leithwood *et al.* (1995:102), schools with a coherent sense of direction essentially have been able to make sense of even relatively large numbers of disparate initiatives undertaken within the school. Schools with leadership that has served to increase the capacity of educators to engage in individual and collective learning were less troubled by lack of clarity regarding central policies and made more progress in implementing such policies.

5.2 LEADERSHIP IN OPEN AND FLEXIBLE LEARNING

5.2.1 Learning and managers

Whether working in “brick” or “click” environments, CEOs, senior managers and professionals working in education face a head-spinning rate of change in customer demands, methodologies and technology. The “dotcom world” is redefining geography, communication and customer groups. Leaving behind the certainties of the traditional classroom, the traditional learner/student and the traditional means of passing on circumscribed bodies of knowledge, bold leadership is now needed to chart the way forward. Change can be messy and complicated, involving conflicting demands and often seeming to occur at odds with what has gone before. Change is both political and personal. Like learning, change cannot be forced on people; most people can only appreciate change when they are in charge of it themselves.

Schein (1992) suggests that the significant difference between leaders and managers is that the former create and change cultures, while the latter live with them and strive for acceptable compromises. Often managers hold the view “if it ain’t broke, don’t fix it”; whereas, leaders understand that “when it ain’t broke may be the only time to fix it”. Leaders are the living embodiment of the idea that attitude dictates performance. Leaders create visions of exactly what they want to achieve, believe that they will succeed and often even visualise the steps by which to realise the goals. Leaders are also people who have the capacity to motivate and inspire others to think beyond their current frameworks to what is desirable, necessary and possible. They inject spirit and energy, creating optimal environments for innovation, quality and enterprise.

Leaders change mindsets and practices and gain collaboration and commitment, even in environments initially characterised by low trust and low morale. They point the way ahead, while also having the courage to say: **“That is not the way to go”**.

5.2.2 The characteristics of leaders

Leadership – whether “top-down” or “bottom-up” – is essentially about getting people excited about moving in a positive direction. It goes far beyond simply promulgating grand plans and engaging in empty rhetoric. It certainly doesn’t stifle criticism, inquiry and debate and isn’t blind to the principle of transparency. It capitalises on the intellectual, administrative and technical capital available in the institution and asks the following questions:

- Whatever our current circumstances, how shall we position ourselves strategically in the future?
- What will distinguish our institution from others?
- How can we make sure that we do better than the others?
- How do we ignore or clear all hurdles obstructing our way forward?

The popular view of leaders is that they are individuals with a strong sense of mission, the ability to envision what will bring success in the future, charismatic qualities that attract personal loyalty and commitment, determination and staying power. They also have the capacity to stand up to scrutiny, to present a calm front in the face of adversity and to face up to having to make hard and unpopular decisions. In practice, though leaders vary markedly in personality and behaviour, they all act as representatives of the kind of culture that they wish to create.

According to Robbins and Finley (1997:54), some leaders are revered as gurus and cult figures, while some are reviled. Some are master tacticians and brilliant negotiators. Some gamble their careers on “crash or crash-through” reforms. Some are thoughtful and soft-spoken. Some are flamboyant, aggressive and self-promoting. Some leaders are idiosyncratic, while others avoid theatrics, seeing themselves as sharing the values of the common person, or adopting the role of “backroom” strategists and planners. Some favour concerted action for bringing about system-wide change, while others

adopt a more incremental approach towards bringing about change. Many leaders disappoint: some are found to have feet of clay and some, unchecked, become arrogant, reckless, intolerant of any criticism, and delusional.

Leaders need to be motivated for reasons beyond money and status. They need to control their own impulses, to think before acting and to be coherent, consistent and effective in managing interpersonal relations. Though engaging in collaborative and consultative efforts is important, sometimes leaders need to deal with those who will not co-operate or who refuse to measure up to expectations. Robbins and Finley (1997:54) suggest that the new movement in leadership recognises the leader as being emotionally in tune with others, a nurturer of ideas and inspirations, a sharer of information, a teacher, a helpmate and a friend.

Leaders steering educational organisations through a fluid, fast-changing environment need to do far more than merely deliver a few glib phrases and platitudes. They are required to be public intellectuals, in line with their constituencies, the politicians and their academic colleagues, who tend to be extremely well informed and more than prepared to discuss the merits of contending ideas and ideologies. The proof of effective leadership lies not in words but in actions: everything the leader may do, however informally, will be taken by his/her staff as planned and meaningful.

James (1996:56) suggests that the quality and consistency of leadership in an organisation may be judged by comparing the organisational vision, values and goal statements with the realities; the issues that leaders prioritise; their responses to crises; the organisational structures, systems and procedures that they put in place; and the recruitment, selection, promotion and reward systems that they create or choose to condone.

Bogue (1994:213) suggests that effective leadership is as much a test of character as a test of intellect. As leaders forge new commitment to the future, they face risks, learn from their mistakes and those of others, and readdress problems from new perspectives. They must avoid erratic behaviour, backflips, backroom deals, vagueness and vacillation, all of which undermine confidence and respect, cause confusion and inhibit change. Leaders must avoid creating an environment in which people are rushed off

their feet or fearful of downsizing, outsourcing or cost-cutting, all of which also inhibit the generation of good ideas. Another failure of leadership is to initiate endless reviews, setting in motion widespread consultation and speculation and then, because of lack of vision and true commitment, casting aside all the recommendations considered.

5.2.3 The role and process of leadership

The leader's role centres around persuasion. To summarise the views of Bennis (1987:76) and others, leaders are primarily expected to provide clear, energising visions and to define or redefine the core values and goals of their organisations. The true effectiveness of leaders is tested by how they handle conflict and arguments. Too much power at the top and an over-reliance upon charismatic leadership and extrinsic human motivation is risky and may lead to a failure to realise the full potential of the available human capital. Accordingly, leaders need to develop their institutions as "learning organisations" by developing a sense of "collective leadership". They can, for example, grow forward-thinking "leadership groups" that are continuously renewing their know-how and which are committed to leading the rest of the field in whatever they do. Such groups can fulfil hybrid roles in open and flexible learning, by providing institutional leadership, academic leadership, administrative leadership and professional or technological leadership.

The leader must also instil a sense of mission, fire the imagination of his/her staff and champion the means of implementation. How a leader does this depends upon his/her personal philosophy.

Badaracco and Ellsworth (1989:61) suggest that leadership roles are guided by one of three philosophies: political, directive and values-driven.

- **Political philosophy:** The political leader holds a clear vision of the future but, being aware of the inherent inertia and resistance to change within the organisation, works to satisfy broadly defined goals, incrementally, flexibly and tangentially.

- **Directive philosophy:** The directive leader objectively assesses the organisation's strengths and weaknesses and directs the organisation towards clear, specific and compelling goals, taking personal responsibility for key decisions, challenging conventional wisdom and relying upon structure and systems to control decision making and confront internal conflicts.
- **Values-driven philosophy:** The values-driven leader provides leadership that serves the purposes and reflects the values with which the followers can identify, but, in addition, energises them towards striving for overall organisational purposes rather than for their own self-interest. The essence of this philosophy is, first, to create trust and a positive, shared vision, and then to "walk the talk", leading by example.

Paul (1990:145) suggests that leaders can only achieve real and lasting commitment to change by adopting a values-driven approach, similar to what McGregor Burns (1978:72) calls transformational leadership.

Blanchard and Zigarmi (1991:86) argue against the existence of any single optimal leadership style, stating that leadership is situational or task-specific. They advise that an effective leader has the ability to diagnose the competence and commitment of those who are to operationalise particular goals or tasks and should respond in the following way:

- Where staff, despite their commitment, are inexperienced in dealing with the actual priorities, policies and practices, a **directive style** is needed. According to such a style, the leader is quite specific about the goal and how the task is to be accomplished.
- Where the staff is both relatively inexperienced and uncommitted, the leader needs to build their competence and self-esteem by adopting a **coaching style**. Such a style still involves a great deal of direction, but also requires explaining decisions, soliciting suggestions and encouraging staff participation in the decision making.
- Staff who are highly experienced but variably committed need a **participative supporting style** that will allow them to share the responsibility for decision making.

- Those who have both high competence and high commitment are best served by a **delegating style** that provides little supervision and support regarding the carrying out of day-to-day activities.

Robbins and Finley (1997:54) suggest the following four ways of leading for change:

- **pummeling** (“We’ll tell you what we think you need to know. If we don’t say it, you don’t need it”), which is an autocratic, old-fashioned approach
- **pushing** (“We’ll explain what you have to do to survive”), which uses fear to galvanise others into action
- **pulling** (“Let’s stay in touch. If you have a better idea, speak up”), which is what achieves the best long-term results
- **pampering** (“Any time you want something explained, just ask us and we’ll explain it to you”), which is essentially “pull”, but without acknowledging the accountability of the other party.

Leadership is not something that is “done to people” but is something that is “done with people”. Leaders, therefore, need to be sensitive to the concerns of others, but also positive about what they can achieve, and encouraging of creativity, innovation and risk-taking.

Robbins and Finley (1997:54) suggest that there are seven unchangeable rules of change:

- People do what they perceive is in their best interest, thinking as rationally as circumstances allow.
- People are not inherently resistant to change. Most will, in fact, embrace the implementation of initiatives, provided that the attendant change holds a positive meaning for them.
- People thrive under creative challenge, but wilt under negative stress.
- People are different. No single “elegant solution” will address the entire breadth of these differences.
- People believe what they see. Actions speak louder than words, and a history of prior deception will multiply present suspicion.

- The way in which to bring about effective long-term change is to first visualise what you want to accomplish and then to inhabit your vision until it becomes true.
- Change is an act of the imagination. Until the imagination is engaged, no important change can occur.

5.3 CREATING A CULTURE OF LEADERSHIP

According to Puth (2002:93), progressive organisations do not simply wait for leaders miraculously to appear, but actively strive towards creating a culture of leadership. Recruiting people with leadership potential is only the first step on a long and arduous journey. Equally important is managing the career patterns of future leaders. Individuals who are outstanding leaders often share a number of career experiences.

The most typical and most important characteristic of a successful organisational leader is having had to face significant challenge early in his/her career. Leaders have almost always had opportunities during their twenties and thirties to actually try to lead, take risks and learn from both triumphs and failures. Such learning seems essential in developing a wide range of leadership skills and perspectives. It also inculcates an awareness of both the difficulty of leadership and its potential for producing change. Two other characteristics of leaders are their scope of knowledge and their network of relationships acquired both inside and outside the organisation.

Grooming people for important leadership positions requires a significant amount of work on the part of senior executives or management, often over a protracted period of time. Such work begins with an ongoing effort to spot those with definite leadership potential early in their careers and to identify what will be needed to stretch and develop their potential.

One of the crucial aspects of leadership is to realise that the one competitive edge that leaders have or can attain comes in the form of their followers. In the traditional model, people are seen as liabilities that must be controlled. In the leadership approach, people are viewed as assets that require investment. According to Puth (2002:93), the following are some of the most important and effective keys to inspiring business leadership.

– **Develop a vision**

In today's business-dominated society, people are looking for leaders with a vision that will reflect and pre-empt their own way of working and progressing. This is very different from times past, when people were expected to accept employment and to comply with the way in which the organisation's leaders organised their work, no matter whether they liked it or not. With the increased level of education and freedom of mobility between organisations that currently prevails, followers increasingly try to work with those with whom they are compatible. The effective leader has a team of people who do not just respond to orders, but who work enthusiastically alongside him/her, sharing a jointly formulated vision. Team members in such a setting are consulted by the leader, for whom they have a great deal of respect.

Selling a vision can be very difficult. The best way of doing this is to set the tone and pace; to define objectives, strategies and goals; and to demonstrate by personal example what you expect from others. Finally, as a leader, you should never underestimate the power of a vision.

– **Establish team goals that are meaningful to everyone**

Goals and objectives have to be so integral to the leadership process that running an organisation without them is inconceivable. Setting performance goals and objectives will certainly continue to be highly valued in organisations of the future. However, the goals themselves – both those in terms of which the leader operates and those that he/she communicates to others in the organisation should hold meaning for every functional unit and individual in the organisation.

The changes in goal-setting philosophy are motivated by the fact that functional units that work well do not necessarily ensure the overall success of the organisation. An important future leadership challenge will be to look beyond the specific concerns of a functional area and to help shape meaningful goals that will make the whole organisation more successful.

– **Trust your followers**

Despite having heard for years that the corporate command-and-control structure, in which virtually all authority and responsibility resides in a chief executive at the top of a leadership pyramid, is fast giving way to what is called the high-commitment organisation, many leaders either still don't believe it or only pay it lip-service acknowledgement. The move to an organisation characterised by commitment requires delegating more responsibility to the workforce as a whole, granting it full recognition as a resource teeming with energy and talent. The key to making a high-commitment organisation work is mutual trust between leaders and followers. Acquiring the ability to engender that trusting relationship establishes a new bench-mark for leadership.

– **Encourage risks**

According to Puth (2002:93), effective corporate leaders encourage their followers not only to take calculated risks in the interest of the organisation, but also to readily accept the possibility that they have committed an error. Such leaders make it clear to one and all that the future of the organisation depends on a willingness to experiment and to explore new and interesting directions. The best way for a leader to convey that message, or any message, is by personally leading the change. One of the key policies of an effective and inspiring leader should be that fear of failure should never serve as an excuse for not trying something different.

– **Be an expert**

Another hallmark of successful corporate leaders is that they do their homework. Troops tend to follow much more willingly if they are confident that the person who is leading them knows at least as much as they do about the situation on the battlefield. Many senior executives, especially those in family-run companies, used to be educated in their field of industry virtually from birth. However, most leaders nowadays lack that advantage, and many have parachuted into companies with which they have enjoyed only a passing acquaintance in the past. For such leaders being armed with the proper mindset enables them to fill in any gaps, as well as to master the company's area and mode of operations, to such an extent that they can be regarded as experts, who can be followed with confidence.

– **Keep your cool**

While crises aren't the only test of leadership, they are its acid test. By demonstrating grace under pressure, the best leader inspires those around him/her to stay calm and act intelligently. Genuine leadership involves being willing to step forward in a crisis, whether you like it or not.

– **Simplify**

Effective leaders possess an extraordinary ability to focus on what is important and to provide elegant, simple answers to complex questions. According to Puth (2002:93), zeroing in on the essentials outweighs settling for an easy answer or a quick fix.

– **Coach and develop people**

One of the leader's primary roles is to coach and develop people. Entry-level leaders in the past used often to be doers more than leaders. Typically, they had as much, or more, technical expertise as did their followers. Such a pattern is no longer viable in a leadership environment, in which a leader may have dozens of followers who work in the highly skilled, fast-paced niches of an organisation and who report directly to him/her. The leaders of the future will have to select and develop followers so that they can accept wider responsibilities subject to less supervision. The rewards of dynamic leadership lie not in doing all things, but in developing people to work together to get things done.

– **Invite dissent**

A company run by an effective leader invites dissent. Bennis (1987:76) contends that smart leaders tend to employ youthful and vital people, who constantly tend to criticise the status quo. Such leaders are not afraid to encourage controversy and to invite people to say what they think. They constantly entertain quite sharply differing opinions about what should be done, and are prepared to accept that decisions taken on the grounds of a variety of opinions are all the more valuable as a result.

– **Encourage self-leadership**

Leaders provide wide parameters to help their followers achieve self-leadership. With the ever-increasing spans of control being acquired by leaders, managing or controlling others is no longer possible. There simply isn't sufficient time to set assignments for, or to monitor and control, each follower's contribution. Further, followers of the future will increasingly want to be left alone and will want greater autonomy in their work. Shared ownership of visions and goals develops in this way. The leaders of tomorrow must develop followers who are capable of performing to their maximum capacity without having to be closely supervised. In short, leaders should learn to be comfortable with exercising less control.

– **Don't compromise your integrity**

According to Puth (2002:93), no matter whether a CEO or a middle leader, a leader simply has to strive to obtain the trust of all those in his/her organisation. A leader must develop a clear perspective on his/her own personal values and principles, and cannot afford to waver over values, while hoping to retain his/her credibility. Obviously, not all decisions made in an organisation will be totally consistent with all the leaders' personal principles and values.

Supporting decisions made in this way is acceptable as long as you make it clear why you do, in fact, support them. To build their leadership credentials, leaders have to establish their trustworthiness. If everyone in the organisation above and below a particular leader understands the leader's principles, such a leader will not only be respected for upholding them, but will be awarded with more significant assignments.

– **Develop your own leadership style**

One challenge for the organisation of the future will be to minimise the number of stops and starts that the emerging culture experiences as it develops. The best way of doing this is to nurture talent from within the organisation, giving greater responsibility to those leaders who are philosophically aligned with the culture created by the leader. Accordingly, organisations with several independent business units will have to adapt to harbouring often widely varying leadership styles under one roof. As a result of this increased cultural diversity, each leader

will have to spend more time growing comfortable in defining his/her own leadership style.

5.4 LEADERSHIP FOR MANAGING CHANGE IN EDUCATION

Leadership for change must integrate the drive of moral purpose with the creation of social capital, as evidenced in the civic capacities of educational leaders and educators at all levels. According to Whitaker (1993:56), much change in education has been based on reform. For an educational system to be in step with change, it needs to be flexible, adaptable and responsive to constantly changing circumstances and needs. If schools cannot be trusted to change themselves, then intermittent flurries of activity might prove necessary. As the pace of change in the surrounding world accelerates, these flurries will become more necessary and insistent and, sadly, increasingly dysfunctional.

When contemplating the future, one often imagines that it will be much like the present, although characterised by more of some aspects and less of others. Covey (1996) has suggested that people have a choice of futures. He poses five scenarios, each assumed by some people to be the only viable way forward:

- **The stable state** (business as usual)
Keep your heads down. All the fuss will pass, and we will soon be able to carry on much as we always have.
- **Doom and gloom** (disaster)
We are witnessing the gradual disintegration of the education system as we have known it. Politicians are committed to these changes and we can do little about it.
- **Tight management** (authoritarian control)
What schools really need is tight management, characterised by clearly defined structures and systems. Schools require the curriculum to provide their central direction and more power for the governing bodies to be able to control the professionals.

- **Innovation** (hyperexpansionism)

A high-tech, science-based education will help us survive and ensure that we have a proper supply of scientists and technician for managing the future.

- **Human collaboration** (sane, humane, ecological future)

We need to transform the way in which we manage education. Doing so will enable us to maximise the wide-ranging potential that learners bring with them to the schooling process and to release the enormous creativity and skill that is currently locked up within the teaching force.

Significant restructuring of the fundamentals of the South African education and training system is under way. When surrounded by reform or change, leaders in education are required to develop a new set of skills, according to Sayles (1979:94). Educational leaders usually engage in three distinct levels of behavioural change, namely intervention, restructuring and major reorganisation:

- Intervention: to return the system to equilibrium
- Restructuring work: to improve system performance
- Major reorganisation: in response to serious internal work-flow defects or new external problems.

Leaders in education will also have to utilise other skills in future, such as encouraging risk-taking, following as well as leading, using information, fostering long-sighted vision, negotiating in order to attain win-win outcomes and acquiring resources.

The overall task of educational reform in South Africa is enormous, involving transformation of nine provincial ministries of education, several teachers' unions and 25 000 schools organised along the lines of a variety of different models. This complex and radical transformation must occur across at least four levels of government: national, provincial, district and school.

According to a report conducted by the Department of Education (1996), leaders in reform environments tend to:

- **Create dissonance:** New leaders constantly remind others of the gap between the vision that they have for their learners and their current accomplishments.
- **Prepare for and create opportunities:** They pursue opportunities that will move their schools closer to accomplishing their missions and ignore those that do not.
- **Forge connections and create interdependencies:** They create new roles and relationships, seeking to connect educators within and across disciplines and to connect people inside and outside of the school community to one another.
- **Make staff development a priority:** Leaders help to promote the thinking and behaviour of staff beyond the limits of their own experience. They invest heavily in staff growth and development.
- **Provide stability in change:** Leaders of restructuring organisations build a fortress within which changes can take place. They provide order and direction in an ambiguous environment.

Leaders in school reform spend their time differently, allocating extra time to enhancing the health of the organisation and focusing on those both inside and outside the school who can help to achieve its mission and goals.

5.5 GUIDELINES FOR THE DEVELOPMENT OF EDUCATIONAL MANAGEMENT

To be effective, educational management development strategies for South Africa should aim at achieving the following:

- **Consensus and commitment:** Strategies should be based on shared purposes, goals and principles, and a common understanding of what constitutes good management and leadership practice.
- **Confidence:** Strategies must be based on a foundation of trust in education cadres, leaders' capacity for reflection and their potential for professional self-motivation.
- **Contextual relevance:** Leaders must take account of historical and continuing disparities among schools, institutions and governing bodies with regard to provision, organisational skills, resources and commitment.

- **Co-operation and co-ordination:** Strategies must be based on new working relationships within the education community consisting of active, focused partnerships inspired by commonly-held goals.
- **Coherence:** Strategies must provide possibilities for improving both the skills of managers and the performance of the education service by integrating the needs of individuals with those of the system.
- **Creativity:** Strategies must make the best use of all available human, material and financial resources, as well as of a variety of training and support techniques.
- **Coverage:** Strategies must be capable of reaching very large numbers of those who are now responsible for managing and leading educational transformation in all parts of South Africa.

The primary goal of educational leaders should be to create an environment conducive to effective teaching and learning – that is, to improve performance in the educational service, in terms of the following three criteria:

- **effectiveness:** achieving the objectives of the school, institution or educational system
- **efficiency:** improving performance at equivalent or lower cost, using resources to the best effect
- **relevance:** sustaining the ability to learn and adapt

5.6 A FRAMEWORK FOR MANAGEMENT DEVELOPMENT

A dynamic framework for changing management so that it can manage change should evolve gradually and be adapted to prevailing educational needs. The central thrust of the framework should be to develop the ability of institutions and individuals to perform effectively and consistently. The framework consists of the following five distinguishable components:

- **strategic direction:** building the capacity to set the course for schools, institutions and various levels of education, within the context of agreed values and principles that will guide them and keep them on course

- **organisational structures and systems:** building the capacity to develop and deliver quality educational services by means of instituting effective structures and procedures
- **human resources:** developing people at all levels of the educational service, whether they are managerial, technical, professional or support staff
- **infrastructural and other resources:** developing the basic infrastructure for decision making and for providing adequate technical, financial and material backup
- **networking partnerships and communication:** linking institutions, people, resources and interest groups inside and outside South Africa in a variety of practical, focused ways, and improving levels of communication

According to Bolman and Deal (1991:34), the following four frames are very important for leadership preparation:

- **The structural frame:** Drawing mainly on the discipline of sociology, the structural frame emphasises the importance of formal roles and relationships. Structures – commonly depicted by means of organisational charts – are created to fit an organisation's environment and technology.
- **The human-resource frame:** Based particularly on the ideas of organisational social psychologists, this frame is founded on the fundamental premise that organisations are inhabited by individuals who have needs, feelings and prejudices. Possessing both skills and limitations, they tend to defend long-established attitudes and beliefs. From a human resource perspective, the key to effectiveness is to tailor the organisation to people – to find an organisational form that enables people to get the job done, while feeling good about what they are doing.
- **The political frame:** Invented and developed primarily by political scientists, this frame views organisations as arenas in which different interest groups compete for power and scarce resources. Conflict abounds, because of the differences in needs, perspectives and lifestyles current among various individuals and groups.

Bargaining, negotiation, coercion and compromise are all part of everyday organisational life.

- **The symbolic frame:** Drawing on social and cultural anthropology, this frame abandons the assumptions of rationality that appear in the other frames, treating organisations as tribes, theatre or carnivals. According to this view, organisations are cultures that are propelled more by rituals, ceremonies, stories, heroes and myths than they are by rules, policies and managerial authority.

Each of these frames has its own vision or image of reality. Only when managers, consultants and policymakers can take into account all four are they likely to be able to appreciate the depth and complexity of organisational life.

5.7 CAPACITY-BUILDING AND THE CREATION OF INFRASTRUCTURES AIMED AT SCHOOL REFORM

5.7.1 Capacity-building activities

Educators and schools have a key role to play in the democratic reform agenda in South Africa. The school reform agenda – nationally, provincially and locally – must be coordinated in a comprehensive and complementary fashion. According to MacGilchrist *et al.* (1995:110), the following cluster of activities is designed to enhance capacity-building:

- **Site-based school improvement planning**
The main strategy at school level should be the development of school improvement plans with an instructional focus. Strategies focusing on planning are more important than are the production of school plans per se.
- **Parent and community development**
Leaders must provide opportunities for parents and community members to learn about, and ways in which they can partner educators in, transforming schools. Doing so is crucial to the democratic reform agenda.

Training workshops should be organised for parents and community members on parenting skills, homework strategies, learning strategies, shared decision making, volunteer opportunities and school governor councils.

– **Regional Centres for Teaching and Learning**

Centres for teaching and learning (CTLs) should be organised in each of the nine provinces to assist with co-ordinating, meeting and reporting on the capacity needs and achievements of schools. CTLs could be housed at universities or community colleges.

The following three overriding assumptions should guide decision making and other activities of the CTLs:

- Designing and carrying out professional development activities would contribute to capacity-building at school and district levels.
- Classroom and school improvement must be linked and integrated with educator and administrator growth and development.
- Local and regional needs should be interrelated with provincial priorities and national standards.

– **Development of a leadership-curriculum-and-training programme**

Developing skills and strategies for managing change is a major goal for educational leaders in South Africa. Learning about the change process and change strategies provides both knowledge and skills by which to improve collaborative decision making and planning.

Once the leadership curriculum is developed, a number of training programmes can be organised to provide learning opportunities for educators, administrators, members of local school governing bodies and district personnel.

– **Apprenticeships, mentoring and coaching**

Aspiring educational leaders can learn a great deal from apprenticing with experienced administrators who are nominated as “excellent change agents”. Potential administrators could serve an apprenticeship for a period of time, under

the mentorship of experienced administrators. Doing so would bridge the gap between change theory and practice. In addition, experienced administrators of external facilitators could serve as coaches for their own colleagues.

Monitoring, coaching and apprenticeship programmes could be a part of the leadership curriculum or could be organised by the relevant centres for teaching and learning.

– **Recruitment of educators and leadership development**

The recruitment of educators and the development of new school leaders must take place. Due consideration must be paid to examining the incentives attached to, and possibilities of, attracting people to the profession. Projects need to be established in which university faculties of education partner with school districts to attract and develop new educators.

– **Train-the-trainer programmes**

A train-the-trainer programme is an important strategy requiring consideration in the South African context. First, such a programme would be fundamentally related to capacity-building. Secondly, it would offer increasing numbers of educational leaders access to training, coaching and learning opportunities. The primary objective of the programme would be to train a selected group of facilitators and trainers from each province in the various topics, skills and strategies forming part of the leadership curriculum. The facilitators and trainers receiving training in this way would, in return, provide training for school teams and local school governing bodies.

– **Networks of schools and school governing bodies**

A purposeful, structured strategy which brings people together to share and learn from one another is needed. Connecting to the world outside the school is essential for school improvement and reform.

5.7.2 Guidelines for developing leadership capacity

According to Lambert (1998:12), useful guidelines for developing leadership capacity can help a leader to decide when and how to proceed. Such guidelines should be systemic, i.e. connected in such a way that they form a dynamic relationship with each other and the other leaders. If any essential action is missing from the guidelines, others will, in turn, become dysfunctional. Despite this, the actions are not narrowly prescriptive.

– **Hire personnel with the capacity to do leadership work**

School personnel procedures often rely too heavily upon screening on paper and upon interviews to select principals, educators and other employees. Such procedures – even when the interview panel is broadly representative of the community – are notoriously unreliable. This is particularly true if the goal is to hire collaborative, inclusive individuals who possess some of the fundamental perspectives and skills needed to participate actively in building leadership capacity in schools.

Interviews continue to be essential, but as only one aspect of the assessment process. Paper screening remains a prerequisite procedure, although it is vital that panels are also sensitive to nontraditional career paths that may serve as excellent preparation for filling professional roles. If a school uses more comprehensive assessment activities, the likelihood of making an outstanding choice is enhanced by the ample information made available in this way.

In the assessment and selection of new personnel, keep in mind that certain dispositions in candidates increase the likelihood of staffing a school with the potential of exceptional leadership capacity. According to Lambert (1998:12), such dispositions or perspectives include the following:

- a constructivist philosophy of learning
- a willingness to participate in decision making
- a readiness to work together to accomplish the school's goals and objectives
- an understanding of how the potential leaders can learn to improve their own craft.

Before the final selection decision is made, school expectations should be clarified for the candidate concerned. Whether or not a school can afford to hire many new personnel, it is essential that all current staff be afforded ample opportunities for professional development, mentoring support, coaching, inquiry, serving in leadership roles and networking. School personnel need to be able to grow and develop together, rather than to see the infusion of new blood as a panacea for tired systems.

– **Get to know one another**

According to Lambert (1998:12), there is a need to come to know one another as whole individuals: as colleagues, friends, parents and citizens. Establishing such relationships can lead to a growth in understanding and respect of one another's experiences, values and aspirations. Within the secure framework of such authentic relationships, self-concepts and world-views nestle and evolve. Making public and discussing one's fundamental beliefs in the knowledge that one can count on others to respect one for who one is, regardless of any differences. Such open discussion of basic beliefs requires a great deal from an organisation, but such communication is vital in schools, because educators are expected to form similar relationships with learners as well.

Authentic relationships are fostered by personal conversations, frequent dialogue, shared work and joint responsibilities. As individuals interact with one another, they tend to listen across boundaries – boundaries erected in terms of disciplines, grade and phase levels, expertise, authority, position, race and gender.

A communication system needs to be open and fluid, include feedback loops and be practiced by everyone in the school. The central function of such a system is to create and share information and to interpret and make sense of information as it is generated and shared. Rumour is a persistent communication disrupter in most schools; assertive information sharing can disarm rumour-mills.

– **Assess staff and school capacity for leadership**

According to Lambert (1998:12), building leadership capacity is primarily a function of the following five critical features of schools:

- broad-based, skilful participation in the work of leadership
- inquiry-based use of information to enlighten shared decision making and practice
- roles and responsibilities that reflect broad involvement and collaboration
- reflective practice/innovation as the norm
- high learner involvement

The dispositions, knowledge and skills essential to the achievement of these features are learnt in the following variety of ways:

- by observation and reflection
- by modelling and meta-cognition (the facilitator/coach discussing the process strategies in use)
- by the guidance of sound practice
- by collaborative work, and
- by training and development.

Learning that is embedded in the work itself is far more powerful than is decontextualised training.

– **Develop a culture of inquiry**

A basic human learning need is to frame one's work and life in terms of the answers that one can provide to insightful questions: How can I more effectively reach my learners? What really works? How will I define myself: as an educator, community member or leader? A commitment to a culture of inquiry entails providing a forum in which open venting of the most compelling questions is possible. The culture is often not the norm in schools, where teaching and learning have become technical and routine processes. When questions of relevance are posed, re-energising oneself in the direction of common goals is possible.

The reciprocal processes of leadership – reflection, inquiry, dialogue and action – require being integrated into the daily patterns of school life. Many approaches and strategies are in use that enable the establishment of such processes. The supply of what often appears as a missing link in many such efforts, however, can be seen as a constructivist necessity: to begin inquiries by working out previous experiences, assumptions, values and beliefs about the issues at hand. Supplying the missing link facilitates the posing of relevant questions and mediating new learning experiences.

One of the most comprehensive inquiry approaches is what is known as whole-school and collaborative action research. Such research is “comprehensive”, in that it aims at school improvement while building collaborative inquiry habits. In addition to action research, the following strategies are effective in building a culture of inquiry:

- using dialogue protocol to shape and refine new practices and in examining learners' work
- using work sessions to examine and assess learner work
- using collective problem-solving strategies that include finding problems, posing alternative actions, and monitoring and evaluating progress
- conducting other forms of research, such as doing literature reviews, searching the Internet and participating in on-line chat rooms, visiting other schools and attending network meetings and conferences
- examining disaggregated data (breaking performance data down into categories, such as those of gender, race, socio-economic status, ethnicity, and disabilities) and other readily available school data, such as that relating to attendance, suspensions, expulsions and standardised scoring
- grounding all work in the school's vision, while continually comparing practice and results with intentions, asking pivotal questions, such as: Is this what we planned? Are we achieving what we had hoped? Are our children achieving the targets that we have set for them?

Each of these strategies has its own strengths. Choice of strategy depends on the questions that you have to answer, your priorities, the roles and structures you

have established and the skilfulness of your staff. Implementation of some of these strategies will initially require some technical assistance.

– **Organise the school community for leadership work**

According to Lambert (1998:12), to organise the school community in advance of leadership work means to establish structures, groups and roles that serve as the infrastructure for the self-renewing processes of a culture of inquiry. Because each structure requires skilful participation, the staff and school assessment processes will inform the selection of groups and processes. Other relevant questions to consider when designing school structures include the following:

- How will we make decisions at our school?
- How will we organise for reflection, inquiry, dialogue and action?
- How will we maximise participation and interaction?
- How will the groups relate to one another?
- What forms of communication will create dense feedback loops among groups and individuals?
- How will the roles of group participants be described?
- What groups or individuals will participate in professional networks?
- How will we provide a forum for feedback to and from other schools, the district, organisations, colleges and universities?

Answers to these guiding questions will serve to focus school organisation planning. According to Lambert (1998:12), schools have found the following forms of working arrangements useful:

- leadership and development teams
- facilitation teams at all levels
- research teams (for guiding action research) regarding the curriculum
- *ad hoc* groups on various topics and projects
- grade-level teams
- phase-level teams
- interdisciplinary teams

- school site-councils
- school improvement and development councils

Roles and responsibilities will emerge and be defined in reference to these structures and the purposes that they serve. For instance, as educators begin to view themselves as leaders, they will also take on the mantle of mentor, facilitator, coach and mediator. College and university faculties, district or other school personnel, retired educators or community members from other professions can serve as valued members of any of these groups. Such partners can provide technical assistance, serve as an ombudsman, coach, mediator or critical friend, or just offer an alternative perspective.

– **Implement your plans for building leadership capacity**

According to Lambert (1998:12), the developmental nature of implementation is very important. Educators, parents and learners are often required to alter their self-perceptions in order to start perceiving themselves as leaders. Redefining leadership can help tremendously. These changing self-perceptions are necessarily accompanied by a redesigned pattern of organisation for the school and district that facilitates leadership. Leadership is difficult work, requiring persistence, patience and the maintenance of deeply held beliefs about the capabilities of individuals and schools.

Persistence involves “hanging in there” in a particular way until the work is done. Persistence does not mean patiently waiting for people to “see the light”. Rather, it entails listening, posing tough questions, describing, mediating, and surfacing and confronting conflict. When opposition occurs in the form of resistance or passive aggressiveness, it is vital to enquire as to the source of the feelings, to listen carefully and to enter into dialogue about the implications of holding these conflicting ideas. Dialogue is vital.

According to Lambert (1998:12), the work of building leadership capacity, like any important endeavour, is developmental, being marked by indicators of progress along the way at different stages of the journey. The following indicators will show the leader that he/she is making progress:

- listening to and building on one another's ideas
- posing essential questions, the answers to which will address the school's fundamental purpose
- challenging and mediating resistance
- encountering and solving problems – rather than only describing difficult conditions
- visiting one another's classrooms and reflecting on what one observes
- transforming cynicism into hopefulness by transforming the school's most challenging issues into clear statements of purpose or inquiry
- discussing teaching and learning in the staffroom
- initiating innovative ideas and monitoring the progress of the innovation

Leadership capacity is basically content-free. Such capacity is the fundamental work of schooling that accompanies any reform effort – improving literacy, instruction, assessment, school restructuring and parent participation. To implement any innovation successfully requires strengthening the leadership capacity of the school.

– **Develop district policies and practices that support leadership capacity-building**

When values and policies are enacted in the system as a whole, schools tend towards self-renewal. However, when school districts attempt to apply rules to schools as though they were operating as isolated units, the system as a whole tends toward imbalance and disorder. Once districts become effective, schools can function with a great deal of autonomy within those frameworks established collaboratively by the district as a whole.

An “effective district” capable of building and supporting leadership capacity in all of its schools aligns its policies and practices with a coherent set of values. Its relationships with schools involve two correlates: high engagement and low bureaucratisation.

According to Louis (1989:67), engagement means frequent interaction and two-way communication, mutual co-ordination and reciprocal influence, and some shared goals and objectives. Low bureaucratisation means an absence of extensive rules and regulations governing the district–school relationship. Such engagement takes on a mediative quality: mediating relationships among schools and in regional networks, creating feedback loops, disseminating ideas and securing broad-based participation.

- **Shared decision making at the district level, major decentralisation of authority and providing resources to schools through site-based management:** This relationship necessitates shared accountability that involves complementary district and school-site plans for improvement and accountability. Darling-Hammond (1993:79) points out that effective accountability requires that schools organise themselves so that learners will not fall through the cracks, create means of continual collegial inquiry and use authority responsibly to make the necessary changes.

Appropriate personnel selection, relationship-building, leadership assessment, a culture of inquiry and an organisation that promotes broad-based, skilful leadership are as essential for the district as for the school.

5.7.3 The role of the principal in building leadership capacity

According to Lambert (1998:12), teachers must take the major responsibility for building leadership capacity in schools and ultimately for doing the work for school improvement. Teachers represent the largest and most stable group of adults in the school, and the most politically powerful. However, the role of the principal is even more important. The work of the principal is much more complex than it used to be, demanding a more sophisticated set of skills and understandings than ever before. Building leadership capacity among colleagues is more difficult than merely telling colleagues what to do. Being full partners with other adults engaged in hard work is more difficult than merely evaluating and supervising subordinates.

Such hard work requires that principals and teachers alike serve as reflective, inquiring practitioners who can sustain real dialogue and seek outside feedback to assist with self-analysis. These learning processes require finely-honed skills in communication, group process facilitation, inquiry, conflict mediation and dialogue. Principals' leadership is crucial, because they are uniquely situated to exercise some special skills of initiation, support and visioning. Among the more important tasks for the principal is to establish collegial relationships in an environment that may previously have fostered dependency relationships. For instance, teachers may have been accustomed to asking permission, waiting to discover clues of right behaviour from the principal, expecting the principal to clarify goals and programmes, receiving praise and criticism, and being uninformed about the overall direction of the school. The principal may have derived much of his/her informal authority from the teachers' expectations that he/she would behave in a benevolently authoritarian way. Breaking through this "co-dependency" arrangement requires staff to develop adult-to-adult relationships with one another. According to Lambert (1998:12), the following examples of successful strategies for breaking co-dependent relationship can be used by the principal:

- When a staff member asks the principal's permission to act in a certain way, the principal can redirect the question by asking, "**What do you recommend?**"
- When a staff group remains silent, waiting to hear "the answer" from the principal, the principal can say, "**I've thought about this issue in three ways ... Help me analyse and critique these ideas,**" or "**I don't know the answers ... Let's think it through together.**"
- When the staff have expectations about the role of the principal and refuse to take responsibility "because that is the principal's job", the principal can ask the staff explicitly to negotiate in a staff meeting everyone's roles and responsibilities. During the discussion, the principal can clarify his/her perceptions and consider and discuss other expectations.

Principals can use their authority to reinforce and maintain dependent relationships or to establish and maintain processes that improve the leadership capacity of the school. To accomplish the latter, a principal can do the following:

- Develop a shared vision on school community values by involving staff and community in a process that allows them to reflect upon their own cherished values, listen to the values expressed by others, and make sense through dialogue of how to bring personal and community values together into a shared vision statement.
- Organise, focus and maintain momentum in the learning dialogue by convening the group on a regular basis.
- Work with all participants to implement school community decisions.
- Interpret and protect school community values, assuring both focus and congruence with teaching and learning approaches.

Such use of authority will actually redistribute authority and power in a school so that a culture of peers – a professional community – can grow under its guidance. The following strategies can help principals to create a highly effective culture of peers and building leadership capacity within the school:

- posing questions that hold up assumptions and beliefs to re-examination
- remaining silent, while letting other voices surface
- promoting ongoing dialogue and conversations
- keeping the value agenda on the table, reminding the group that what they have agreed on is important, while focusing their attention on it
- providing sufficient space and time to allow others to struggle with tough issues, even when they make mistakes
- openly confronting data, subjecting one's own ideas to the challenge of evidence
- turning a concern into a question and addressing it positively
- admitting with grace, candour and humility that one is wrong
- being explicit and public about the strategies that one employs, since the purpose is to model, demonstrate and teach them to others

When a principal uses the authority of his/her position to convene meetings, sustain professional discussions and demonstrate to his/her staff and school community the enabling behaviours listed above, the school concerned is on a sure road towards building leadership capacity.

5.8 A LEADERSHIP CAPACITY MATRIX

According to Lambert (1998:12), conditions in schools can be described in terms of different levels of leadership capacity, as shown in the leadership capacity matrix (see Figure 5.1). Each set of descriptions in the matrix addresses the role of the formal leader(s), the flow of information, the defined staff roles, the relationships among the staff, the norms, the innovations in education, and learner achievement.

– **Quadrant 1: Low participation, low skilfulness**

In a Quadrant 1 school, the principal often exercises autocratic leadership. Information flows in only one direction, from the principal to the staff. Relationships are co-dependent, with the educators depending upon the principal for answers and guidance. The principal depends upon the educators to validate and reinforce his or her autocratic style. There is little innovation in teaching and learning among educators.

– **Quadrant 2: High participation, low skilfulness**

In a Quadrant 2 school, those in formal leadership positions may operate much of the time in a laissez-faire and unpredictable way. Information, like programmes and relationships, is fragmented, lacking any coherent pattern. As no school-wide focus exists for teaching and learning, poor teaching sometimes goes unnoticed. A strong ethos of rugged individualism exists, with a few skilled entrepreneurs implementing limited innovations. Roles and responsibilities are unclear. Although student achievement is static, some students do very well, whereas others do poorly.

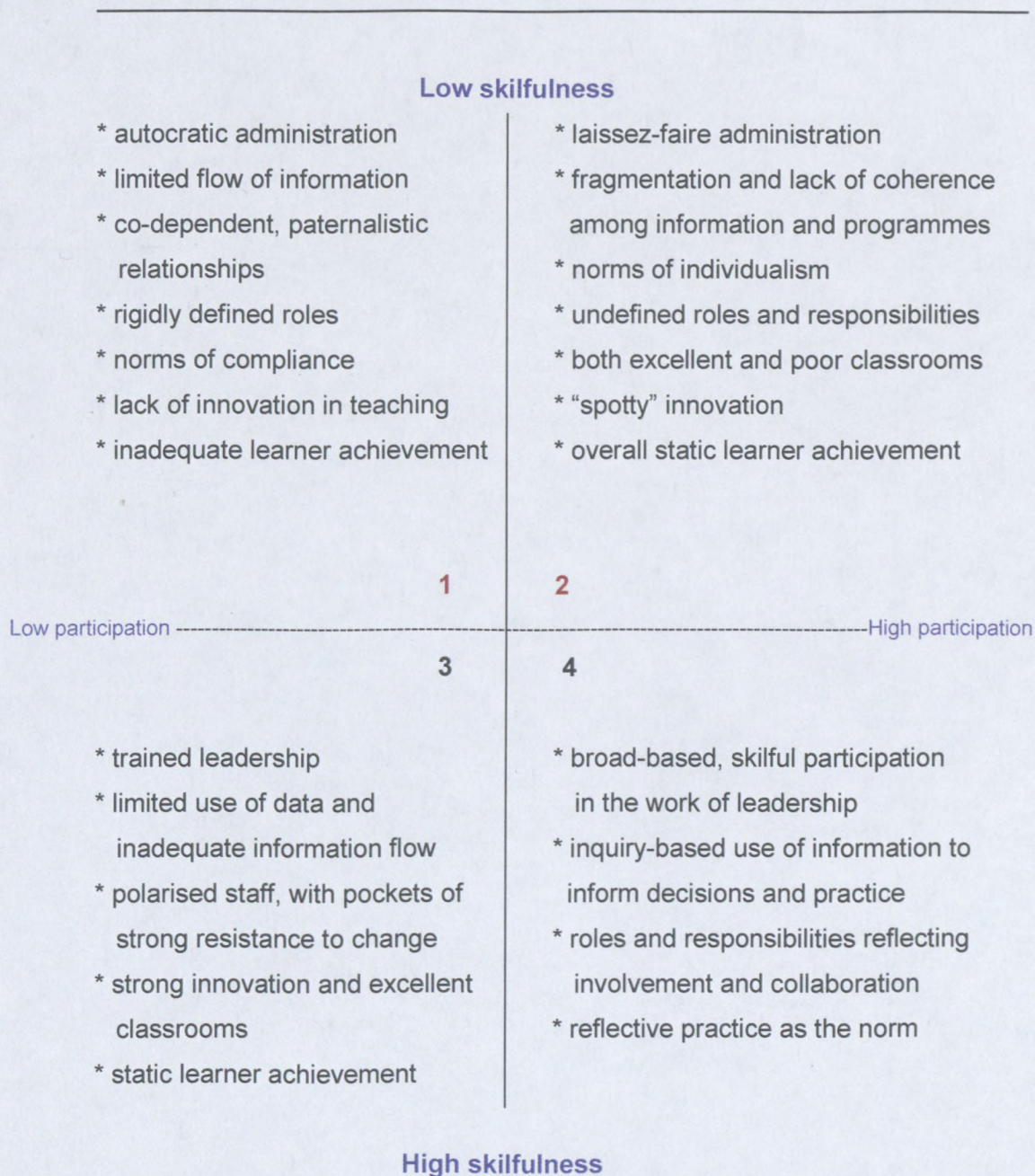
– **Quadrant 3: High skilfulness, low participation**

A Quadrant 3 school may be making progress towards reform. The school will have selected a leadership team whose members, along with the principal, are busy gaining some powerful leadership skills. However, only a few educator activists will have become involved.

Pockets of active resistance are strong and increasingly vocal. Roles and responsibilities are unclear for those who are not among the designated leaders.

Pockets of strong innovation and excellent classrooms exist, but a focus on student learning is not a school-wide norm.

Figure 5.1: Leadership capacity matrix



Source: Lambert (1998:13)

– **Quadrant 4: High skilfulness, high participation**

A school with high leadership capacity has a principal who is capable of collaborating and inclusive leading. More than half of the staff will already have gained the leadership skills necessary for effecting the norms, roles and responsibilities of the school. The school-wide focus is on both student and adult learning. School-wide inquiry generates and discovers information that informs practice and decisions. Decision making is shared. Information loops follow a spiralling process that keeps all informed and that provides for reflective interpretation and construction of shared meaning. Roles and responsibilities overlap, with each person taking personal and collective responsibility for the work of leadership.

The staff describe themselves as part of a professional community. Student achievement is high.

5.9 SUMMARY

Leadership and change were discussed in this chapter. A broad overview of leadership in an open and flexible learning organisation was given. Leaders need to be sensitive to the concerns of others and to stay positive about what they can achieve. Puth (2002) promotes effective keys to inspiring leadership, which include developing a vision, encouraging risks, coaching and developing others, encouraging self-leadership and developing your own leadership style. Details regarding leadership skills for managing change in education, guidelines for the development of educational management and a framework for management development were given. Specific attention was given to the role of the principal in developing leadership capacity, as well as to the leadership capacity matrix, as described by Lambert (1998:13).

In Chapter 6 the six leadership principles are discussed.

CHAPTER 6

SIX LEADERSHIP PRINCIPLES

6.1 INTRODUCTION

Numerous principles of leadership have been developed over the years. The following principles are by no means all-inclusive, but are indispensable, very basic tenets all leaders must study and understand before they can make any progress:

Principle 1: The advantages of greater self-knowledge

Principle 2: Leadership is not simply good management

Principle 3: Earning the leadership role

Principle 4: The “G” and “P” words in motivation

Principle 5: Planning is not all there is

Principle 6: Relationship-building

6.2 Principle 1: The advantages of greater self-knowledge

Leadership is not a theoretical activity. It is based on real-life relationships with peers, followers, and with yourself ... for without truly knowing yourself, there is little chance that you can come to know or establish a relationship with anyone else. The following factors influence self-knowledge:

- self-knowledge over time (wisdom of the ages)
- some basic personality characteristics
- some normal behavioural tendencies
- positioning yourself in relation to characteristics and tendencies
- positioning yourself emotionally
- the ongoing challenge to self

6.2.1 Wisdom of the ages

The benefits of greater self-knowledge are renowned. The ageless aphorism "Know thyself" was counted among the oracles, or precepts, of the ancient Greek gods. The words were inscribed on the temple of Apollo and Delphi and regarded as evidence of divine wisdom. William Shakespeare said: "Of all knowledge, the wise and the good seek most to know themselves".

Johann Wolfgang von Goethe, eighteenth-century German poet and philosopher, said, "Self-knowledge is best learned, not by contemplation, but action. Strive to do your duty, and you will soon discover of what stuff you're made." Richard Harrison, a veteran US CEO of the Fleming Companies, more recently mused: "How I wished someone might have gotten me better acquainted with me before I took on this job, perhaps I could have filled in some of my missing skills in a much more orderly fashion than I subsequently did."

Indeed, self-knowledge remains indispensable for those who aspire to lead others. Awareness of your own character and knowing how best to use, improve, or compensate for your natural traits are of pivotal importance in your becoming a successful leader. Conversely, those who attempt to lead without such knowledge will be fortunate to achieve mediocrity – and may fail completely without even knowing why. According to McLean and Williams (1991:66), the problem is that only a few among the leaders can knowingly say that they possess thorough and precise knowledge of their own personalities.

1.2.2 Your primary personal characteristics

Four primary characteristics merit consideration: your interests; your abilities; your values; and your needs. By analysing these four areas, a leader can become much better acquainted with him/herself. Indeed, these four characteristics just happen to be the same four upon which many job-search consultants focus as they recruit specialists for any job.

6.2.3 Your interests

Sure ... a leader knows his/her basic interests probably much better than anyone else does. But are you truly aware in any real depth of precisely what you would prefer to do, day in and day out, to make a living?

6.2.4 Your abilities

Each leader must be able to access a digest of data about his/her abilities as an aid in career planning. Strengths and weaknesses of any leader can be categorised as follows:

- mechanical reasoning
- spatial relations
- verbal reasoning
- numerical ability
- language usage
- word knowledge
- perceptive speed and accuracy
- manual speed and dexterity

6.2.5 Your values

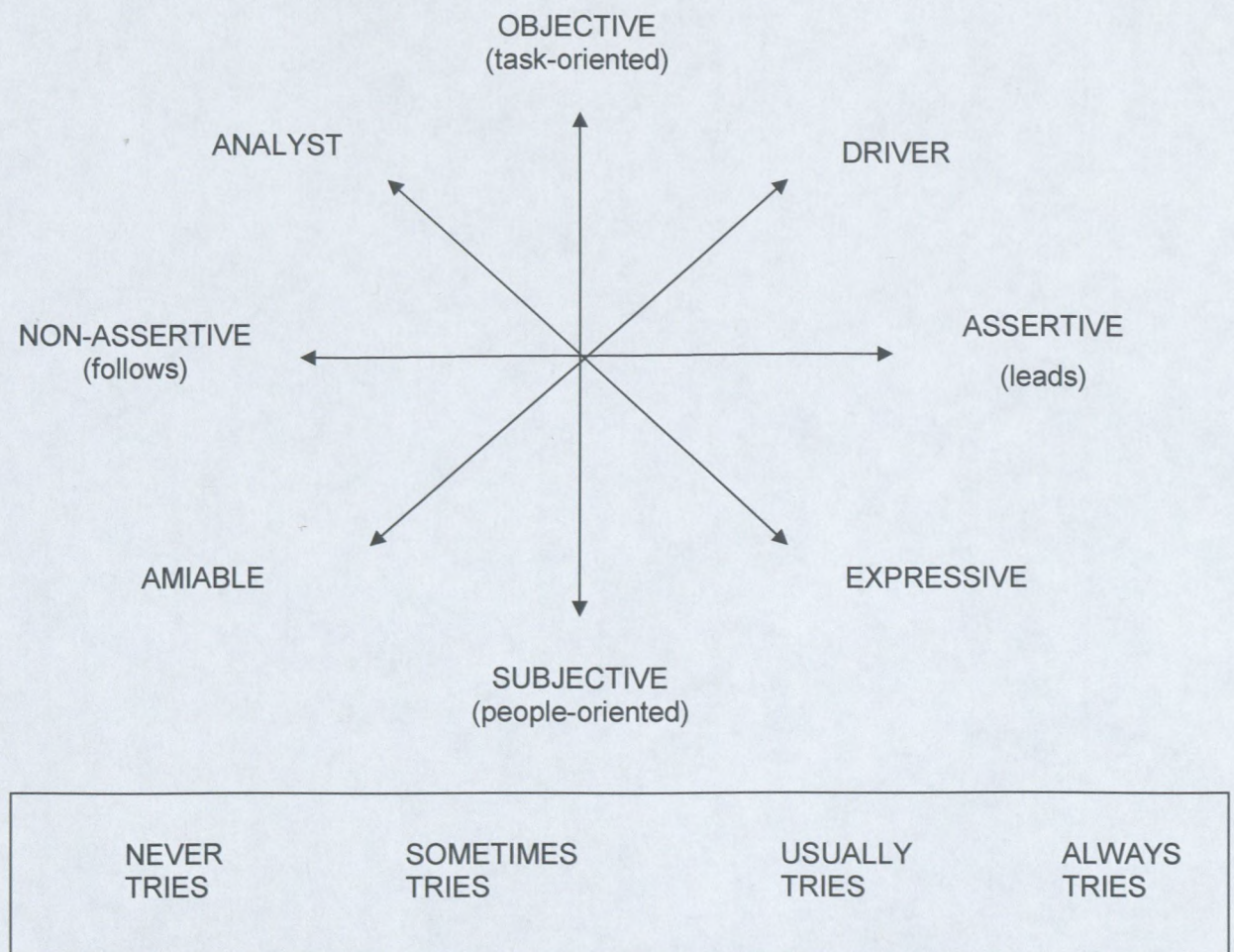
A leader's values can be both identified and quantified as a final aid in career planning. The following eight sets of values are presented in terms of opposing characteristics:

- | | | |
|------------------|--------|---------------------|
| * accepting | versus | investigative |
| * carefree | versus | practical |
| * conformist | versus | independent |
| * supportive | versus | leadership-oriented |
| * non-compulsive | versus | orderly |
| * private | versus | recognisant |
| * realistic | versus | aesthetic |
| * self-concerned | versus | social |

6.2.6 Your needs

According to McLean and Williams (1991:69), the Wilson personality grid (Figure 6.1) is a touchstone of any organisation's motivational and sales training programme. The grid facilitates organisation of self-knowledge around a durable format. The grid and its four quadrants are formed by a vertical axis with **OBJECTIVE** (or tasks orientation) at the top and **SUBJECTIVE** (or people orientation) at the bottom and a horizontal axis with **ASSERTIVE** on the right and **NON-ASSERTIVE** on the left.

Figure 6.1 The Wilson personality grid



Source: McLean and Williams (1991:70)

Nobody is born with all of the ready-made characteristics of a successful leader. Traits and skills can be learned. People vary with respect to their “task” versus “people” orientation and in their relative degrees of “assertiveness”. Larry Wilson (CEO of Wilson Learning Company) claims that the best way to plot a person’s position on the grid is to ask a hundred questions of five of the person’s friends (other than family members). By becoming aware of what makes an individual tick, you can gain invaluable insight into how to predict behaviour and deal with it.

6.2.7 The versatility scale

Human beings have the capacity to modify and consciously change behaviour to suit a given situation. Figure 6.1 presents four stages of proficiency in terms of at least making an effort. Whatever the results may be when one endeavours to become more versatile, the scale itself is an invitation to risk trying to be flexible in return for the occasional triumph.

Not everyone finds it possible to be versatile. Indeed, many who made “all their mistakes in the same field” have ultimately become recognised as “experts”. Those who learn to know themselves well enough to recognise their own deficiencies, as well as how they can become more versatile in dealing with others, will soon find that their levels of effectiveness improve substantially.

As you become more versatile, you will be preoccupied with new challenges, new skills, and a few defeats as you tackle exciting new opportunities far beyond your former reach.

6.3 Principle 2: Leadership is not simply good management

According to McLean and Williams (1991:78), understanding the differences between management and leadership is crucial to becoming an enlightened leader; it ranks second only to self-knowledge among the six principles of leadership. According to McLean and Williams (1991:78), another way in which managers differ from leaders is that, over time, managers become obsolete, locked as they are into established methods, while leaders continue to grow as they confront new challenges and tasks. The following ways are examples of how managers become ineffective and obsolete:

- Their predictions of the future are based only on past experiences, and they manage momentum, not potential. They have run out of challenges and are frustrated, because they have not been able to establish new and self-actualising objectives.
- They concentrate on weaknesses rather than strengths – they know what’s wrong, not what’s right – and their negative attitude makes them pessimists, who see the difficulty in every opportunity rather than the opportunity in every difficulty. They are also defensive and unable to identify a direction for themselves that would improve their unhappy situation.
- They make the simple seem complex, attempt to make themselves indispensable, and won’t delegate authority to others.
- They judge people by their traits and actions, rather than by the results they obtain. They are inclined to emphasise “know who” much more than “know how”.
- They rely on numbers and data, rather than on people. They trust no one, considering personal survival the most important law.
- They are poor communicators and thus are constantly misunderstood. They are anxious talkers and poor listeners.
- They are afraid of enthusiasm and usually use sarcasm or cynicism to dampen it in anyone else. They take credit, but rarely give it, and they are usually against an idea that was “not invented here”.
- They pride themselves on getting the best deal rather than a fair deal. They know more answers than questions, and they depend on the right to hire and fire for their authority rather than on earned privilege.
- They manipulate people and pride themselves on being excellent politicians. Another person is the competition who may be after their job, so it becomes a business game to “get him/her first”.
- They frequently procrastinate rather than making decisions for which they will be held responsible.
- They are more conscious of position and activity than of direction and results. The how is emphasised, not the why.
- Frequently, their approach is to establish a budget first, and then to develop the plan that the budget is supposed to support. Their functional thinking is more pronounced than is their profit thinking.

- They resist change, new ideas, and orderly procedures and tend to avoid establishing proper policies, procedures, and paperwork.
- They are dictatorial and inflexible. They dislike the participative management approach and are extremely protective of their prerogatives. They find that establishing a point is more important than is finding the truth or the best answer. They manage by their own objectives, to which those of all others are subordinate.
- They do not lead by example; their philosophy is, "Do as I say, not as I do".

Whether or not a business executive becomes obsolete is basically up to each individual and to his/her dedication to the ever-changing, always-demanding tasks involved in leadership. According to McLean (1991:78), constant honing of skills by all is necessary if obsolescence is to be avoided. The great classical pianist Jan Paderewski embraced the concept well: "If I miss one day of practice, I can tell it in my playing. If I miss two days in succession, my critics can tell it. If I miss a week, my audience can tell."

6.4 Principle 3: Leadership must be earned

To attract followers – indeed, for them to "know it when they see it", a leader must have a record of achievement on some noticeable level. Even great leaders are not always successful. No one can "bat a thousand".

Achievement is the criterion for attracting followers. John Naisbitt concluded a leadership symposium at the University of Oklahoma by saying: "My bottom line on all of this leadership business is kind of plain. A leader must have at least two things ... and, sometimes, a third thing. First, you can't be a leader without attracting followers; second, you got to have somewhere to take them ... a clear destination; and third, but only when it's truly appropriate, you need a timetable."

A leader must reinforce the necessity of establishing a record of achievement and to provide a reminder of who will be watching. All people tend to do their best when they know that they are being watched by the right people. When setting out as a leader, leadership must be earned through achievement and one must remain constantly aware that one's future followers will be watching.

6.5 Principle 4: Motivation begins with the “G” word (goal), and ends with the “P” word (participation)

According to McLean (1991:78), the following examples of a proactive focus upon caring seem noteworthy:

- Periodic reminders of importance. A proactive leader of any organisation will personally conduct monthly meetings with senior members of the organisation to update them on the organisation’s progress and in order, literally, to pound home the crucial importance of each member’s giving genuine recognition on a regular basis of each employee’s contribution to overall organisational performance.
- Periodic evaluations of performance. The formal policy of any organisation must require, not less frequently than annually (and in some cases more often), that each employee be informed by his/her immediate supervisor of how he/she is doing. Such recognition must be given in terms of praise and recommendations of how the staff member may become still more productive.
- House organ articles. Proactive organisations tend to feature success stories of people who have moved up in their departments and achieved insider status in the organisation in employee and other publications.
- Luncheon at the top. A proactive leader in any organisation can conduct monthly competitions among all personnel in order to elicit the most insightful suggestions regarding how to enhance the earning power and/or expense control of the organisation. First, second, and third prizes can be offered, plus a bonus luncheon with the boss for the winner.
- Annual career development challenge. A proactive leader can involve his/her employees in setting forth personal (or group) goal(s) for the next year. Doing so will make them proud and they will be able to take ownership of any challenges offered the organisation.

What comes across in each of these personal efforts is that, firstly, the leader of the organisation really is personally reaching out to the employees and, secondly, somebody at the top really does care.

According to McLean (1991:78), the following can be hidden reasons for employee non-performance:

1. They don't seem to care about whether or not they carry out a certain task, because they don't know why they should do it in the first place.
2. They don't know how to do a certain task, as they have only been told how, and not taught how, to do it.
3. They don't know what they are supposed to do, so they have to guess.
4. They suspect that doing whatever they have to do your way will not work.
5. They think that their way of doing the job is better.
6. They think that another task is more important than what you currently want them to be doing. Failing to prioritise correctly can be expensive.
7. If they are uncertain of whether they will receive any rewards, they will be less likely to make a positive contribution.
8. They might think that they are doing what you require them to do. Avoid only telling them of your expectations of their performance after they have finished doing the job.
9. They may be rewarded for not performing a job, if their managers unwittingly do it for them.
10. If they are punished for doing what they are supposed to do, such inconsistency will automatically undermine any effort that they make .
11. They may anticipate a negative consequence for doing the task and be deterred from doing it by fear.
12. If managers fail to take appropriate corrective actions, they may be aware that there will be no negative response to poor performance.
13. Ignoring obstacles beyond their control will not make such obstacles go away.
14. Their managers may be unaware of the personal limitations that are preventing them from performing the task.
15. Personal problems are not the same as managerial problems and need to be taken into consideration as well.
16. Perhaps no one can do the task, as the managers involved misunderstand the nature of the true problem.

According to McLean (1991:78), certain preventive management approaches may bring about better results. He contends that "... managers must do specific things at specific times to influence the eventual outcome of their people's performance ... some occur before the work begins and some occur only after the work begins." McLean offers an appropriate intervention for each of the above-mentioned problems in terms of the following:

1. Before. Let them know why they should do the task.
2. Before. Find out whether they know how to perform the task.
3. Before. Let them know what they are supposed to do.
4. Before. Convince them that your way will work.
5. Before. If their way is not an improvement on your method, convincingly explain why not.
6. Before and After. Let them be aware of the work priorities.
7. After. Specifically and frequently verbally reward good performance.
8. After. Provide them with performance feedback specifically and frequently.
9. After. Remove the positive results for poor performance.
10. After. Remove the negative results for good performance, or balance the results with positive reinforcement.
11. Before. Convince them that anticipated future negative results for attempting to perform the task will not occur.
12. After. Use negative results only for consistently poor performance (progressive discipline).
13. Before and After. Verify that no obstacles are beyond their control.
14. Before. Verify that the work is not beyond their personal limits.
15. Before and After. Work around personal problems, or assign the task to someone else.
16. Before. Verify that the task can, in fact, be done.

According to McLean (1991:78), the following examples of common and ordinary courtesies are regularly violated by well-meaning top-down motivators.

- saying please and thank you
- looking amiably at other peoples' faces when they are talking to you
- greeting people before you start discussing their work
- being prompt in keeping appointments, so that others don't have to waste their time waiting for you
- treating people who come into your office as guests by not making them wait or talk to the top of your head while you finish your paperwork, or asking them if they will permit you to make a minute or two to complete your paperwork
- apologising when you are late or when you have to interrupt a meeting
- not insulting people and wasting their time by accepting phone calls not of immediate relevance to the discussion at hand during meetings

- holding conversations with people rather than lecturing them, and not interrupting people when they are speaking
- controlling your emotional outbursts: you don't have the right to speak loudly or otherwise to abuse your employees
- not making sarcastic comments
- not eating or drinking while meeting with your employees, unless you offer them the same privilege at the same time

Unfortunately, some managers appear unfriendly at work because they naturally have such a disposition. Nevertheless, effective leaders will strive to be positive and amiable at all times.

Strong motivation begins with the "G" word, standing for goal. McLean and Weitzel (1991:100) suggest that, more than merely reaching one's goals, life should be a matter of reaching towards one's full potential. Yet, it is axiomatic that reaching anyone's full potential is only attainable by means of reaching their intermediate goals first. Doing so won't happen without meeting predetermined goals along the way. The real problem with employees who "don't know why they should do it" or "think something else is more important" may simply be that they just don't understand the objectives of their job. Perhaps the objectives are not clearly defined, or are too complicated, too general, or even non-existent.

Leaders must motivate their followers by entrenching the following precepts in any combination, or even all:

- We must earn.
- We must energise and committed.
- We must produce and strive for excellence.
- We must interact and always lead the way.
- We seek status to the benefit of all.

The enlightened leader would do well to keep all five of these precepts in mind for when motivational strategies are being formulated.

Motivation ends with the “P” word, “participation”. Discussing motivation is an idle exercise without having a launching pad effectively to activate it. A motivator is powerless until his/her efforts impact within the targeted group. An enlightened leader can decide whether to involve the group to a greater or a lesser degree in decision making, generally depending upon the situation, the experience of the group, and the difficulty of the task involved. Whatever the situation, effective motivators find a way to bring about the maximum participation of followers in determining the goals. Effective motivators know that involving others as part of the group in trying to reach set goals is crucial to the resulting outcome.

At the core of many effective efforts to motivate others is the technique of showing them “how they will benefit” in more positive ways than simply by keeping their jobs. In addition to calling their attention to potential benefits to be gained from participating in what you require them to do, positive peer pressure (three more “P” words) by means of public goal-setting can be outstandingly effective.

6.6 Principle 5: Planning is not all there is

The value that planning holds for the role of leadership must not be underestimated. Indeed, unplanned leadership would be a misnomer. Two vital functions should precede planning, and two should follow.

6.6.1 The concept of Master Planning

Master planning, in which planning is only one of five steps, is essential to effective leadership in any organisation, and especially so in educational institutions. Master planning is outlined in Figure 6.2.

Figure 6.2 The five essential steps in Master Planning

1	2	3	4	5
Research	Goal-setting	Planning	Implementation	Monitoring results
Economic	Urgent (now)	Crisis plan	Who?	Score-card
Market	Short-term (12 months)	Profit plan	What?	Incentive compensation
Organisational	Medium-term (2 to 4 years)	Intermediate plan	When?	Mid-course corrections
Other	Long-term (5 years)	Long-term plan	How (methods, systems and procedures)	Research for new goals

Source: McLean & Weitzel (1991:108)

The following enumeration provides an explanation of each of the steps involved.

Step 1: Research

Step 1 involves the following aspects:

- Economic. Any plan should be tempered by apparent trends in the economy that could contribute significantly to its success or failure.
- Market. Regrettably, too much planning, with or without attendant goal-setting, continues without regard for the market considerations involved.
- Organisational. Overly ambitious goals and plans may be far beyond the capacity of existing staff to achieve. Establishing a realistic timetable for developing such capacity is essential.
- Other. As needed by the organisation.

Step 2: Goal-setting

Step 2 involves the following aspects:

- Urgent (now). Emergency goal-setting calls for great poise and insight on the part of the leader.
- Short-term (12 months). Making an early distinction between short-, medium-, and long-term goals is essential for obtaining the best results.
- Medium-term (2 to 4 years). Leaders must dare to think beyond the initial twelve months. Above all, goals must be credible and carefully chosen well before the actual planning process begins.
- Long-term (5 years). Any planning beyond that for the next twenty-four months grows more hypothetical with each added year. The real value of setting long-term goals lies in providing perspective and balance for intermediate efforts. Although the attainment of objectives over the next sixty months or more will remain a matter for conjecture for a long time still, the absence of any long-term goals can seriously erode a determined outlook and foster a climate of inconsistency

A leader's thinking skills can be considered directional, because they set the direction for an organisation or institution, providing vision, purpose, and goal definition. Such skills can allow a leader to recognise the need to change, when to make the change, how to implement the change, and how to manage the change. Leaders find vision by reaching for any available reason to change, grow, and improve. Just as a leader performs preventive maintenance on his/her car, he/she must perform preventive maintenance on his/her organisation or institution.

Well-run organisations or institutions convey a strong vision of where they intend to be in the future. As a leader, you have to secure the trust of your followers in your vision. Using leadership tools and being honest and fair in all that you do will provide you with the support that you need to gain their trust.

When setting goals, as the leader, keep the following points in mind:

- All goals should be realistic and attainable.
- Goals should form part of a conscious to improve the organisation or institution.
- All followers should be involved in the goal-setting process.

- A leader should develop a programme by means of which each goal can be achieved.

The Six Steps of Goal-Setting

Although finding a vision can be challenging, the process of implanting that vision can be relatively easy if a leader follows the steps in the sequence: Step 1: Establish the vision → Step 2: Set goals → Step 3: Decide on objectives → Step 4: Determine tasks → Step 5: Apportion the time line → Step 6: Monitor the performance.

– Step 1: Establish the vision

The first step in setting goals and priorities is to personally develop what the organisation or institution should look like at some future point, that is, to establish its desired vision. While the mission of the organisation or institution is crucial in determining the leader's vision, the vision should coincide with the "big picture" of the organisation or institution. The term "vision" suggests a mental picture of what the future organisation or institution will look like further down the road.

– Step 2: Set goals

The second step involves setting goals, involving the active participation of the team. Though goals are also stated in immeasurable terms, they are more focused.

– Step 3: Decide on objectives

The leader should now decide on objectives, together with the active participation of the team. Definable objectives provide a way of measuring and evaluating the movement towards the attainment of the final vision. The strategy of turning visions into reality serves as the crossover mechanism between your forecast of the future and the envisioned, desired future itself. Objectives are stated in precise, measurable terms.

– Step 4; Determine tasks

The fourth step is to determine tasks. Objectives are accomplished by means of the successful performance of tasks. Tasks are concrete, measurable events that must take place in order to attain set objectives.

– *Step 5: Apportion the time line*

The leader now needs to establish the priority of the tasks. Since time is precious, and many tasks must be accomplished before others can begin, establishing priorities helps your team to determine the order in which, as well as the date by which, the set tasks all must be accomplished.

– *Step 6: Monitor the performance*

The final step is to follow up, measure, and check to see whether the team is doing what is required of it. This kind of leadership involvement validates that the stated priorities are worthy of action and enable the leader to demonstrate his/her commitment to seeing the matter through to its successful conclusion.

Step 3: Planning

Effective planning includes making the following plans:

- The crisis plan. Like urgent goal-setting, a crisis plan tests not only an organization, but also especially its leader.
- The profit plan. Sometimes called the “business plan”, the profit plan begins with focusing on the short-term goals previously adopted and on evaluating what needs to be done by whom and by when.
- The intermediate plan. Although it will be replaced in due course by the following year’s profit plan, the intermediate plan is geared to setting medium-term goals for beyond one year and provides the best format for setting and assessing objectives for the new year.
- The long-term plan. Assembly of the long-term plan requires the same basic approach as do the profit and intermediate plan: the knowledge of who can do what best when (in what length of time).

Step 4: Implementation

- Who? The leader will want to recall Principle One through Four in making individual and group assignments of planned tasks.
- What? The key word here is motivation. Those assigned will need to buy in on each task that requires performing.

- When? A structured timetable can best be developed by means of participative dialogue.
- How? The methods, systems, and procedures used must be at least as sophisticated as the goals and plans themselves. Anything less will risk the loss of every other step in the process.

Step 5: Monitoring Results

- The score-card. The score-card should be as plain and clear as possible, so that it will become emblazoned on the memories of all participants. The participants must also have a clear understanding of the significance of achievements for the organisation.
- Incentive compensation. The terms of each participant's rewards and benefits should be made completely clear.
- Mid-course corrections. A great advantage of monitoring results according to a predetermined plan is that any necessary changes can be made along the way. Such reviews should occur no less than quarterly, and new goals should only be formulated with the participation of those who will be doing the work to achieve them.
- Research new goals. At the end of the whole process, the entire body of results monitored becomes the very best data to flow back to research, in order to set the master planning model (MPM) in motion all over again.

6.7 Principle 6: Building relationships

Leadership is by definition a relationship between the leader and his/her follower(s). Leadership has all the elements that one normally thinks of in any human relationship, including trust, confidence, and true appreciation of the other. Strong, positive interpersonal relationships lead to the belief that each person has the other's best interests at heart and that each accepts some responsibility for the other person's well-being.

6.7.1 Properties of Relationships

Relationships may be characterised in the same way in which one can describe groups. They have the properties of purpose, interdependence, limits or boundaries, control by their own rules, mutual understanding of group reality, and a tendency towards an expansive view of the group as being somehow greater than the sum of the qualities of its individual members. All

relationships exhibit the same properties, but in any number of different combinations and forms. A leader must, firstly, be a part of relational situation and, secondly, must work within the constraints of that situation's properties to help the group accomplish its task.

Success as a leader is strongly influenced by the extent to which the person attempting to lead is able to position him/herself with respect to such properties. Figure 6.3 is a checklist of relationship properties within which the successful leader works either consciously or fortuitously. Failing to act in a way consistent with this list will detract from a leader's ability to influence the members involved in the relationship.

Figure 6.3: Properties of relationships and related leader actions

Properties	Leader Action
Purpose	Recognise group purpose
Interdependence	Understand how members are connected
Limits	Work within relationship boundaries
Control	operate consistent with expectations
Group reality	Stay within group knowledge limits
Greater than sum	Mobilise members to stretch and grow

Source: McLean and Weitzel (1991:117)

Leaders must operate within the boundaries of these six properties if they are to influence the other members involved in the relationship. Leadership actions must be consistent with a team's purpose. Advocating a change in purpose, which at times may be necessary, requires a reorientation of the relationship. Successful leaders avoid acting at cross-purposes with their goal(s), unless doing so is necessary for the sake of the survival of the relationship.

Failing to operate consistently within the given interdependencies will serve to slow down or even block a leader's attempts to influence others. Working within the group's existing

conditions is preferable to having to forge new connections between members. Smart leaders operate within the boundaries (limits) and according to the rules (controls) of the group. They approach an issue about which there is some need for leadership from the perspective of the whole group (group reality). By doing so, they are able to integrate the whole-group perspective into the "big picture", in this way forming the vision of the solution for the issue affecting those in the relationship. By means of leader action, those in the relationship tend to view the relationship as instrumental in achieving goals that an individual could not achieve alone.

6.7.2 Phases of Relationships

Relationships pass through the following four phases:

- Phase One: Visionary
- Phase Two: Adversarial
- Phase Three: Dormant
- Phase Four: Vital.

6.7.2.1 Phase One: Visionary

The visionary phase begins with a imaginary view of the future in terms of the relationship. The view gained in this way is generally positive, with expectations for favourable outcomes being anticipated for oneself from the relationship. Energy and excitement levels tend to be high, as the members focus on their own and each other's immediate future.

Motivation is high, as members tend to reinforce one another's view of the future. The visionary phase is an important one, because leadership cannot occur without the leader's projecting a sense of future success onto the members involved in the relationship. Leaders need to be mindful of both the positive and the negative side of creating the vision of the future.

6.7.2.2 Phase Two: Adversarial

At some point, unfortunately, reality tends to intrude upon the group's rosy vision of the future. Members may have difficulty sustaining their optimism as complex issues arise and frustration sets in. They become disappointed and may even be disillusioned about the entire venture.

Instead of failing to acknowledge what is undesirable about others, as they did during the visionary phase, members now focus on the problems themselves, often seeing them as worse than they really are. Differences are highlighted, while points of agreement or similarities tend to be discounted. Each member wants the others to change rather than accepting that he/she may have to change, too. The positive side of the adversarial phase is that reality is introduced into the relationship and members tend openly to recognise who they are. As members are forced to acknowledge one another's true needs and wishes, they began to develop a more honest and less distorted view of their associates. Working through conflicts generally leads to an acceptance of the other members.

Much negative activity can occur during this phase. Members may attempt to remake one another into what the individuals concerned are not. They may also turn their disappointments inward on themselves. Effective leadership during this phase involves absorbing some of the disappointments brought on by the unfulfilled expectations that members have of one another. The leader needs to redirect the members' anger and frustration into a more realistic acceptance of one another. Only then can those in the relationship constructively approach the issues and opportunities facing the group as a whole.

Such leadership initiatives can prevent a breakup of the relationship during the adversarial phase. If the relationship does not end or move forward, the members in the relationship may become embittered and cynical. Often they may stay within the relationship because of other reasons, such as religious convictions or for the sake of the children, in terms of a marriage. In work relationships, people may stay within the relationship because they desire to continue to meet their financial obligations or to retain their benefits, with which they hope ultimately to retire from the relationships. Fortunately, movement from this phase to the next in the relationship is likely.

6.7.2.3 Phase Three: Dormant

Phase Three is characterised by acceptance within the relationship. Realism is the basis for the members' perceptions of themselves, of their situation, and of the issues that they face. The members gain perspective from their experience within the relationship, which enables them to handle potentially disruptive events with equanimity. Depending upon the level of

cohesion among the members, this period can be marked by feelings of peace or of emptiness. Often both feelings are present. In sum, members seem content to focus on meeting their own needs and on developing their individuality within the apparently secure relationship. They take greater responsibility for what is happening to them, and therefore do not need to project their shortcomings onto others.

Less energy is needed for operating during the dormant phase. Phase Three can provide needed rest between the more intense phases, allowing time for members to renew their energies. Leadership during the dormant phase takes into account the individuality of the members of the relationship, which includes listening to their expression of their ideas, needs, aspirations, and wishes. The leader is then able to link his/her vision and goals with those of the other members, so that they can all realistically expect a successful return on the actions that they take. The danger of the dormant phase is that it can lead to deterioration of the relationship. The leader must recognise the need to provide some reason to move out of dormancy and into vitality, the next phase of relationship. In order to justify making the move, the leader may be able to identify some important opportunity that will be gained by moving into the next phase, or may be able to help the group recognise some impending crisis.

6.7.2.4 Phase Four: Vital

A failure to respond successfully to some challenge or opportunity for the relationship generally leads to dissolution of the relationship. The challenge may be stressful, or it may emerge in the form of some opportunity, perhaps one that will benefit only some of the relationship members. However, even an opportunity that is available to only some of the members holds implications for the others as well. At this point an effective leader helps members to make informed choices among the available alternatives. The leader can do this by leading the members to define realistically what is happening to the relationship and to each of them as well.

The alternative selected may bring the members to a conscious decision to pursue the challenge collectively within the relationship, or they may decide to separate and address the challenge as one or more subunits. A strong commitment to the relationship means that it is based on realistic self-appraisal or on a realistic evaluation of the other(s) and of their mutual interdependence.

If the relationship has a long history, is stable, and is based on a recognition that those involved are better off working together than separated, then a successful leader should be able to help those in the relationship find a way to address the challenge together. During the vital phase, members spend time learning who the other(s) are at this particular stage. Interaction improves as levels of interest, energy and intensity increase. Leadership during the vital phase tends to be exhilarating.

6.8 SUMMARY

Chapter 6 presented an in-depth study regarding the six leadership principles. These principles are very important to any leader who strives to attain excellence in service delivery. The advantages of greater self-knowledge, sound management, enhanced motivation and more effective planning provide leaders, especially principals and educators, with the necessary tools for rendering an excellent service to their customers.

In the next chapter human dynamics of leadership are discussed.

CHAPTER 7

HUMAN DYNAMICS OF LEADERSHIP

7.1 INTRODUCTION

If educational managers are to be effective, they must understand the nature of leadership, as well as their own functions and roles in leading. Though some leaders are born, others are made.

7.2 Need for leadership

An urgent need currently exists for effective leadership in public education. Pressures are mounting from many sources and directions for education to respond to new societal issues. The increasing pressures are due to the need for attention to be paid to the following issues:

- equal rights
- concerns with cultural diversity
- gender equity
- affirmative action
- rights of people with HIV/AIDS
- rights of the physically or mentally challenged
- rights of the disadvantaged

The educational authorities either will respond forcefully and intelligently to growing issues in education, or will stand to have their leadership usurped by other agencies. They must exercise positive leadership in rallying educators and others to a whole-hearted attack on growing educational problems and issues. They must develop the process of feedback, so that individuals and groups will be encouraged to see the results of their actions.

Leaders today must understand and relate to the following:

- different communities of interest
- emerging educators and educational issues

- non-teaching staff issues relating to educational institutions
- issues relating to parents
- affirmative action issues
- having to cope with representatives of the media
- business matters
- labour and labour issues
- impacting political forces
- changing government policies.

Building and maintaining the confidence of one's followers calls for outstanding leadership. Leaders must be able to mobilise the potential abilities of others into team action in order to accomplish set educational goals and tasks. Working with a diverse public is tough work. Leaders need to retain their composure, perspective, and openness of disposition in the face of daily pummelling from all directions. They must have the energy and the intelligence to manage daily encounters with individuals and groups of all kind.

Facing pressure is a leader's way of life. Leaders must accept pressures attendant upon their positions and lead their organisations, including especially the relevant educational arenas, under their care. They must be able to distinguish truly critical issues from the many routine ones. Leaders must attack, define and solve problems. They must be forward-looking, positive movers, who enjoy working through the dynamics of human relations when tackling educational tasks. Leaders must be dedicated to improving instruction at all levels.

7.3 Nature of leadership

Leadership is the exercise of initiative and action in the development and implementation of goals through the exertion of a cooperative team effort. Effective leadership is also a combination of insistence on discipline in the achievement of tasks, with a concurrent display of consideration for the needs and welfare of organisational members.

Leadership is essential to the success of any institution or organisation. All groups of people, educational institutions, businesses, churches and families need to include persons in possession of leadership ability among their ranks if they are to operate smoothly. Many people are forced into the role of leadership at some time or another as parents, educators, or

managers. Leadership is a powerful word, capable of conveying much more than can be contained within a concise definition. In fact, the meaning of leadership can vary widely, meaning many different things to different audiences in different contexts.

According to Sadler (1997:22), literature on leadership tends often, naturally and understandably, though in a potentially misleading way, to focus only on truly great leaders, people of the stature of Nelson Mandela, Martin Luther King, JF Kennedy, or Charles de Gaulle. In much the same way, literature on art or music concentrates on the truly great, such as Rubens, Renoir, Beethoven or Mozart. Yet, the number of talented and accomplished artists and musicians whose creativity, virtuosity and dedication bring pleasure to millions is almost uncountable.

In the same way, the proliferation of dedicated, effective leaders in organisations and communities of all kinds who inspire others, sustain them through difficult times, lead them into new, uncharted territories is almost immeasurable, despite such leaders not featuring among the world's great leaders. Yet, from a practical point of view, particularly when considering how to develop future leaders, more may be learned from studying the thousands of leaders currently spearheading their organisations into the future than from focusing on the qualities or behaviour of such leaders as Lee Iacocca or John Harvey-Jones. Tait (1999: 56) has drawn a distinction between the idea of leadership as a personal quality and the idea of leadership as a process which can be observed within the context of organisational or group behaviour. Such a distinction is important, especially when seen in the light of leadership as playing a role in any institution, country, or organisation.

7.4 Functional Leadership Approach

Not only formal leaders lead – temporary or situational, yet highly effective, leadership may emerge within a group. Since educational leaders and managers spend most of their time working with educators who are normally well educated, highly skilled, sophisticated professionals a rich reservoir of leadership can clearly be seen to exist in these groups. Leaders need to make use of the available leadership talent for sound decision making. The educational manager, in terms of the functional leadership approach, should be skilled in group facilitation, in recognising and defining group needs, and in providing for and encouraging of leadership from other group members.

A leader can bring about group effectiveness by steering task functions in the following areas:

- initiating
- opinion-seeking
- information-giving
- opinion-giving
- clarifying
- summarising
- consensus-checking.

A leader can bring about group effectiveness by steering maintenance functions in the following areas:

- encouraging people continuously and positively
- expressing group feelings
- harmonising with all stakeholders
- gate keeping
- compromising
- setting standards and goals.

In serving as a group leader, the educational manager provides for the participation of educators, involves them in decision making, and provides the opportunity for informal but effective leaders to emerge. The educational manager, as official leader, is definitely in charge of the group. However, the educational manager also draws heavily on the resources of the group members, allowing them to provide leadership when needed. Groups vary widely. The nature of leadership acts also needs to vary accordingly. Situational aspects, for example, nature of the group's goals, structure of the group, and attitudes of the members involved will determine what functions are required to be done and who should perform them.

Functional leadership means that group members have a shared responsibility for carrying out the various leadership tasks. The leader, however, has a responsibility for being sensitive to those functional needs and for seeing that they are taken care of. Any leader must be able to

recognise a situation openly, to search for alternatives, and to cope effectively. Leaders should master the following elements of effective leadership in order to be successful:

- They should attend to the relevant needs of the organisation, being situationally relevant to the needs of a particular time.
- They should set clear and reasonable objectives, including life objectives, by which progress can be measured.
- They must possess effective communication skills, including the ability to listen, write, and speak well.
- They must be able to create their own individual uniqueness.
- They must recognise that no one right way exists.
- They must be aware of and meet certain professional standards of performance.
- They must be future-oriented, being able realistically to assess the future needs of the individual, group, organisation, institution, or community.
- They must have a viable value system. These values form the philosophy or standards which the leader, group, organisation, institution, or community is striving to achieve.
- They must possess skills and competencies in human resource development. They have the key responsibility to give people the opportunity to grow.
- They must obtain results and take action. They must get things done.

The functional approach seems most appropriate for meeting today's rapidly changing needs. In an environment in which educators' abilities and talent are usually relatively sophisticated, the leader must promote the exercise of group facilitation skills in order to make the most of leadership talents available.

7.5 Functions of leadership

Leaders have job descriptions that outline the extent of their responsibilities. These responsibilities vary somewhat according to different leadership assignments. The related functions also vary somewhat, due to the differences in kinds of groups, circumstances and leaders' abilities. However, some general functions are reflected in the work of all leaders and supervisory personnel. Such functions enable the leader to act as a catalytic agent for the performance of tasks and the occurrence of positive action aimed at improving instruction

The general functions of leadership include helping individuals to become a co-operative group and helping the group:

- to define its purpose.
- to interpret these purposes into practical goals and objectives.
- to clarify the assignment of responsibilities.
- to guide the processes of planning.
- to search out and organise their potential use as instructional and professional resources.
- to keep operations consistent with purposes and goals.
- to carry out deliberative problem-solving and critical thinking aimed at achieving and implementing goals and objectives.
- to maintain action and change.
- to achieve efforts and results.

Carrying out these functions requires diligence and a thorough knowledge of the situation on the part of the leader. Doing so also requires a close understanding of the members of the group and an ability to motivate co-operative relations in order to accomplish goal tasks.

7.6 Building Leadership Excellence

Leaders do not command excellence; they build excellence. Excellence is “being all you can be” within the bounds of doing what is right for your institution or organisation. To attain excellence, the leader must first have character. The leader must do everything that he/she is supposed to do. An organisation/institution will not achieve excellence by figuring out where it wants to go, then having leaders do whatever they have to do in order to get the job done, merely hoping that along the way those leaders have acted with integrity.

Pursuing leadership excellence should not be confused with accomplishing a job or task of leadership. Excellence starts with leaders of character who engage in the entire process of leadership, which, above all, consists of being a person of honour. Character develops over time. Many think that much of character is formed early in life. However, little clarity exists as to what degree or how early character develops, though the claim can safely be made that character does not change quickly. A person’s observable behaviour is an indication of his/her character. Such behaviour can be strong or weak, good or bad. A person with strong character shows drive, energy, determination, self-discipline, will-power, and nerve. The leader sees

what he/she wants to see, pursues his/her vision and attracts followers along the way. A person with weak character, however, shows none of these traits.

A strong person can be good or bad. A gang leader is an example of a strong person with a bad character, while an outstanding community, business or institutional leader is a person with strong and good characteristics. An organisation needs leaders with both strong and good characteristics, individuals who can guide it into the future and who are capable of showing that they can be trusted.

To be an effective leader, your followers must trust you and be sold on your vision. Followers want leaders to be ethical and capable of conveying a strong vision of the future. A leader's actions set the pace in any organisation. His/her behaviour wins the trust and loyalty of his/her followers, and ensures the continued vitality of the organisation. Displaying a good sense of character can serve to build trust. Character is the disposition of a person, made up of his/her beliefs, values, skills, and traits.

Beliefs are the deep-rooted opinions that a person holds dear, consisting of assumptions or convictions that he/she holds true regarding people, concepts, or tangible objects. Beliefs can be about life, death, religion, what is good, what is bad, what is human nature, and a variety of other issues.

Values are attitudes regarding the worth of people, concepts, or tangible objects. For example, one might value owning a good car or a beautiful home, friendship, personal comfort, or relatives. Such matters are important, because they influence what you choose to do. For example, if friends are valued more than privacy, one might choose to live in a townhouse close to one's friends rather than in the country, where it is quieter.

Skills are the knowledge and abilities that one gains throughout life. The ability to learn a new skill varies with each individual. Some skills come almost naturally, while others come only from dedicated study and practice.

Traits are distinguishing qualities or characteristics of a person, while character is the sum total of these traits. The most gifted athletes rarely make good coaches. The best violinist will not necessarily make the best conductor. Nor will the best educator necessarily make the best

head of department. Distinguishing between the skill of performance and the skill of leading the performance is critical, as they are two entirely different skills. The ability to determine whether a person is capable of learning leadership is also of fundamental importance. The natural leader will stand out from those surrounding him/her. The key is being able to identify those who are capable of learning to lead over time. Hundreds of personality traits exist, though the following are crucial to a leader:

- **Honesty** – Continuously display sincerity, integrity, and candour in all actions. Deceptive behaviour will not inspire trust in one's followers.
- **Competent** – The actions of a leader should be based on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.
- **Forward-looking** – Set goals and have a vision of the future. The vision must be owned throughout the organisation. Effective leaders envision what they want and how to get it. They habitually prioritise on grounds of their basic values.
- **Inspiring** – A leader must display confidence in all that he/she does. By showing mental, physical and spiritual stamina, a leader inspires his/her people to reach for new heights.
- **Intelligent** – Read, study, and proactively reach out towards challenging assignments.
- **Fair-minded** – Treat all others fairly. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.
- **Broad-minded** – Seek out diversity.
- **Courageous** – Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles.
- **Straightforward** – A leader must use sound judgment to make a good decision at the right time.
- **Imaginative** – Make timely and appropriate changes in thinking, plans, and methods. A leader must show creativity by thinking of new and better goals, ideas, and solutions to problems.

Identifying whether someone is capable of learning to lead is evidenced by display of the following traits:

- **Leadership in the past.** The best predictor of the future is the past. Indicating leadership traits in the past can be taken as a sign of current leadership potential.
- **The capacity to create or capture a vision.** A leader is excited about the future.

- **Practical ideas.** Highly original people are often not good leaders, because they are unable to judge their output. They need somebody else to tell them what will be most likely to work.
- **Brainstorming** is not a particularly helpful practice in leadership, because ideas need to stay practical. Though not everyone with practical ideas is a leader, leaders seem to be able to identify which ideas are more practical than others.
- A person who does not feel **the thrill of challenge** is not a potential leader.
- **People locked in the *status quo* are not leaders.** A leader always believes in the possibility of doing something better.
- **Mental toughness.** No one can lead without at times being criticised or having to face discouragement. A potential leader needs to be mentally resilient. Tough-minded leaders are invaluable for seeing things as they are and for being willing to pay the price for their convictions. Leadership distinguishes one from one's peers in terms of the amount of responsibility that only a leader can carry.
- **Peer respect.** Peer respect shows character and personality, though not ability.
- **Family respect.** The respect of a leader's family for the leader reveals much about his or her potential to lead.
- **A quality that makes people listen to a leader.** Potential leaders exude a "holding court" quality. When they speak, people listen. Though others may talk a great deal, few listen to them. Making a speech does not equate with leadership.

7.7 Leader Attributes

Attributes establish what leaders are. All leaders need at least the following three:

7.7.1 Standard-bearers

Standard-bearers establish the ethical framework within an organisation. Bearing the standards of an organisation demands a commitment to living by, and defending, the climate and culture that a leader wishes to have permeate his/her organisation. What a leader sets as an example will soon become the rule as, unlike with skills or knowledge, ethical behaviour is learned more by observing than by listening. Being a standard-bearer creates trust and openness in employees, who in turn, seek to fulfil a leader's vision.

7.7.2 Developers

Developers help others by means of teaching, training, and coaching, which makes the workplace an exciting place in which to work and learn. A leader must never miss an opportunity to teach or learn something new him/herself. Taking the time to coach others means that someone cares enough to become involved by encouraging and developing others who are less experienced. Employees who work for developers know that they can take risks, learn by making mistakes, and win in the end.

7.7.3 Integrators

Integrators orchestrate the many different activities that take place throughout an organisation by providing a view of the future and empowering others to reach it. Success can only be achieved by means of unity of effort. Integrators have a sixth sense about where problems will occur and always make their presence felt during times of crisis.

7.8 SUMMARY

In Chapter 7 the researcher attempted to present the reader with an overview of the importance of the human dynamics of leadership. Attention was given to the need, nature, functions and attributes of leadership. Special attention was given to the importance of building leadership excellence.

In the next chapter the qualities of leadership will be discussed.

CHAPTER 8

QUALITIES OF LEADERSHIP

8.1 INTRODUCTION

Although the options for leadership are varied, leaders do share a number of different qualities. Many of these characteristics are seen in effective educational managers, which might be why people gravitate towards them and why they seek higher leadership positions. Defining an effective leader probably depends largely on the particular organisation concerned, though certain positive qualities do effectively cut across organisational lines. In general, a good leader can be defined as a person who helps others to succeed. His/her style tends to be open, trusting, and non-manipulative. Instead of telling others what to do or making decisions for them, an enterprising leader helps them to explore problems, seek solutions, and bring about changes together with others.

As a resource person, the leader educates others by alerting them to new ideas and new materials. Such a leader helps others to clarify their tasks and goals, reminds them of the basic principles involved in cultural change, and fosters group decision making and group consensus, when appropriate. The multiplicity of leadership qualities that exist have to be related to people's own personalities and situations. While it is probably impossible for any one person to embody all the qualities of effective leadership at all times, certain qualities, as described in the following, can be seen as exemplifying those that may be viable in an organisation.

8.2 QUALITIES OF LEADERSHIP

Principled

Few political representatives are willing to take a stand today and to fight for what they truly believe in. Not surprisingly, their followers are apathetic, which is reflected in consistently low voter turnout. People want someone in whom to believe, someone who will "fight the good fight", while risking the consequences of doing so. The situation is no different as regards educational managers. A principled leader is also trustworthy. Earning the trust of colleagues is no small feat, and maintaining confidentiality can sometimes be difficult.

Honest and Ethical

Whether or not of their own choosing, people generally follow their leaders. If a leader is honest and ethical, however, he/she will tend to be respected, which is ultimately of greater importance. Honesty, tempered with tact, is always the best policy.

Organised

Disorganised leaders are hard-pressed to handle all their responsibilities both inside and outside an organisation/institution. Being organised, though, does not mean spotlessness, but rather having some kind of system in place, however foreign it may appear to others, that facilitates staying focused and on track, so that one can more easily handle the myriad responsibilities entailed in leading.

Perceptive

Nowadays, too few people listen carefully to what others are saying, and too many ignore facial expressions, gestures, and other clues. Being sensitive to people's needs and concerns is crucial to discerning when your followers are overwhelmed, when a meeting is ceasing to be productive, and when your followers need assistance or direction, for which they may be reluctant to ask.

Sensing what people need and when they need it is a key leadership quality. Successful leaders are able to read people. They mentally note people's reactions and remember certain situations pertaining to the reactions, and they are able to see the intervening linkages. They perceive differences between what people say and what they do. They are observant, noting the politics, identifying potential threats, and adjusting accordingly, so that their actions are more helpful than damaging. Trusting their instincts is another way in which such leaders are effective: they know when to proceed on the basis of their instinctive feelings.

Empathetic and Supportive

People are more inclined to follow someone who understands what experiences they are going through. An empathetic and supportive leader assists others emotionally, socially, and instructionally, and forges connections with them. Leaders find other ways than being judgemental, to help people recognise and learn from their mistakes. Leaders are not so much intent on punishing people, as on helping them.

Altruistic

Much as a mother feeds her children first when there is not enough food for all members of her family, those who put the needs of others ahead of their own tend to have a solid understanding of what true leadership entails. Such sacrifice may involve waiting until everyone else receives supplies or otherwise taking on an unappealing task. Leaders sacrifice their planning periods, their free time, and sometimes their personal lives for the benefit of others. A leader understands that the health of the family depends on letting others eat first.

Accessible

Having an "open-door policy" has lost almost all the clout that it once had. Some profess appreciation for the policy but don't, themselves, practise it; whereas, some preach the policy, while effectively ostracising those who fail to employ it. Leaders obviously should be accessible during contract hours. However, because the nature of the job demands that followers often take their work home, leaders should be accessible after hours as well.

Leaders should make themselves accessible to their followers by giving them both their home phone number and their cellular phone number. When somebody phones a leader after hours, the leader should always seem to appreciate the call. A leader understands that for him/her to be successful, such sacrifice must be made. Leaders should, nevertheless, be able to set certain communication boundaries for their followers, which their followers should be encouraged to respect.

Resourceful

Instead of slowing a good leader down, obstacles are opportunities for a leader to flex his/her problem-solving muscles. People are inspired to work with a leader who can circumvent road-blocks, devise creative solutions, and use networking effectively. For example, a resourceful leader will not accept a shortage of funds as an insurmountable problem; he/she knows whose pockets to pick and knows how to find people who will willingly subsidise the organisation's strategies and work.

Fair

To be professional means to set aside personal prejudices for the good of one's followers. A fair leader hears all voices, does not practise favouritism, and is not self-serving. Treating everyone

fairly is more important than treating everyone equally, and a fair leader is an impartial leader. A leader does not allow friendships or rivalries to impede the group's progress, especially when striving for improved achievement. Leaders understand that they walk a fine line, openly admit that they do so to their followers, and practise fairness towards all whenever possible.

Accepting

Accepting people for whom and what they are shows dignity in leadership. Although placing blame on others may make a leader feel more secure, group morale may suffer as a result. A leader accepts people's flaws and shortcomings and learns how to work with (or around) them). Also, rather than passing the buck, accepting the blame for a problem demonstrates accountability. Followers respect and want to work with leaders who are willing to be accountable, which is a rare quality indeed in the current age of abdication of responsibility.

Vulnerable

Leaders who own up to making mistakes or who are prepared to share their errors with their followers, with an explanation of what they learned from the experience, are valued. Leaders who admit mistakes show a willingness to grow. They are perceived as human, not as unapproachable academics in an ivory tower or arrogant know-it-alls. Not afraid to admit when they do not know an answer, they are willing to learn and to ask others for the answers.

Forward-thinking

Some people have a knack for anticipating what might happen next. Whether such anticipation involves predicting the outcome of a meeting/situation or analysing political and educational trends, the ability to plan is a talent that few possess. Leaders can save their followers both time and growing pains by suggesting possible changes and offering choices rather than less palatable mandates.

Futurists are often risk-takers. Examples of risks include piloting a new idea or strategy or supporting someone who is willing to do so. Similarly, such individuals seize the initiative instead of waiting for others to act. They recognise the far-reaching implications of any effort and start the ball rolling accordingly.

Global

Seeing the bigger picture is a skill that facilitates problem solving. Followers are not always able to understand why decisions are made and how they affect the entire organisational structure, but they do comprehend the ramifications of such decision making for their teams. Leaders are able to see beyond the immediate needs of the organisation.

Decisive and Incisive

Being a leader demands an orientation towards action-oriented and decision making: achievers receive due recognition for taking the initiative and making things happen. Penetrating to the heart of an issue shows a keen and quick mind, as well as saving precious time. In a profession where time is limited and people spend an inordinate amount of time discussing, debating, and deliberating issues, respect belongs to the person who, without making a rushed decision, can consider all angles of a problem and cut to the chase.

Intelligent

Leaders are only respected if they have in-depth knowledge of their supposed area of expertise. If followers realise that their leaders lack such insight, they will run circles around their leaders and play the situation to their advantage to achieve their way. Similarly, educators resent leaders who simply give an answer because they are expected to provide one. Followers can sense those who have to fake their way. Even though it may seem that anti-intellectualism is rampant in society, followers value intelligence and yearn for an intelligent leader.

Committed

If leaders are not committed to what they are doing, their apathy shows. The leader who possesses commitment to a particular organisation's long-term commitment to social change has a vision of what the future can be.

Positive outlook

Negative people and negative situations abound. A leader should radiate a positiveness that is set on looking for solutions to problems instead of focusing on the negatives.

Confidence/Self-assurance

A leader needs confidence in him/herself. This does not mean that the person knows everything, but means he/she is self-assured enough to ask questions and to admit weaknesses. The

confident and assured person accepts compliments as well as criticism. Confidence is not only important in individual dealings and relationships, but also in situations when the organisation/institution is facing an adversarial person who is representing an unjust position. The leader must have the confidence to stand firm on a position based on achieving planned objectives.

Trust in people

Leaders must fundamentally trust and like people. They must draw out the best in people and urge them to live up to their standards, as opposed to waiting for people to falter. Most people live up to the high standards and trust placed in them.

According to Sadler (1998:48), a leader, in order to be effective, should possess the following qualities:

- the courage to manage the organisation effectively
- a desire to lead others to success
- loyalty to others
- a positive outlook and influence on others
- an addiction to clarity
- an ability to work hard without being a workaholic and the ability also to encourage people to work hard
- an emphasis on the importance of both people and productivity
- an ability to work systematically within a cultural framework
- an ability to build a supportive community
- an ability to uphold time management principles
- emotional stamina, consisting of the ability to persist in the face of disappointment
- physical stamina
- decisiveness
- empathy, including sensitivity to other peoples' values and other cultures, beliefs and traditions
- a sense of anticipation
- self-confidence and commitment
- credibility among his/her followers
- accountability, especially never heaping praise on oneself for one's own achievements or laying blame on others for what one fails to bring about

- recognition of responsibility as the key element in success
- stewardship, involving custodianship of the interests and well-being of those who serve as leaders
- tenacity
- dependability

John P Kotter listed the following personal qualities as necessary for effectiveness at senior level:

- a relevant knowledge of technologies, markets, and people
- a keen mind, analytical ability, the capacity to think strategically and “multi-dimensionally” and sound judgement
- an impressive track record
- sound relationships with key players both inside and outside the business, organisation, or institution
- sound interpersonal skills and integrity
- a surfeit of energy
- a determination to lead
- self-confidence

According to Ramsey (1999:9–10), the following qualities distinguish effective leaders from run-of-the-mill managers:

- passion for people
- authenticity (Phonies do not make good leaders.)
- tenacity/persistence (Good leaders never give up on either followers or themselves.)
- tolerance of ambiguity (the capacity to live with partial fulfilment and unsolved problems)
- flexibility
- a commitment to excellence
- a reality-based attitude
- technological know-how
- a commitment to lifelong learning.
- optimism and hope (a positive view of life, the organisation, followers, and the future)
- a philosophy of risk-taking (the willingness to be uncomfortable)
- a fascination and comfort with change
- buoyancy (the ability to bounce back from setbacks)

- goal-setting skills
- decision-making and problem-solving skills
- political savvy
- higher-level thinking skills
- a professional image
- the ability to elicit the most from others
- the ability to close a deal and to finish a project
- a commitment to ethical leadership
- common sense and uncommon sensitivity
- the willingness to be intuitive (to trust their instincts)
- a genuine love and concern for people
- outstanding physical and mental health and a balanced lifestyle

No leader possesses all of these qualities, though all leaders possess most of them. Each quality can be learned, acquired, or developed. The leading distinction between effective leaders and also-rans, wannabes, or run-of-the-mill managers is passion. While the remainder of these qualities may be able to be taught, nurtured, and sharpened, passion may have to be in-born..

8.3 SUMMARY

In Chapter 8 the researcher attempted to give the reader an overview of the different qualities required for leadership. Emphasis was placed on qualities that leaders need in order to successfully manage an organisation. This chapter examined the characteristics that Sadler (1998) identified as forming assets for leaders: an ability to give direction; encourage others; look ahead positively; work hard, though not obsessively; and to build a supportive community.

Chapter 9 presents the research methodology used for this study.

CHAPTER 9

RESEARCH METHODOLOGY

9.1 MOTIVATION FOR THE SELECTION OF RESEARCH INSTRUMENTS

The researcher employed various research instruments in order to gather data towards the compilation of this thesis on leadership. Apart from conducting a detailed literature review, the researcher used interviews and questionnaires to gather the relevant data. Below follows an overview of these instruments and a motivation for their selection for this study.

9.1.1 Interviews

According to Cannell and Kahn (1968: 34), a research interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and is focused on current content specified in terms of specified research objectives of systematic description, prediction or explanation. Behr (1973) describes the interview as a direct method of obtaining information from a face-to-face situation.

In this study, the researcher used structured interviews. A structured or standardised interview is one in which the procedure to be followed is determined in advance. An interview schedule (guide) is prepared in which the pattern to be followed in the interview, as well as the wording of questions and instructions, are set out beforehand. An interview schedule usually stipulates the following:

- the purpose of the research
- a review of relevant literature
- the sample to be selected
- the structure of the interview itself
- how the questions were developed
- a description of the pre-testing of the interview

- how the interviews were conducted

The researcher also carefully followed the rules below regarding the interview schedule (guide), as recommended by Belson (1981):

- Try out the schedule (guide) in a few interviews in order to check vocabulary, language level, and respondents' understanding of questions and reactions to the interview.
- Interact with the respondent as an equal. Never talk down to respondents, and do not try to court their favour.
- If sensitive questions are to be asked, remind the respondent that answers will be held in strict confidence. If the respondent seems to hesitate, explain the procedures that will be used to ensure confidentiality in detail.
- Avoid hinting at a preferred response, either by way of specific comment, tone of voice or non-verbal cues, such as shaking the head. The interviewer must maintain a neutral stance on all questions in order to avoid biasing the responses that he/she receives.

Of all the methods and techniques used in research, the personal interview is certainly one of the most important. According to Mason and Bramble (1978: 85), the interview method of data collection is quite flexible and can be easily adapted to a variety of situations. The main reason for the flexibility of the method is the presence of the interviewer, who can explore responses with the person being interviewed, ask additional questions to clarify points, and, in general, tailor the interview to the situation.

According to Steward and Cash (1982:45) and Cannell and Kahn (1968: 42), the interview as a research method is unique in that it involves the collection of data through direct verbal interaction between individuals. It has the following **advantages**:

- **Flexibility:** Interviewers can probe for more specific answers and can repeat a question when the response indicates that the interviewee has misunderstood the question.
- **Response rate:** An interview does not have a time limit. Verbal responses can be provided.

- **Non-verbal behaviour:** The interviewer is present to observe non-verbal behaviour and to assess the validity of the interviewee's answers.
- **Control over the environment:** The interviewer may standardise the interview environment, for example by ensuring privacy and quiet.
- **Question order:** The interviewer has full control over the order of questions to be answered.
- **Spontaneity:** The interviewee cannot retract an answer once it has been given, as the interviewer can record answers as provided.
- **Answers from the respondent only:** The interviewee cannot ask anybody else to answer on his/her behalf.
- **Completeness:** The interviewer can ensure that all questions have been answered.
- **Time of interview:** The interviewer can record the exact time, date and place of the interview.

9.1.2 Questionnaires

According to Behr (1973: 59), though the terms "questionnaire" and "schedule" are often regarded as equivalent, a technical distinction between the two does exist. The questionnaire is a document normally distributed through the post to be completed by the respondent him/herself in his/her own time. On the other hand, a schedule is a form filled out by the investigator in the presence of the respondent. According to Good (1963: 112), the questionnaire technique for gathering data is estimated to be used in more than half the total research studies undertaken in the field of education. While many questionnaires are used to obtain factual information, others are concerned with eliciting the respondents' opinions, attitudes and interests.

According to Mason and Bramble (1978), a questionnaire is self-administered. Tuckman (1978) affirms that questionnaires are used by researchers to directly convert the information received from respondents into data. This approach makes it possible to measure what the respondent knows, likes and dislikes and to determine what he/she thinks.

For this study the researcher used the multifactor leadership questionnaire (MLQ). Permission was granted to the researcher by the Productivity Development Business Learning Consultants in Randburg to use the MLQ for his research. The researcher followed the steps below in successfully administering the questionnaire:

– **Defining the objectives**

The first step in carrying out a satisfactory questionnaire study is to define the problem and to list specific objectives to be achieved or the hypothesis to be tested by means of use of the questionnaire. In preparing the objectives or hypothesis, one should keep in mind the methods of data analysis that will be applied to the returned questionnaires.

– **Selecting a sample**

Once the relevant objectives or hypothesis are clearly stated, you should identify the target population from which your sample will be selected. The most obvious consideration involved in the selection of subjects for a questionnaire study is to find those who will be able to supply the information required. Most questionnaire studies conducted in education are aimed at specific professional groups. Once it has been established that the professional group selected actually has access to the information that one wishes to obtain, the entire group can be surveyed or a sample can be selected (the "sampling frame").

– **Writing questionnaire items**

Each item on the questionnaire must be developed to measure a specific aspect of the hypothesis or one of the objectives concerned. The researcher should be able to explain in detail why he/she is asking the particular question and how the responses will be analysed. An effort should be made to frame questions in language that the respondents will understand. Questions may either be closed, in terms of which the question permits only certain responses (such as in the form of a multiple-choice question), or open, in terms of which subjects make any response they wish in their own words (such as in the form of an essay question).

In constructing questionnaire items, the researcher acted in accordance with the following rules prescribed by Belson (1981), to evaluate the likely effectiveness of the MLQ:

- Clarity is essential; ambiguity must be avoided.
- Short items are preferable to long items, because the former are easier to understand.
- All items should be couched in positive terms.
- “Double-barrelled” items, which require the subject to respond to two separate ideas with a single answer, should be avoided.
- Avoid use of technical terms, jargon and unnecessarily difficult words that some respondents may not understand.
- When asking both a general and a related specific question together, ask the general question first. Asking the specific question first, would tend to narrow the focus of the following general question and to affect responses to the general question.
- Finally, it is of paramount importance that all questions be unbiased.

– **Constructing the questionnaire format**

The questionnaire and the cover letter are the main sources of information to which the subject will refer in deciding whether or not to complete a research questionnaire. According to Berdie and Anderson (1974: 66), the following rules for questionnaire formats must be considered carefully:

- Make the questionnaire appealing.
- Avoid using the words “questionnaire” or “checklist” on your form, as prospective respondents may find such words intimidating.
- Organise and lay out questions in such a way as to facilitate their answering.
- Number the questionnaire items and pages appropriately.
- Put the name and address of the person to whom the form should be returned at both the beginning and end of the questionnaire, even if a self-addressed envelope is included.
- Include brief, clear instructions, printed in bold type.

- Include enough information in the questionnaire to ensure that items are meaningful to the respondents concerned.
- Use examples to illustrate what is meant by any of the questions that might otherwise be confusing or difficult to understand.
- Organise the questionnaire logically.
- When moving to a new topic, include a transitional sentence or a heading to help respondents focus anew.
- Begin with a few interesting and non-threatening items. Do not start the questionnaire with an open-form item that requires much writing.
- Include any problematic questions near the end of the questionnaire.

– **Pre-testing**

Researchers should thoroughly pre-test their questionnaires before use. For the pre-test, a sample of individuals should be selected from a population similar to that from which the research subjects themselves will be drawn. Belson (1981) proposes that respondents be asked to repeat their understanding of the meaning of each question in their own words. If need be, questions can then be revised and re-asked, until they are understood by all or most members of the pre-test sample. When the pre-test results are in, first check the percentage of replies obtained. In this study, a pre-testing exercise was conducted with 25 Grade 12 learners and 41 educators.

– **Preparing a letter of transmittal**

A major problem when conducting a questionnaire survey is to secure a sufficient percentage of responses to use as a basis for drawing general conclusions from the survey. Perhaps the most important single factor in determining the percentage of responses that are likely to be obtained is the letter of transmittal used with the questionnaire. This letter, though by nature brief, must yet present the study in such a favourable way as to ensure that you are to obtain a satisfactory percentage of responses. Favourable presentation of the study can be achieved in the following way:

- Give the subjects good reasons for completing and returning the questionnaire by a certain date.

- Include a brief assurance of confidentiality.
- Briefly explain the purposes of the study in such a way as to make the subjects feel that their contribution to the study counts.
- Always give a small reward on receipt of the completed questionnaire.

– **Sending out the questionnaire**

The final questionnaire must be mailed, e-mailed or delivered as soon as possible to the selected subjects. Other methods of delivery can also be utilised. In this study, for example, the researcher delivered both pre-test and post-test questionnaires to the selected subjects at the six different schools in the West Coast/Winelands Education Management and Development Centre (EMDC).

– **Follow-up**

The researcher based his follow-up on the following guidelines:

- A few days after the time limit stated in the letter of transmittal, if a response has not yet been received, it is advisable to send out a follow-up letter, along with yet another copy of the questionnaire.
- Try to change the approach, using a basis other than that first used to appeal for co-operation.
- The follow-up letter should generally assume the tone that the researcher is sure that the individual did indeed wish to complete the original questionnaire, but perhaps due to an error on the researcher's part or to some other oversight, the completed questionnaire was not returned.
- The follow-up letter should then once more point out the importance of the study and the value of the chosen individual's contribution to the project, using a different emphasis and wording than that used in the original letter.
- In the past, reminders on postcards have also been used, and in some cases have been found to be as effective as letters.
- As a rule, if careful attention is given to the design of the questionnaire, the letter of transmittal and the follow-up letter, a sufficient number of subjects will respond.
- In cases requiring a high degree of response, the researcher may need to conduct further follow-ups, using different approaches each time.

- A second follow-up letter will generally elicit more responses, but the use of a new approach might bring in all the additional cases needed.
- Using the telephone, certified mail and e-mail for follow-up tends to be very effective.

– **Analysis of the results**

If the questionnaire is pre-coded, the information can be transferred to coding sheets and then punched out on data cards. The most commonly used type of scale is that devised by Likert (1967). The data cards are then fed into a computer to obtain the statistics required. If the researcher wishes to make use of a computer to analyse results obtained from a questionnaire, he/she must prepare his/her coding scheme to fit the program specifications.

According to Carlson and Thorne (1997:36), although manual computation of numerical descriptors is possible for smaller data sets, most often summarisation of data is easiest to accomplish with the help of computer software, such as Minitab, the Statistical Analysis System (SAS), the Statistical Package for the Social Sciences (SPSS), the University of Southern California (UCLA) Biomedical Statistical Package (BMDP), or Systat. These programs all include a user-friendly interface that provides access to a number of analytical procedures and data files. With technological advances, nearly everyone has immediate access to the computation of these statistics.

Most computer packages provide a capability for using a set of commands that are written in a computer file and then executed in sequence. These command files, often called macros, are extremely useful if an analysis procedure is to be executed a number of times on different data sets. Macros increase the speed of analysis, because the user does not have to retype each step. They also ensure that the same analysis is performed on each data set.

Computer analysis requires data files that are often structured as a rectangular table or data matrix containing the observations for several variables. Each row contains the data for one observation and each column contains the data for a different variable. Variables are often defined in a data dictionary. A data file

contains the observations for the variables that are being described and analysed. A data dictionary contains descriptions for the variables in a data file.

According to Book and Epstein (1982:7), many think that business decisions are now easier to make due to the increased flexibility of computers to sort and analyse masses of data. Computers are widely recognised as being able to digest, store, and categorise information at far greater speeds and volume than is possible manually. With each new generation of computers, the speed and volume of data processing increases and the associated costs decline. People often forget, though, that computers are merely machines. They do only what they are told to do. So, again, the human decision maker is the one who must understand what questions to ask and how to ask them in order to obtain meaningful output.

The use of statistics as both a descriptive and an analytical tool enables decision makers to formulate and then resolve certain business/management problems within a coherent and logical framework.

Illustrating of data

Quantitative data can be extracted from many different sources and may be used for a variety of reasons. According to Slater and Ascroft (1992:16), the following three basic types of quantitative data exist:

- **categorical** – categorical data that can only be sorted into groups, e.g. eye colour.
- **ordinal** – ordinal data that can be arranged in order, but that cannot be measured on an objective scale, e.g., an individual's preferences
- **cardinal** – cardinal data that can be measured against some objective scale, e.g. the number of cars owned

One of the most effective ways of conveying numerical information is by means of pictures and diagrams. Many people might ignore any data presented as part of a table of figures, but a picture is more likely to attract and hold their attention. Newspaper and journal articles feature a wide variety of diagrams representing

quantitative information. Unfortunately, if such diagrams are not well-devised, they can also appear to misrepresent data. Slater and Ascroft (1992:16) list the following types of visual descriptions of data:

- bar charts
- pictorial graphs
- pie charts
- histograms
- frequency distributions
- Lorenz curves

Bar charts

Bar charts can be used to represent categorical data and to show comparative figures for the same variable. In bar charts the figures are illustrated by a series of rectangles, which are all of equal width, in which the length of the bar is proportional to the size of the figure represented.

Pictorial graphs

Pictorial graphs are used for creating a general impression, rather than a detailed analysis. They are often used in literature aimed at the general public, where the need is to gain the readers' attention rather than to perform an in-depth analysis of a topic. One of the most effective ways of gaining attention involves the use of three-dimensional diagrams, which are especially easy to misinterpret. When the basis of construction is omitted, as it often is, it may be difficult to interpret pictorial graphs.

Pie charts

A pie chart consists of a circle divided into sections, which is frequently used to show the constituent parts of some aggregate figure.

Histograms

Though, at first sight, a histogram may appear similar to a bar chart, the basic difference between the two is that the area, rather than the height, of each block in a histogram represents the frequency of a group. Histograms are commonly used to

represent frequency distributions and probability distributions. They also effectively illustrate the relationship between discrete and continuous probability distributions.

Frequency distributions

A frequency distribution summarises large data sets, organising and presenting the data in tabular form. A set of data is classified into subgroups, called classes, and the frequency or number of observations in each class is recorded.

Lorenz curves

A Lorenz curve is often used to illustrate the overall distribution of income or wealth in the economy, or to show the effects of taxation on income distribution. Such information is useful for monitoring the overall purchasing power within an economy and in noting whether or not there is a small group of particularly affluent people whom they may wish to target with their product. Trends in post-tax income distribution are also useful for monitoring changes in buying power in an economy.

A Lorenz curve consists of a graph with a line at forty-five degrees to the horizontal (which represents equality of distribution), and a plot of cumulative percentage of each factor under consideration. For an income distribution, one axis would contain the cumulative percentage of the population, while the other would show the cumulative percentage of income earned by the groups within the population.

The t-test

The t-test assesses whether the means of two groups are statistically different from each other. This analysis enables comparison of the means of two groups. The t-test addresses whether the means are, in fact, statistically different. The t-value will always be positive if the first mean is larger than the second and negative if it is smaller. Once you compute the t-value, you have to look up the value in a table of significance to see whether the ratio is large enough to allow you to say that the difference between the groups is not likely to have been a chance finding. To test the significance of your finding, you need to set a risk level (called the alpha level). In most social research, the "rule of thumb" requires that you set the alpha level at .05. Setting the alpha level at this level of risk means that five times out of a hundred you

should find a statistically significant difference between the means, even if none were to exist.

You also need to determine the degrees of freedom (df) for the t-test. In the t-test, the degrees of freedom (df) are the sum of the persons in both groups, minus 2. According to Trochim (2002:47), given the alpha level, the degrees of freedom, and the t-value, one can look the t-value up in a standard table of significance (available as an appendix at the back of most statistics texts) to determine whether the t-value is large enough to be significant. If so, you can conclude that the difference between the means for the two groups is different (even given the variability). Statistical computer programs routinely print the significance test results.

The t-test tests the difference between two sets of data in cases where the individual members of one sample are directly related (paired) to corresponding individual members of the other sample. The two-sample t-test can be used only if the individual members of one sample are independent of the individual members of the other sample. Therefore, the paired t-test can be viewed as a replacement for the two-sample t-test when the two samples of data are not independent of each other.

– **Preparing the research report**

The results of the research must be available to interested parties in the form of a written report. The report must be written in a clear and concise style that makes for easy reading. The grammatical structure of sentences must be correct and the presentation of the report neat, attractive and systematic. Reports, if not printed, should be typewritten and properly bound. A report can be in the form of an article, dissertation or thesis.

The following **advantages** to be gained from using a questionnaire convinced this researcher to make use of this type of instrument:

- Use of a questionnaire permits a wide coverage at the least expense of time and money.
- Such use reaches people who might otherwise be difficult to contact.

- Such use lends itself well to the collection of data that can be obtained in no other way.
- Such use overcomes the obstacle of not being able to interview individuals personally.
- Wider coverage makes for greater validity in the results by promoting the selection of a larger and more representative sample.
- Because of its impersonal nature, use of a questionnaire may elicit more candid and objective replies and therefore more valid responses than other means of doing research might.
- The questionnaire permits for well-considered and more thoughtful answers.
- Use of a questionnaire enhances progress in many areas of educational research and brings to light much information that might otherwise be lost.
- Such use obviates the influence that the interviewer might otherwise have on the respondent.
- A well-compiled questionnaire can be assessed without much loss of time.
- Use of a questionnaire allows for uniformity and ensures that answers are more comparable.

9.2 RESEARCH METHODOLOGY

As already explained, the researcher employed various research methodologies in order to gather data towards the compilation of this thesis on leadership. The research brought to the fore a document (body of knowledge) that could be effectively used by any organisation in public education or in the business world.

The gathering of information was mostly done by reading and studying books and educational magazines containing information on leadership strategies and development. The researcher also found valuable information on the Internet (EBSCO, Google.com, Amazon.com, Noble.com, Borders.com).

Interviewing (structured interviews) was the primary method of research used for collecting empirical data. The aim of this methodology was to attain the required information timeously from four identified local-circuit managers and two non-government organisation (NGO) consultants in education. This method of research

was chosen, as it was believed that more accurate data could be obtained in this way within the limited timeframe available. The use of interviewing techniques appears to ensure more focused responses, providing relatively little possibility of misinterpretation, as well as more relevant responses.

For this purpose the multifactor leadership questionnaire (MLQ) was administered to a single target group. The questionnaire (see Annexure 1) was specifically used for educational managers (principals) and learners in target schools in the West Coast/Winelands EMDC. Comprising 45 questions, the questionnaires focused on the principles entailed in transformational and transactional leadership, as well as on other leadership aspects (which are discussed in detail in paragraph 3.3.5) and the extent to which such leadership styles are realised in the target schools. These factors include: idealised influence (attributes); idealised influence (behaviour); inspirational motivation; intellectual stimulation; individualised consideration; constructive consideration; management by exception (active); management by exception (passive); laissez-faire; extra effort; effectiveness and satisfaction. The results of the questionnaire are discussed in Chapter 11. Ten days prior to the actual issuing of the questionnaire, the researcher sent pre-notification letters (see Annexure 2) to all identified respondents to allow them enough time to prepare to provide well-informed input.

The questionnaires were sent out to **302** selected grade 10 to 12 learners at 6 different schools in the West Coast/Winelands EMDC. Each learner selected 3 others (an educator, a parent and a community leader) to be part of the evaluation process. A total of **906** questionnaires were delivered to the selected people by each learner. A total of **1 208** questionnaires was sent out. Each school followed a different *modus operandi* for selecting those of their learners who would attend the empowerment sessions. Most schools sent their school council members and prefects to the sessions. Prior to the empowerment sessions, the researcher met with the learners and educator in order to explain the purpose of the sessions and the use of the MLQ, as well as to present them with a structured programme for the sessions. Chapter 10 provides a comprehensive discussion of the empowerment sessions, while Chapter 11 discusses details pertaining to the MLQ. Each selected subject (learner) had to obtain **three** raters who served to evaluate

his/her performance. The three raters, consisting of an **educator**, a **parent** and a **community leader**, had also to carry out the post-evaluation of the chosen leader. On the completion (during the post-evaluation) and the return of the questionnaires a small token of appreciation in the form of a key-holder was awarded to the learners, educators, parents and community leaders concerned.

The results of the questionnaire are given and analysed in Chapter 12.

Interviews lasting approximately 65 minutes each were conducted with 4 circuit managers in the West Coast/Winelands EMDC, as well as with 3 consultants of NGOs. Structured questions (see Annexures 3 and 4) were used during the interviews, aimed at eliciting information regarding the role of leadership in public schools. The interviews provided a great deal of relevant information.

9.3 LIMITATIONS OF THE STUDY

Three problems were encountered during the research:

- The appointments with the Western Cape minister of education and the superintendent-general of the Western Cape Education Department (WCED) could not take place, due to their other education-related commitments. Their lack of involvement in the current project has unfortunately led to the loss of knowledge that might otherwise have been gained.
- The appointment with the Western Cape Premier and some of his cabinet ministers could not take place, due to their other commitments to government-related issues.
- An educational manager (principal) of a private school was willing neither to make the time nor the learners available to complete the questionnaires and consequently the opportunity to learn from their success in the field of leadership was lost.

Despite his lack of success so far, the researcher will, nevertheless, continue his efforts to interview the above-mentioned persons in order to gain from their

experience, ideas and successes regarding leadership in education. Special efforts must be made to gain the support of the above-mentioned persons to establishing the Leadership Institution in South Africa, and especially in the Western Cape.

9.4 SUMMARY

In this chapter the researcher explained why specific research instruments, namely interviews and questionnaires, were selected for the purposes of this study. In addition, the research methodology employed and the limitations to the study were discussed.

In Chapter 10 details regarding the empowerment sessions conducted are discussed.

CHAPTER 10

EMPOWERMENT SESSIONS

10.1 INTRODUCTION

One of the aims of the Multifactor Leadership Questionnaire (MLQ) is to empower the subjects by means of workshops that they attend after the pre-evaluation. The following six schools in the West Coast Winelands Education Management Development Centre (EMDC) were chosen as sites for such workshops:

Schoonspruit Secondary School, Malmesbury;
Wesbank Secondary School, Malmesbury;
Swartland High School, Malmesbury;
Steynville Secondary School, Piketberg;
Weston Secondary School, Vredenburg; and
Diazville High School, Saldanha.

Permission was granted by the Western Cape Education Department (WCED) to work with grade 10 to 12 learners from February 2004 till May 2005. Prior to the empowerment sessions, the researcher personally requested the permission of six different principals and the circuit managers in the area to work in their schools and to brief them about the envisaged sessions, as well as about their anticipated outcomes. The following well-structured modus operandi was followed:

- **Information session with principals and circuit managers** (6 sessions of 1 hour each)
The researcher informed the principals of the selected schools and the circuit managers in the following way:
 - a presentation of the documentation (in the form of the letter of permission) showing the approval of the WCED for the researcher to conduct his research in the specific schools chosen
 - an explanation of the MLQ
 - an explanation of how the subjects (learners) would be selected by the relevant school structures to participate in the empowerment sessions
 - a presentation of the letter that would be sent to the relevant parents informing them about the programme

- a submission of a structured schedule for the different empowerment sessions to be conducted with the learners
- a time for questions and answers relating to the empowerment sessions
- **Information session with the learners** (6 sessions of 1 hour each)

The following was covered with the subjects (learners) during the first session:

 - the letter of permission from the WCED, allowing the researcher to work at the different schools
 - an explanation of the MLQ
 - a discussion regarding the possible outcomes of the various empowerment sessions and their commitment to them
 - a structured schedule of the different empowerment sessions to be held with them
 - a time for questions and answers relating to the empowerment sessions
- **The first evaluation session:** Administration of the MLQ (6 sessions of 1 hour each)

This session involved:

 - handing out the MLQ to the relevant subjects.
 - working through the questionnaire with them.
 - distributing the MLQ rater booklets and answer sheet to those persons selected by the learners to be their raters.
 - explaining the modus operandi regarding the completion and collection of the completed MLQ.
- **Empowerment sessions** (5) with the learners (5 sessions, amounting to a total of 96 hours)
- **The final evaluation session:** The MLQ (6 sessions of 2 hours each)

Information session with principals and circuit managers

As mentioned, the researcher had a most fruitful information session with the different stakeholders to inform them of the empowerment sessions and their anticipated outcome. The researcher was successful in gaining the commitment of the principals and circuit managers to the project.

Information session with the learners

During the sessions, the researcher explained the MLQ to the learners. Each subject (learner) had to nominate three role-players to evaluate his/her leadership potential and related abilities.

10.2 EMPOWERMENT SESSIONS

10.2.1 Session 1

The following detailed schedule was presented to the subjects regarding the five empowerment sessions to be held at each school:

Interpersonal skills

The scheduled timetable for the sessions with the learners read as follows:

Town	School	Date	Time
Malmesbury	Schoonspruit Secondary	2004-02-26	14:00 – 17:00
Malmesbury	Wesbank Secondary	2004-03-01	14:00 – 17:00
Malmesbury	Swartland High School	2004-03-02	14:00 – 17:00
Piketberg	Steynville Secondary	2004-03-03	13:00 – 16:00
Vredenburg	Weston Secondary	2004-03-04	09:00 – 12:00
Saldanha	Diazville High School	2004-03-04	13:00 – 16:00

Content of the empowerment session

The following interpersonal skills were discussed with the subjects:

* Listening – Many people think that nothing is more simple than listening. After all, supposedly one can simply sit back and register the noises in one's surroundings. But it is not that simple. Simply registering sounds is what one calls "hearing". Listening entails, apart from registering sounds, also giving meaning to the sounds. Since that is the case, it follows that listening also presupposes understanding, and having the ability to interpret and concentrate, as well as a sound memory. One can, therefore, assume that listening is difficult. It is not surprising that most people are bad listeners.

- * **Setting goals** – Setting goals is an important interpersonal skill for two reasons. In the first place, each employee needs to know of what his/her tasks consist and what he wants to accomplish at work. The leader is largely responsible for this. In the second place, setting goals can be used as a motivating tool aimed at encouraging employees to perform more effectively.
- * **Giving feedback** – Providing positive feedback requires a leader to formulate the feedback in descriptive and non-judgemental terms (focusing on behaviour and not on verbally attacking the person him/herself). A leader should always consider the needs of the people receiving the feedback. Appropriate timing of the feedback and clearly contextualising it is very important. A leader should always justify negative feedback in terms of hard facts and concrete examples.
- * **Negotiating** – Negotiating is an elementary means of getting something done by others. It is a form of communication between two or more parties, in which the aim is for the involved parties to come to an agreement. This presupposes that the involved parties' interests diverge: without differences, negotiating would not be necessary. This, however, also presupposes common interests between the parties involved. If no common interests are shared, the chances of achieving a positive result are nought in advance.

Therefore, negotiating successfully means that the involved parties:

- **must have a clear picture of why and how their opinions differ.**
- **must search for common interests during the negotiating process.**

Handling conflicts – In every organisation people battle for more power, influence and means. People have mutual differences of opinion, either because their norms and values clash or because they have different goals and priorities.

In every organisation, there are differences in opinion, frictions and conflicts. These differences can manifest in three ways: in discussions, in competition and in unfruitful conflicts. Discussions and competition are generally regarded as fruitful conflicts – in other words, conflicts that benefit the organisation and its employees. Discussions and competition generally have a positive influence on the organisation, which is contrary to the unfruitful conflicts.

The management of an organisation has the important task of ensuring that conflicts are controlled. This means that conflicts should manifest themselves in significant discussions and

healthy competition. Management's task in this context is twofold: on the one hand, it should take care that discussions and mutual competition do not deteriorate into pointless conflicts. On the other hand, it should take care that pointless conflicts are brought back to the level of discussion and competition. In short, management has the double task of either avoiding the escalation of conflicts or controlling conflicts that have already escalated past the level of discussion and competition.

The following five phases of an escalation model of conflicts (developed by Pondy in 1967) can help any leader in an organisation manage conflict:

During the first phase, the conflict is only latent. The people or groups involved are not yet fully aware of the fact that a conflict between them is about to manifest itself. Nevertheless, already a fair amount of friction exists between the parties involved.

During the second phase, those involved realise the reality of the conflicting situation. They become aware of the existence of contradictory interests. Which people support each other becomes clear. The latter often also holds true for those not directly involved in the conflict. During this phase, everyone involved still thinks that the conflict can be settled by rational means. People try to reach a solution by means of discussions, meetings or negotiations.

During the third phase, the rational attitude regarding the conflict fades away. The parties in the conflict become more and more emotionally involved in the issue that they are defending. People are less and less open to rational criticism of their ideas, because they have started to become personally associated with their ideas. The result is that the discussion is no longer about ideas, but is rather about those involved in the conflict.

Only during the fourth phase does the conflict manifest itself fully. Those involved start becoming aggressive, or they try to obstruct or frustrate each other as much as possible. Attempts to solve a certain problem don't work during this phase, because the parties involved don't allow each other any leeway. The parties don't listen to each other any more – they doubt each other's good intentions, and even literally come to blows. Discussion is no longer fruitful and competition is no longer healthy during this phase.

The fifth and final phase concerns the aftermath of the conflict. During this phase two possibilities exist: either people succeed through negotiations in reducing the conflict to manageable proportions (in de-escalating it) or the conflict ends in an ever-increasing spiral of intensity (escalating).

Work Assignment

Choose any two interpersonal skills that you lack, change your behaviour regarding the skills and try to implement your changed behaviour in your daily life. Try to influence your friends and family members positively regarding the two interpersonal skills that you have chosen.

10.2.2 Session 2

Effective communication

The scheduled timetable for the sessions with the learners read as follows:.

Town	School	Date	Time
Malmesbury	Schoonspruit Secondary	2004-04-12	14:00 – 17:00
Malmesbury	Wesbank Secondary	2004-04-13	14:00 – 17:00
Malmesbury	Swartland High School	2004-04-14	14:00 – 17:00
Piketberg	Steynville Secondary	2004-04-19	14:00 – 17:00
Vredenburg	Weston Secondary	2004-04-21	10:00 – 13:00
Saldanha	Diazville High School	2004-04-21	14:00 – 17:00

Content of the empowerment session

The following components of effective communication were discussed with the learners:

What is communication?

Communication can be defined as a two-way process, in terms of which information (the message) is sent from one person (the sender) through a channel to another person (the receiver), who, in return, reacts by providing feedback.

Categories of communication

Intrapersonal communication is a form of communication within oneself that occurs when one thinks about something or subconsciously talks to oneself.

Includes: Writing diaries – Planning a presentation – Dreaming – Working out a problem

Interpersonal communication occurs between people and can consist of:

- conversation between colleagues or friends
- discussions during formal meetings
- interviewing a job applicant
- chairing a meeting
- presenting a speech

Extra-personal communication consists of communication between a person and an animal, an object or a plant.

Mass communication consists of communication between a sender and a large number of people who do not know one another.

Such communication refers to message transmitted by way of the mass media, such as:

Television – Radio – Film – Newspapers – Books – Computers – Magazines

Hints for effective communication

Personality – You should know as much as possible in advance about those whom you are likely to be seeing. Avoiding being too familiar with them when you meet them. Never lose your temper with others, or show that you are bored or impatient. A warm and friendly greeting may help to establish a positive atmosphere that sets the scene for effective communication.

The frame of reference refers to the way in which people think about others.

Always acknowledge the importance of others. Show them the necessary respect. Choose your words carefully when you speak to them and always be aware of cultural diversity.

Reasoning – Structure your words and thoughts logically. Think and plan before you speak.

Emotions – Emotional outbursts and personal problems are unacceptable. Always control your emotions. Know when to keep quiet and let others have their say first.

Zones of communication

The four communication zones are as follows:

An intimate zone exists between the sender and the receiver when they stand within a half-metre of each other.

A personal zone exists between the sender and the receiver when they stand within one-and-a-half metres of each other.

A social zone exists between the sender and the receiver when they stand within one and two metres of each other.

A public zone exists between the sender and the receiver when they stand within more than three metres of each other.

Work Assignment

Try to implement the guidelines for effective communication within your own home and school, by influencing your friends and family to use effective communication skills in their daily lives. Note how a positive attitude towards effective communication influences their behaviour.

10.2.3 Session 3

Leadership

The scheduled timetable for the sessions with the learners read as follows:

Town	School	Date	Time
Malmesbury	Schoonspruit Secondary	2004-06-08	13:00 – 17:00
Malmesbury	Wesbank Secondary	2004-06-09	13:00 – 17:00
Malmesbury	Swartland High School	2004-06-10	13:00 – 17:00
Piketberg	Steynville Secondary	2004-06-15	13:00 – 17:00
Vredenburg	Weston Secondary	2004-06-21	12:00 – 16:00
Saldanha	Diazville High School	2004-06-23	10:00 – 14:00

Content of the empowerment session

The following definitions were discussed at the beginning of the empowerment session:

Leadership is the behaviour of an individual when he/she is directing the activities of a group towards attaining a shared goal.

Leadership is an interpersonal influence, exercised in a particular situation and directed by way of communication.

Leadership is an interaction between persons in which one presents certain information in such a way that the other becomes convinced that his/her outcomes will be improved by having heard the information.

The learners then had the opportunity to formulate their own definitions of leadership.

Types of leadership

Status leadership is the type of leadership associated with a particular position, such as that exercised by a principal, director, chairperson or president.

Leadership exercised by someone who holds no special position, but that emerges in relation to particular problems, is called **emergent leadership**.

Transformational leadership is the type of leadership that brings about change in an organisation by way of developing a vision for the organisation, communicating that shared vision to the members of the organisation and mobilising them to accept and help to achieve it.

Developmental leadership is about influence. Developmental leaders advocate, support and promote their employees. They also accept their overall and career development responsibilities by working tirelessly to help the employees grow and develop.

The following roles and responsibilities of developmental leaders were discussed:

- adopting the principles of developmental leadership as part of the organisation and yourself
- organisational readiness for learning and change
- implementing career development strategies
- reinventing human resources

The following four principles of developmental leadership were discussed:

- Intrinsicly-oriented principles – Personal accountability and trustworthiness forges interpersonal relationships, fosters collaboration and builds teamwork.

- Employee-oriented principles – These principles demonstrate that employees are the organisation's most important asset.
- Performance-oriented principles – Performance, improvement and effective communication provide the foundation for excellence.
- Organisation-oriented principles – These principles help leaders to create work environments and organisational cultures that foster employee growth and development.

Competency-based leadership is about growth and development. This form of leadership fits very well into the field of educational leadership, because it takes into account the followers' skills, knowledge, experience and attitudes. Motivation and delegation are aspects of competency-based leadership and play a very important role in the day-to-day running of the organisation.

Instructional leadership is the type of leadership that emphasises the behaviour of educators as they engage in activities directly affecting the growth of learners. Instructional leadership involves building a shared vision, collaborative learning, shared values and beliefs, school improvement and whole-school development.

Laissez-faire leadership: When someone is assigned the position of manager or leader, the most ineffective behaviour possible in that post is to abdicate responsibilities, to withdraw attempts to lead, to avoid decision making and to be absent when needed. Followers tend then to be in conflict with one another over their responsibilities. The leader is neither viewed as a source of influence, nor actively involved in the followers' work.

Work Assignment

Choose one type of leadership and try to implement the guidelines for such leadership in your class, school, home or organisation. Read more about the particular type of leadership in your local library, or search the Internet using a search engine such as Google.com in order to find out more.

Delegation:

The following effective ways of delegation were discussed:

- sharing problems and offering suggestions and appropriate alternatives regarding how to attain a specified objective
- providing information necessary for doing a task

- empowering followers with the authority to get a particular job done
- giving support and continuous encouragement, as needed
- allocating the necessary resources for completing the job
- requesting reports of ongoing progress
- reviewing the effects of having delegated performance
- providing praise and rewards for successfully accomplishing objectives
- delegating the appropriate level of responsibility and authority to followers, based on their needs and capabilities
- expecting that it may initially take longer for a follower to complete a task than if you were to do it yourself
- always ensuring that the assigned tasks and objectives are clear, specific and acceptable to your followers
- using delegation to maximise both performance and development
- delegating tasks to followers that you know will be meaningful and interesting to them
- explaining to your followers why you have or have not chosen them to carry out a particular task

The learners were assigned the work assignment outlined below to complete before the following empowerment session:

Work Assignment

Develop, first by yourself, and then in consultation with other members of your team, a specific plan for delegating responsibilities to people around you. Make use of the effective ways described for delegating to guide you.

Use of the following delegation plan was discussed with the learners:

Employee (friend) chosen:

Task/responsibilities that were delegated:

Rationale for choosing employee/friend:

10.2.4 Session 4

Positive thinking

The scheduled timetable for the sessions with the learners read as follows:

Town	School	Date	Time
Malmesbury	Schoonspruit Secondary	2004-09-13	14:00 – 17:00
Malmesbury	Wesbank Secondary	2004-09-20	14:00 – 17:00
Malmesbury	Swartland High School	2004-10-18	14:00 – 17:00
Piketberg	Steynville Secondary	2004-10-21	14:00 – 17:00
Vredenburg	Weston Secondary	2004-10-26	13:00 – 16:00
Saldanha	Diazville High School	2004-10-29	13:00 – 16:00

The following interesting aspects of positive thinking were discussed during the empowerment session:

How my mind works

Key concepts

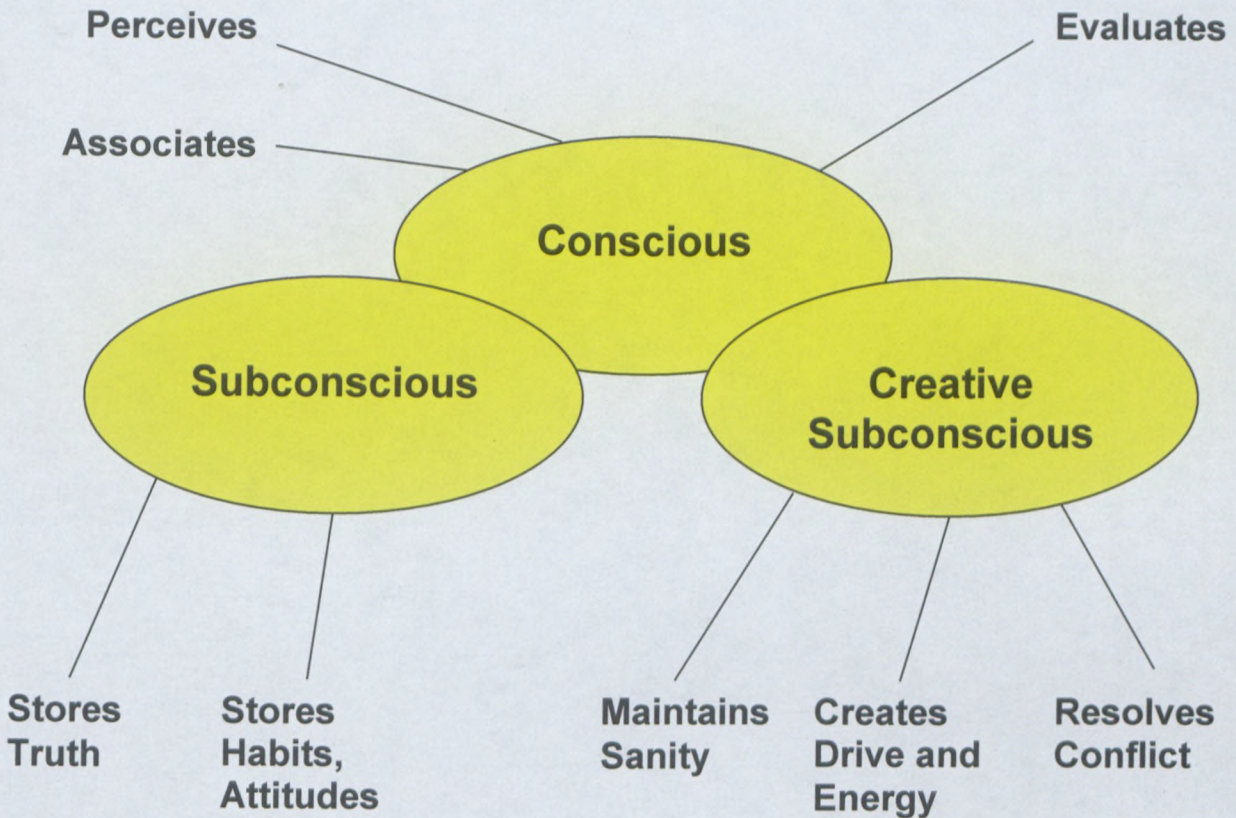
The conscious mind: That level of the mind that encompasses all of which one is aware in the present moment; those aspects of mental life to which one is presently attending.

The subconscious: The level of the mind through which material passes on the way towards full consciousness; an information store containing memories that are momentarily beyond awareness, but that can easily be brought into consciousness.

The creative subconscious: The source of mental processes that leads to solutions, ideas, conceptualisations, artistic forms, theories, or products that are unique and novel.

The process of thought was discussed as illustrated in the figure below.

Figure 10.1: Process of Thought



Building blocks for change

Key concepts:

Habits – Habits consist of automatic and learned behaviours.

Attitude – Attitude is the way in which a person leans in relation to a goal.

In this discussion, the learners explored how habits and attitudes are formed. The subconscious mind not only stores information, but allows a person to perform routine tasks that seem natural. Practising something over and over again develops a routine, which

becomes a habit. If a person is attracted to something, it is said that the person has a positive attitude towards it, and if a person is repelled by something, it is said that the person has a negative attitude towards it.

If a person's habits are not in line with his/her beliefs, he/she will not be successful. Attitudes are most meaningful when they are seen in the light of attaining specific goals.

Tools for change

Key concepts:

Affirmation – a statement of fact or a belief that helps to build up your self-image

Motivational processes – the cognitive processes of self-efficacy that affect one's motivation to carry out some goal or to react to some event

Change your mental picture of something, and you will naturally change its external image, too. Affirmations are the tools that a person uses on the path to goal achievement. All meaningful and lasting change starts first on the inside, then works its way out. Such change starts first in your imagination. Affirmations must help a person grow and expand. Devising affirmations and goals in all spheres of life, ranging from the spiritual and personal to the family and teaching, is important.

The learners were assigned the work assignment outlined below to complete before the following empowerment session:

Work Assignment

Write down three or more sample affirmations about yourself in terms of the following headings:

Problem:

Solutions:

Affirmation:

The following guidelines for effectively writing affirmations were then discussed:

- Your affirmations are always personal. Examples of affirmations are “I am” and “I have”. You cannot devise affirmations for another person.
- Always focus on positive accomplishments. Avoid focusing on what is wrong with you.
- Write down your goals in the present tense, even though you have not yet attained them. See yourself as having already attained them.
- Do not compare yourself to others. It is you yourself whom you are busy developing.
- Use of descriptive action words, such as “easily”, “quickly”, “smoothly”, will bring your mental pictures to life.
- Use joyful, happy words that will help you to feel strongly about what it is that you want to become.
- Pinpoint the exact job or behaviour that you wish to perform. Narrow it down to the specifics. The more accurate your affirmation is, the better.

Written affirmations are single-sentence definitions of the kind of person and environment that you want to mentally assimilate. Working on the inside to change the outside makes a better you.

10.2.5 Session 5

Strategic direction

The scheduled timetable for the sessions with the learners reads as follows:

Town	School	Date	Time
Malmesbury	Schoonspruit Secondary	2005-01-27	14:00 – 17:00
Malmesbury	Wesbank Secondary	2005-01-31	14:00 – 17:00
Malmesbury	Swartland High School	2005-02-08	14:00 – 17:00
Piketberg	Steynville Secondary	2005-02-15	13:00 – 16:00
Vredenburg	Weston Secondary	2005-02-21	10:00 – 13:00
Saldanha	Diazville High School	2005-03-03	12:00 – 15:00

This empowerment session covered the following ground:

A **mission** is a general expression of the overall purpose of the organisation, which, ideally, is in line with the values and expectations of the major stakeholders and concerned with the scope and boundaries of the organisation.

The mission statement should:

- be visionary and likely to be of relevance for a significant period of time.
- clarify the main intentions and aspirations of the organisation and the reasons why the organisation exists.
- describe the organisation's main activities and the position that it wishes to present within its specific industry.

A **vision** or **strategic intent** is the desired future state of the organisation.

A **goal** is a general statement of aim or purpose which is in line with the mission of the organisation. Though it may well be qualitative in nature, an **objective** is more likely to be quantified, or at least to be more in line with the goal.

Strategies are the plans formulated to steer the long-term direction of the organisation.

A **SWOT analysis** summarises the key issues involved in an analysis of the business environment and in establishing the strategic capability of an organisation. The aim is to identify the extent to which the current strategy of an organisation and its more specific strengths and weaknesses are relevant to, and capable of, dealing with the changes taking place in the wider business environment. The analysis can also be used to assess whether there are opportunities available for further exploitation of the unique resources or core competences of the organisation.

SWOT stands for **strengths, weaknesses, opportunities** and **threats**.

The learners were assigned the work assignment outlined below to complete before the following empowerment session:

Work Assignment:

Prepare a SWOT analysis for an organisation (school, church or youth group) of your choice.

Organisational culture

Values may be easy to identify in an organisation, and are often written down as statements relating to the organisation's mission, objectives or strategies.

Beliefs are more specific issues that people in the organisation can openly discuss.

Taken-for-granted assumptions, which form the real core of an organisation's culture, are those aspects of organisational life that people find difficult to identify and explain. Collectively, they are known as the organisational **paradigm**.

The Strategic Planning Process

Strategic planning can be defined as the process of developing and maintaining consistency between the organisation's objectives and resources and its changing opportunities. Strategic planning aims to define and document an approach to doing business that leads to satisfactory profits, development and growth. Strategic planning turns an organisation's vision into concrete achievables.

The following three elements of strategic planning interact with one another:

- strategic analysis
- strategic choice
- strategic implementation

Strategic Analysis is concerned with understanding the strategic position of the organisation in terms of its external environment, internal resources and competences, as well as in terms of the expectations and influence of relevant stakeholders

An understanding of the influences of the environment, the competencies of the organisation and the influence of stakeholders and culture provides a basis for strategic choice. **Strategic choice**

involves understanding the underlying bases guiding future strategy, generating strategic options for evaluation and selecting from among them.

Strategic implementation is concerned with translating strategy into organisational action through organisational design and structure, resource planning and the management of strategic change.

Model of the Strategic-planning Process

Strategic analysis	Mission	What should we be doing?
	Vision	Where are we going?
Strategic choice	Strategies	What routes have we selected?
Strategic implementation	Policies	How do we guide our collective decisions to get where we want to go?
	Decisions	What choices do we have?
	Actions	Shall we do it?

The learners were assigned the work assignment outlined below to complete:

Work Assignment

Use the model of the strategic planning process already discussed to work out a strategic plan for one's school or organisation with the help of senior management.

10.2.6 Session 6

Final Plenary Session

The scheduled timetable for the final plenary sessions with the learners, educators, parents and community leaders reads as follows:

Town	School	Date	Time
Malmesbury	Schoonspruit Secondary	2005-04-25	18:00 – 20:00
Malmesbury	Wesbank Secondary	2005-04-27	18:00 – 20:00
Malmesbury	Swartland High School	2005-04-28	17:00 – 19:00
Piketberg	Steynville Secondary	2005-05-07	10:00 – 12:00
Vredenburg	Weston Secondary	2005-05-11	18:00 – 20:00
Saldanha	Diazville High School	2005-05-14	09:00 – 11:00

During the plenary sessions all stakeholders present participated in the following:

- a final discussion regarding the completion of the MLQ
- feedback from the learners regarding their experiences of the empowerment sessions
- feedback from the educators, parents and community leaders regarding their involvement in, and successes attained in relation to, the empowerment sessions
- feedback from the researcher regarding his experiences over the past 16 months of working with the learners
- a word of thanks to all stakeholders
- the completion of the MLQ by the subjects and their raters

10.3 SUMMARY

In Chapter 10 the researcher provided detailed information regarding the empowerment sessions that he had conducted with the learners. A well-structured timetable, which was distributed to and discussed with all the subjects and principals involved in the research project prior to the start of the empowerment sessions, was followed. The sessions were very successful, with all the learners fully participating in all the relevant discussions. Their inputs regarding leadership issues were extremely helpful. The attitude of all subjects, educators, raters and principals involved was very positive overall.

In the next chapter details regarding the MLQ are discussed.

CHAPTER 11

THE MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ)

11.1 INTRODUCTION

In recent years, the use of 360-degree feedback, in terms of which managers receive feedback on their performance from their peers and subordinates, as well as from their bosses, has greatly increased. This process of receiving feedback from multiple sources is seen to be fairer than top-down feedback from a single source and a number of studies have shown that 360-degree feedback, especially when accompanied by ongoing training or coaching, does enable employees to improve their performance significantly. The MLQ is designed to provide comprehensive 360-degree confidential feedback on managers' leadership styles.

The MLQ was developed to satisfy the need for a reliable and valid method for differentiating between non-transactional, transactional, and transformational leadership. The range of leadership behaviours covered by the MLQ facilitates assessment of transformational, transactional and non-leadership behaviour patterns. The survey covers a broad enough framework of leadership to allow for the accurate measuring of variations in leadership ranging from that of the most active and influential leaders to that of those leaders who avoid responsibility and who are likely to have little influence on their associates' behaviour, motivation and performance, apart from that resulting from their absence.

The MLQ used for this study measures the full range of leadership styles, by measuring dimensions associated with both effective and ineffective leadership. The MLQ consists of 45 items, consisting of four factors each, that represent the meaning of each construct of the full-range model. The MLQ offers strength in validity and reliability and has already been used extensively in research and commercial applications worldwide. The MLQ has proven to be a strong predictor of leader performance across a broad range of organisations at different organisational levels and for different national cultures.

The MLQ provides for 360-degree measurement of a target leader by way of discrete reporting. Responses can be gathered from the individual being surveyed and from colleagues at a higher level, on the same level, and a lower level. The standard number of raters can range from three to twelve raters. The responses obtained have been collated into an

attractively designed, easy-to-read, extensive report which helps leaders understand their scores. The report includes full descriptions of the leadership styles, both scale and item level information at all rater levels, a narrative of each leader's style, agreement levels relating to the ratings concerned, leadership outcomes, tips for building leadership competency, and suggestions on how to interpret the report.

The MLQ is a short, but comprehensive, survey of 45 items that measure a full range of leadership styles. The dimensions include those pertaining to transformational leadership, transactional leadership, and non-transactional leadership, as well as to the outcomes of leadership, such as effectiveness. The MLQ scoring key is as follows:

Leadership Factor	Questions (Items)
Idealised influence (attributes)	10, 18, 21, 25
Idealised influence (behaviour)	6, 14, 23, 34
Inspirational motivation	9, 13, 26, 36
Intellectual stimulation	2, 8, 30, 32
Individualised consideration	15, 19, 29, 31
Constructive transaction	1, 11, 16, 35
Management by exception (active)	4, 22, 24, 27
Management by exception (passive)	3, 12, 17, 20
Laissez-faire	5, 7, 28, 33
Extra effort	39, 42, 44
Effectiveness	37, 40, 43

Satisfaction

38, 41, 45

The MLQ is structured in terms of the Likert scale:

0	=	Not at all
1	=	Once in a while
2	=	Sometimes
3	=	Fairly often
4	=	Frequently, if not always

The MLQ subscales consist of the following:

11.2 Transformational Leadership

Transformational leadership is a process of motivating followers or colleagues to do more than they originally expected they could do by enhancing their perceptions of self-efficacy and their developmental potential. Transformational leadership can achieve a higher order of change, including an accelerated increase in effort, a change in the rate at which a group's performance improves, or significant changes in attitudes, values, beliefs and needs. Transformational leadership does not replace transactional leadership, but augments it in achieving the goals of the group.

The MLQ assesses transformational leadership in terms of the following five subscales:

Idealised attributes (IA):

Building trust, confidence and attracting a following. 4 items

Idealised behaviours (IB)

Building trust, confidence and attracting a following. 4 items

Inspirational motivation (IM)

This component raises expectations and beliefs concerning the mission and vision. Leaders articulate an appealing vision of the future; challenge followers by setting high standards for them to attain; talk optimistically and with enthusiasm about the future; and provide encouragement and meaning relating to what needs to be done. 4 items

Intellectual stimulation (IS)

Leaders question the existing assumptions, traditions, and beliefs; stimulate others to develop new perspectives and ways of doing things; and encourage the expression of new ideas. 4 items

Individualised consideration (IC)

Leaders deal with others as individuals; consider their individual needs, abilities and aspirations; listen attentively to them; further their development; and advise and coach them. 4 items

11.3 Transactional Leadership

In contrast to transformational leadership, transactional leadership is a process in which followers' needs are met if their performance measures up to their contracts with their leaders. Transactional leadership is often a prescription for lower levels of performance or non-significant change.

The MLQ assesses transactional leadership in terms of the following three subscales:

Contingent reward (CR)

Leaders engage in a constructive path-goal transaction of reward for performance. They clarify expectations; exchange promises and resources; arrange mutually satisfying agreements; negotiate for resources; exchange assistance for effort; and provide commendations for successful follower performance. 4 items

Management by exception – active (MBE–A)

Takes corrective actions when mistakes occur – leaders systematically monitor mistakes and deviations for standards and take corrective action when mistakes occur. 4 items

Management-by-exception – passive (MBE–P)

Leaders take corrective action when mistakes occur – leaders only intervene and make corrections when something goes wrong. They do not search for mistakes. 4 items

11.4 The Non-Leadership Factor

This may be described as the null leadership condition of “no leadership”.

The MLQ assesses non-leadership in terms of the following subscale:

Laissez-faire (LF):

Inactive or laissez-faire leadership entails the absence of leadership; the avoidance of intervention; or both – the leader is absent when needed. 4 items

11.5 Outcomes of Leadership

The MLQ assesses the three following outcomes of leadership:

Satisfaction with the leader 3 items

Individual, group and organisational effectiveness 3 items

Extra efforts made by associates 3 items

The nine factors embedded in the three leadership styles can be described as follows (Bass & Avolio, 1997:34–36):

11.6 Transformational Leadership Factors

- **Factors 1 and 2: Idealised influence (charisma, attributes and behaviour)**

Inspiration can occur in many different ways. People can be inspired by the words and images presented to them by those who have made many mistakes and suffered because of them. People do not want to follow in their footsteps, nor do they have a desire to be like them. Idealised influence, which is often referred to as charisma, is somewhat more complicated,

because it is based both on the reaction of followers to the leader as well as on the leader's behaviour.

Idealised influence is generally characterised by high levels of trust in the leader and faith in what the leader is attempting to accomplish. Followers enjoy being with the leader, particularly during times of crisis. Idealised leaders are seen as being more capable of handling unusual situations. They exhibit a great deal of confidence and assurance that a crisis plan is feasible. Such leaders consciously seek out ways in which to build up the confidence of their followers, so that their objectives can be met. They minimise extraneous information and focus the attention of their followers on what they have to do in order to be successful. Almost always, idealised leaders are described by their followers as extremely persistent, particularly when facing overwhelming odds. Idealised leaders are achievement-oriented, not so much in terms of personal achievement, but rather in terms of the achievement of their followers, organisation, or, in some cases, their society.

Due to the strong feeling of commitment that followers have to such leaders, they are able to wield a great deal of power. The power comes in the form of a consensus to move forward in terms of a specific vision, as well as from the power that such leaders have over individual followers that motivates them to exert extraordinary levels of effort to accomplish the leaders' vision. Such leaders are described as "charismatic", as they tend to have an extraordinary ability to influence their followers. Some charismatic leaders will use their exceptional power judiciously and forthrightly. For the good of the individual, organisation or society, charismatic leaders may attempt to improve and develop their followers.

Clearly, people such as Nelson Mandela, Mahatma Gandhi and Martin Luther King used their powers in ways to improve their followers and society. Their legacy was a movement striving to attain higher levels of moral development. Unfortunately, some idealised leaders get caught up in their own power. Jim Jones is, perhaps, one of the best examples of a charismatic leader who used his influence in the wrong way. He was a cult leader who was able to convince his congregation that they should all move from the United States to Guyana to attain spiritual renewal. After they had lived together in Guyana for a year, he convinced over 900 of his congregation to commit suicide. The extraordinary commitment and trust that his followers invested in him was violated by his fixation on a maniacal vision. Jim Jones was interested in self-aggrandizement, and not in the development of others.

The leader who has idealised influence and a transformational leader differ in several important ways. A charismatic leader, such as Jim Jones, does not attempt to develop his people; rather, he works very hard at building their dependence on him for their very existence, by sapping their free will. Transformational leaders, in contrast, develop their followers' capacity for independence. Jim Jones wanted followers to think as he did about what he felt was important, but transformational leaders encourage their followers to think on their own..

Idealised influence is generally defined in respect to the followers' reactions to their leader, as well as to their leader's own behaviour. Followers identify with, and want to emulate, those leaders whom they trust and see as having an attainable mission and vision. Such leaders are thoroughly respected, have much referent power, hold high standards, and set challenging goals for their followers.

- **Factor 3: Inspirational motivation**

Followers can be inspired by innovative ideas, electrifying words, the right slogan or the timely support of leaders calling for sacrifice, renewed effort and optimism. Claude Moten was a principal in Washington, D.C., who ran an inner-city school, Kelly Junior High, in a decaying building in an area rife with drug dealers and crime. Though the students, whose parents seemed particularly unpromising, were generally uninvolved in their children's education, Moten was, nevertheless, able to achieve some of the highest scholastic aptitude scores in the USA with his students by personally inspiring both his teachers and students.

Inspirational motivation provides the required amount of energy for overcoming obstacles which may, at first, seem insurmountable. Such leadership elevates the expectations and desires of followers commensurate with the mission of the organisation. Inspiring leaders are able to call groups and individuals into action by introducing appropriate challenges that simply must be met. Inspirational leaders seem to emerge at key points in time to help encourage individuals and nations, companies, sports teams, schools and military expeditions to remain firm in their resolve to accomplish their mission.

Winston Churchill addressed the British people at a point in World War II, when the invasion of England by the Germans appeared to be imminent. Churchill's resolve to defend his own country became the resolve of his country as a whole.

Inspirational motivation may or may not overlap with idealised leadership, depending on how much followers seek to identify with their leader. This type of leader simplifies emotional appeals by reducing them to symbols and metaphors in order to increase the awareness and understanding of his/her followers of mutually desired goals.

Today's environment demands that leaders make decisions that involve risk, and that they take their stand in the face of ambiguity and adversity. Even outside the work arena, leaders are constantly challenged to lead others and uphold their values in the face of opposition.

- **Factor 4: Intellectual stimulation**

One of the assumptions of effective leadership is that when you have a winning formula, stick with it, modify it as little as possible and avoid changing the formula and risking failure in keeping with the urgings of others. Wrong!

One of the curious things about success, if properly monitored, is that it often contains the very early signs of failure. If individuals are extremely successful at what they do, it's possible that they will become resistant to change due to a fear that a change in their formula would result in their becoming less successful. The problem with clinging to a formula is that the world does not remain static and unchanging. Innovative technologies of today become the dinosaurs and relics of tomorrow. Moreover, there is always someone who will strive to change the natural order of things in terms of an even better formula that may make the assumptions one uses today obsolete tomorrow.

What happened to all of those large, unwieldy desk calculators in the wake of changes in the electronics industry? Do people still make use of antiquated computer punch cards that used to be the standard way of clocking in for the workday? How will use of faxes and electronic mail change the mission of organisations and government institutions?

Inevitably change will occur, like it or not, and the organisation that is able to stay abreast of those changes, and actually be instrumental in the change process, will remain on top. In the mid-1960s, the phrase "Swiss watch" was synonymous with intricate sets of gears crafted into some of the world's most attractive and accurate timepieces. In addition to manufacturing most

of the finest watches, the Swiss were the world's leading watch producers. Some 65 000 persons were employed in this industry.

By the early 1980s, the number of people producing watches in Switzerland had dwindled to fewer than 30 000 and the market was dominated by the Japanese. How did this happen? Is it a story of superior Japanese quality? More likely the narrative is one of Japanese foresight and imagination.

The failure to see the value in a new idea is not confined to the Swiss. Each person is vulnerable on a daily basis to the influx of countless ideas, many of them different from one's own, and many of which do not fit in with one's own way of thinking. People, and especially leaders, need help and encouragement to envision the possibilities of a new idea, or to explore the potential of concepts which are different from "business as usual".

Leaders must encourage their followers to continually and vigorously question the assumptions in terms of which they strive to do whatever they do best. The type of leadership needed here involves a certain state of mind. Whenever followers forget to question conventional wisdom, and the institutions that wisdom supports, the seeds for failure may already be planted.

The type of leadership that is needed when change and innovation are essential is referred to as intellectual stimulation. Intellectually stimulating leaders encourage followers to take intellectual risks, to be creative and to question the assumptions underlying the way in which they operate. Leaders must provide their followers with a new lens for viewing the world around them and for solving problems.

Intellectual stimulation is used to encourage others to question old ways of doing things or to break with the past. Leaders support their associates questioning their own values, beliefs and expectations, as well as those of other leader and their organisation. Followers should similarly be encouraged to think on their own, address challenges, and consider creative ways of developing themselves.

The greatest historical example of an intellectually stimulating leader was Socrates, who was considered eccentric in Athens for his outspoken distrust of many beliefs that the Athenians took for granted. Socrates and his disciples spent each day in the marketplace arguing about

the truth of those beliefs, while encouraging their fellow Athenians to look at the world from new and different angles. This led to some problems for Socrates, who was seen as a troublemaker. The method Socrates used to teach was to question the existing order, looking for new and better methods for solving problems.

- **Factor 5: Individualised consideration**

An essential challenge for all leaders is to allow sufficient time and energy to work individually with each follower who requires such time. The leader must be able to diagnose the needs of each follower, while at the same time realising that each follower will have different needs, desires and capabilities. Followers' needs, desires and capabilities change over time, making the leader's job more complex. The leader must not only focus on the followers' current needs, but also attend to developing followers to attain higher need levels in order to maximise their potential. Individualised consideration involves the recognition of individual needs, as well as their elevation when the timing is right. A leader who practises individualised consideration adopts the roles taken by great coaches and mentors with their followers.

Individualised consideration is used by leaders who treat associates differently but equitably on a one-to-one basis. Leaders recognise followers' needs, raise their perspectives, and address their goals and challenges.

11.7 Transactional Leadership Factors

- **Factor 6: Contingent reward**

Since the end of World War II, a great deal of attention has been placed on training leaders to improve their effectiveness with their colleagues. Most training programmes have focused on the exchanges that occur between a leader and follower, with some add-on discussion relating to the work situation. Numerous contingency or situational theories of leadership have evolved from these discussions.

Essentially, this is how leadership styles works: After first determining what followers desire and the rewards that they prefer, the leader agrees with the follower about how certain objectives will be accomplished, and, in return for accomplishing them, the leader provides the

appropriate rewards agreed upon in advance. Leadership by exchange or through contingent reward appears only to have started after World War II.

During the Gallic Wars, Julius Caesar describes how he stood up in front of his troops as they faced the very difficult task of capturing the Gallic stronghold of Alesia. He stated to his troops what they had to do, and why they had to do it, while at the same time pointing out what victory meant to them and the rewards that they would receive for besieging and capturing the Gallic fortress.

Contingent reward involves an interaction between leader and followers based on exchanging rewards for performance. The leader provides rewards when followers meet agreed-on goals and objectives. Their needs are identified and then linked to what the leader expects and to the rewards granted if objectives are met.

- **Factor 7 and 8: Management-by-exception (active/passive)**

One of the responsibilities of a leader is to point out to followers when they are going in the wrong direction or when they have actually made a mistake. Ultimately, leaders are responsible for any mistakes made under their guidance and, therefore, most leaders have little reserve about pointing out mistakes that their followers have made. In some situations, in fact, it is critical that the leader finds mistakes and corrects them before a larger problem occurs.

Leaders who recognise mistakes only after they have occurred exhibit a more passive form of leadership orientation. Most managers commonly refer to this style as "management-by-exception". In this active form, the leader seeks to identify and correct areas problems that need fixing. "If it ain't broke, don't fix it!" best represents this style of leadership. Generally, if the leader's dominant style is management-by-exception, the follower is not motivated to take the initiative, to perform above minimum standards, or to try creative solutions to problems. If used at all, management-by-exception must be balanced with other, more positive, orientations towards leadership. Some leaders may like this style, but most followers don't.

In the active form of management-by-exception, the leader monitors the work situation to make sure that mistakes are not made and allows the status quo to exist without being addressed. In

the passive form of management-by-exception, the leader intervenes to correct the situation only when things actually go wrong.

11.8 The Non-Leadership Factor

- **Factor 9: Laissez-faire**

When someone is assigned the position of manager and leader, the most ineffective behaviour possible in that post is to abdicate responsibilities, to withdraw attempts to lead, to avoid making decisions and to be absent when needed. When followers work with such a leader, they lack a sense of common direction, and often become argumentative. In addition, they become demotivated and less committed to their work, resulting finally in an attempt to usurp the leader's role or to force out the leader.

Many relatively less well-known and less effective US presidents have in the past tended to display a non-transacting form of leadership. In doing so, they avoided taking positions and remained indifferent to much that went on around them. Calvin Coolidge was an example of such a leader, being known to sleep for 11 hours a day, and subscribing to a policy of remaining aloof from as many day-to-day activities as he could. Such non-transacting or laissez-faire leadership can only be effective when the leader is fortunate enough to select associates who serve more actively than does the leader him/herself.

President Reagan's administration was effective when those reporting directly to him made the right decisions and carried out their roles with integrity and honesty. However, economic and political disasters often occurred when those reporting directly to him were incompetent or dishonest, since he did little to guide, monitor or control their behaviour after they were appointed.

A well-known leader who progressively ignored her followers' needs was Indira Gandhi, who was prime minister of India from 1966 until her assassination in 1984. Under Gandhi's leadership, the democratic process eroded into a highly centralised government operating in terms of a one-party system. Although Gandhi was one of the most influential women in the world, she lacked the ability to make decisions and to act decisively in times of crisis. She failed to act prudently to forestall food crises, political instability and high inflation. Overall, she moved cautiously when faced with difficult and critical problems.

A laissez-faire style indicates the effective absence of leadership and/or the avoidance of interaction. In terms of laissez-faire leadership, generally neither transactions nor agreements exist with followers. Decisions are often delayed; feedback, rewards and involvement are absent; and no attempt is made to motivate others or to recognise and satisfy their needs.

11.9 Outcomes Components of the MLQ

According to Bass and Avolio (1997:37), the three outcomes components can be described as follows:

- **Extra effort**

Extra effort reflects the extent to which followers exert themselves beyond the ordinary as a consequence of the form of leadership practised. Such leadership also heightens others' desire to succeed and increases others' willingness to try harder.

- **Effectiveness**

The effectiveness of a leader is seen in the following:

- meeting the job-related needs of followers
- representing followers' needs on a higher leadership or management level
- contributing to organisational effectiveness
- the performance of the leader

- **Satisfaction**

Levels of satisfaction reflect how satisfied the followers are with the leader's style and methods.

11.10 SUMMARY

In this chapter the researcher described different aspects relating to the MLQ.

In Chapter 12 the data gathered by means of conducting interviews and administering questionnaires, as well as from focus group discussions are presented and analysed.

CHAPTER 12

ANALYSIS OF DATA

12.1 INTRODUCTION

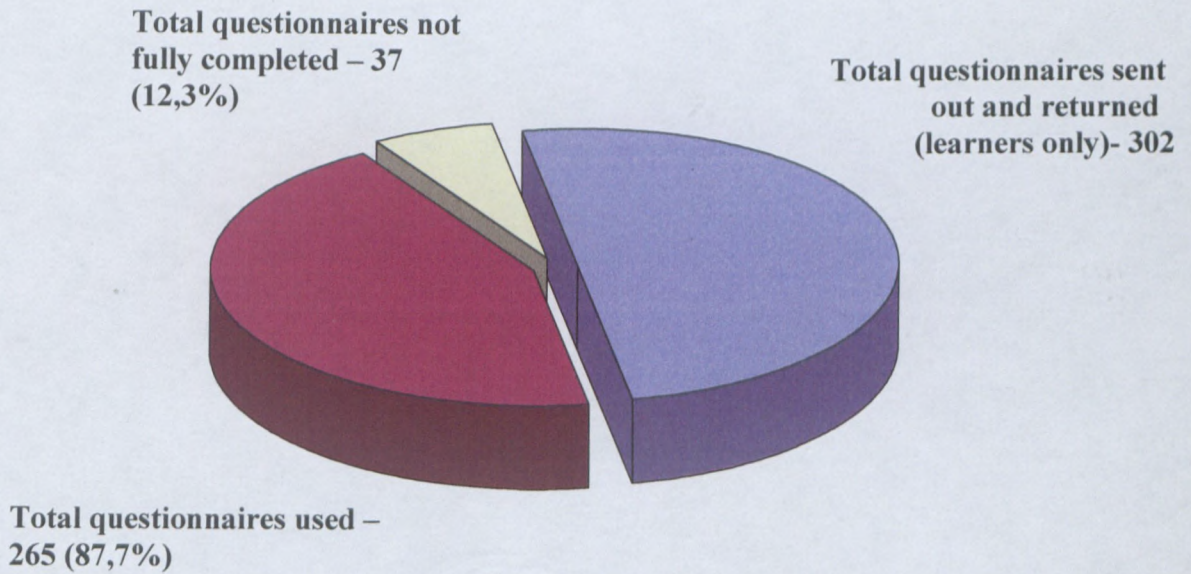
The researcher made use of interviews, questionnaires (the MLQ), past experience and theoretical research to gather data for his study. The research could be used to assess and ensure effective leadership within the National Education Department, the Western Cape Education Department (WCED), the business sector and any public school or governing body. The general response to the research was excellent, especially that obtained from the circuit managers of the WCED and the co-ordinators of non-government organisations (NGOs).

Contacting and holding personal interviews with circuit managers and the co-ordinators of NGOs working within the field of education was stimulating and interesting.

Distributing the questionnaires to the grade 10 to 12 learners at the six different schools in the West Coast/Winelands was particularly challenging. As mentioned in Chapter 1, questionnaires were sent out to selected learners at six schools in the West Coast/Winelands EMDC. Details regarding the questionnaire can be summarised as follows, as graphically depicted in Figure 12.1:

Total number of questionnaires sent out and returned (learners only):	302
Total number of questionnaires fully completed:	265 (87.7%)
Total number of questionnaires not fully completed:	37 (12.3%)

Figure 12.1: Questionnaire statistics



The questionnaire was split into twelve leadership factors of 3 to 4 questions each. The factors were covered in terms of the following questions:

Leadership factor	Question number
• Idealised influence (attributes)	10, 18, 21, 25
• Idealised influence (behaviour)	6, 14, 23, 34
• Inspirational motivation	9, 13, 26, 36
• Intellectual stimulation	2, 8, 30, 32
• Individualised consideration	15, 19, 29, 31
• Constructive transaction	1, 11, 16, 35
• Management by exception (active)	4, 22, 24, 27
• Management by exception (passive)	3, 12, 17, 20
• Laissez-faire	5, 7, 28, 33
• Extra effort	39, 42, 44
• Effectiveness	37, 40, 43
• Satisfaction	38, 41, 45

Once the questionnaires had been collected from the respondents concerned, the responses were posted to the Productivity Development Business Learning Consultants in Randburg, who captured the data on behalf of the researcher.

12.2 Information regarding evaluations (2004/2005) conducted at the schools

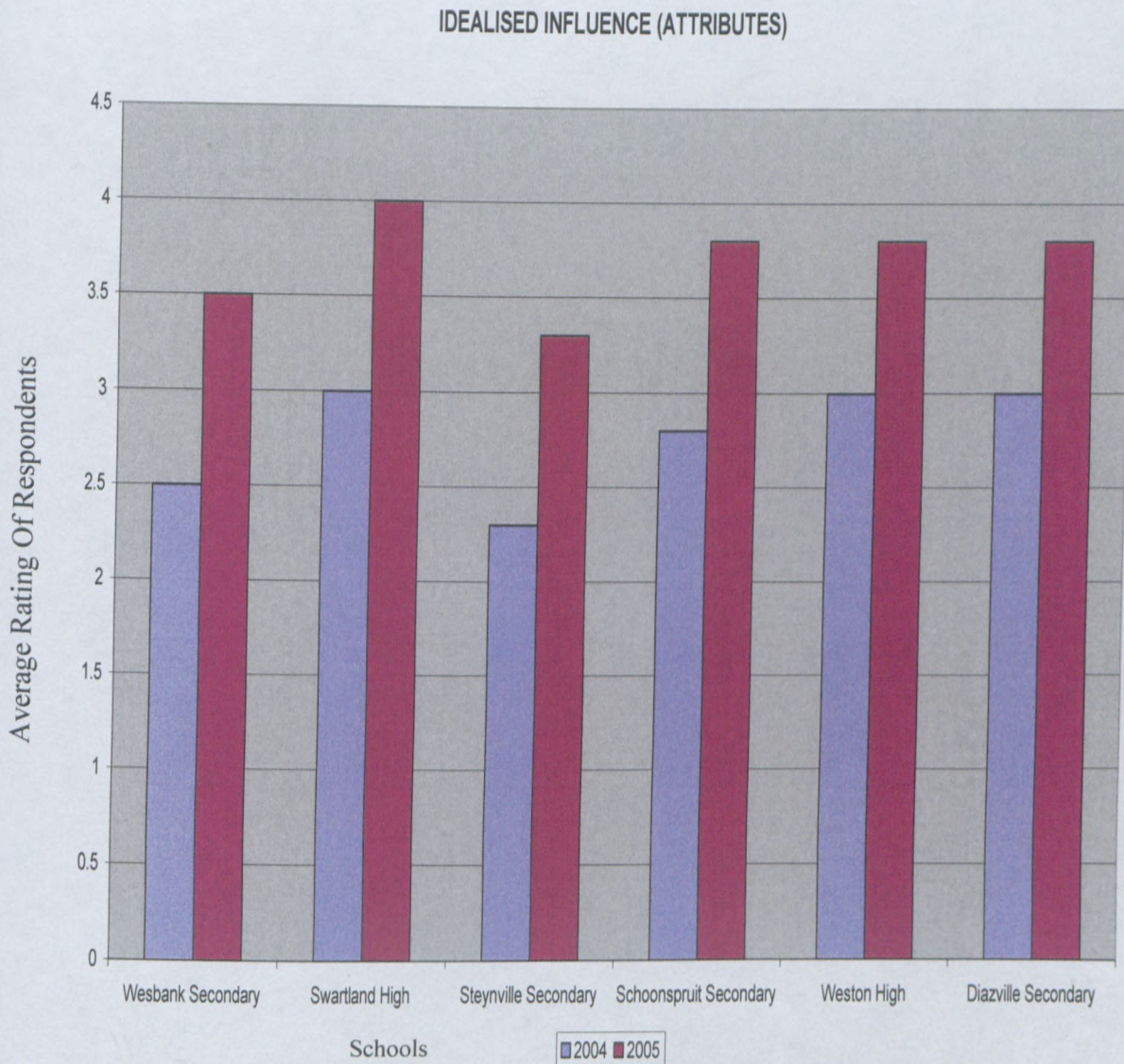
Table 12.1: Pre- and Post- (2004/2005) evaluations of the six different schools. Components of the MLQ

AVERAGES: PRE AND POST EVALUATION OF SCHOOLS: COMPONENTS OF THE MLQ						
IDEALISED INFLUENCE (ATTRIBUTES)						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2.5	3	2.3	2.8	3	3
2005	3.5	4	3.3	3.8	3.8	3.8
IDEALISED INFLUENCE (BEHAVIOUR)						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2	2.3	2.3	2.3	2.8	2
2005	3	3.3	3	3.5	3.8	3
INSPIRATIONAL MOTIVATION						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2.3	2.8	2.3	2.5	2.5	2.5
2005	3	3.8	3.3	3.5	4	3.5
INTELLECTUAL STIMULATION						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2.5	2.8	2.5	3	2.3	2.3
2005	3.5	3.8	3.5	3.8	3.8	3.5
INDIVIDUALISED CONSIDERATION						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2	2	2.3	2.3	2.5	2
2005	3	2.8	3.3	3	4	3
CONSTRUCTIVE TRANSACTION						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2	3	2.3	3	2.3	2.5
2005	3	3.5	3.3	3.5	4	3

MANAGEMENT-BY-EXCEPTION (ACTIVE)						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2	2.3	2	2.3	2.3	2
2005	3	3	2.5	2.5	4	2.3
MANAGEMENT-BY-EXCEPTION (PASSIVE)						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	1.8	1.3	1.5	1.5	1.5	1.8
2005	3.3	1.8	2.3	2.5	4	2.8
LAIZZES-FAIRE						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	1.5	1	1.5	1.5	1.5	1.5
2005	3	1.5	2.3	2.3	4	1.8
EXTRA EFFORT						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2.3	3	3	3	3	3
2005	3	4	3.7	4	4	3
EFFECTIVENESS						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2.7	3	3	3	3	2.7
2005	3	4	3.3	4	4	3.3
SATISFACTION						
	Wesbank Secondary	Swartland High	Steynville Secondary	Schoonspruit Secondary	Weston High	Diazville Secondary
2004	2.7	3	3	3	3	3
2005	3.7	4	3	3	4	3.7

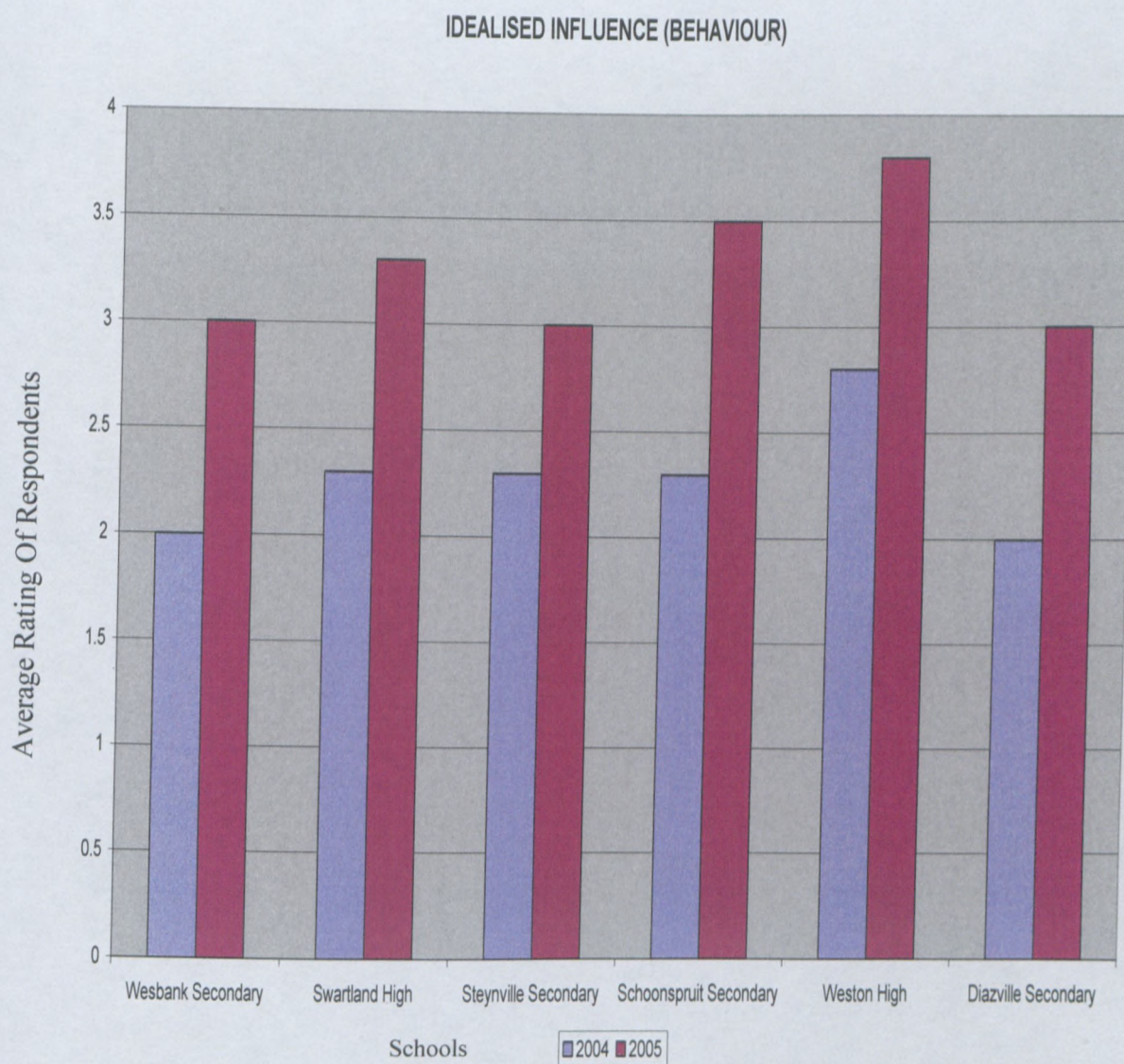
The findings of the study, as reflected in Table 12.1, reveal that the impact of the empowerment sessions (as discussed in Chapter 10) that were conducted with the learners of the six different schools was significant. These findings are corroborated by the additional data provided in Figures 12.2 to 12.13.

Figure 12.2: Results (2004/2005) of the component idealised influence (attributes) in terms of the MLQ



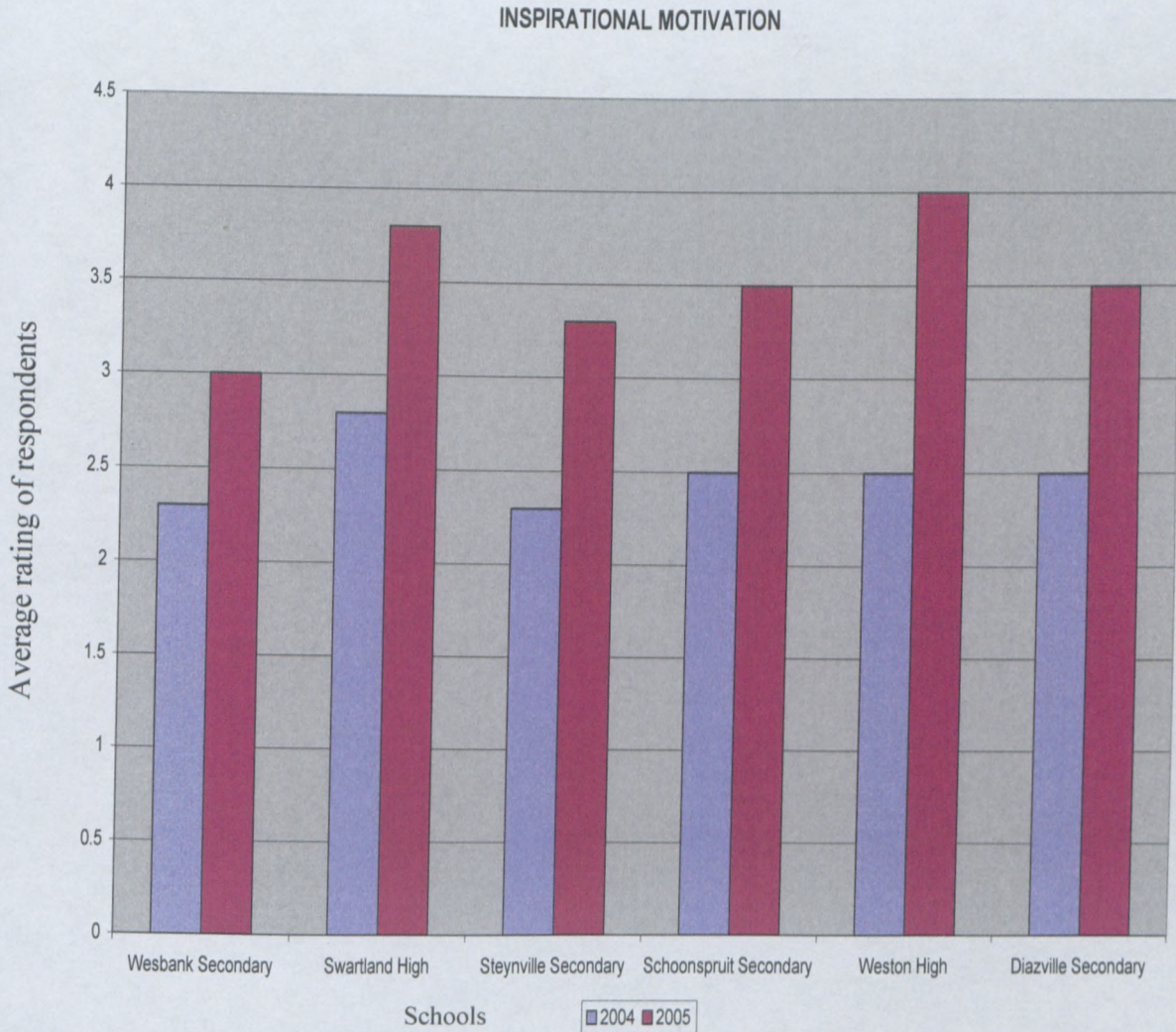
The average rating of the respondents increased in terms of the 2004 responses received at all six schools. According to the 2004 evaluation, the lowest gain was found to have occurred at Steynville Secondary, with 2.3 (57.5%). Three schools were found to have gained by 3.0 (75.0%) in the 2004 evaluation. The highest gain of 4.0 (100%) in the 2005 evaluation was that of Swartland High School, while Steynville Secondary School recorded a gain of 3.3 (82.5%).

Figure 12.3: Results (2004/2005) of the component idealised influence (behaviour) in terms of the MLQ



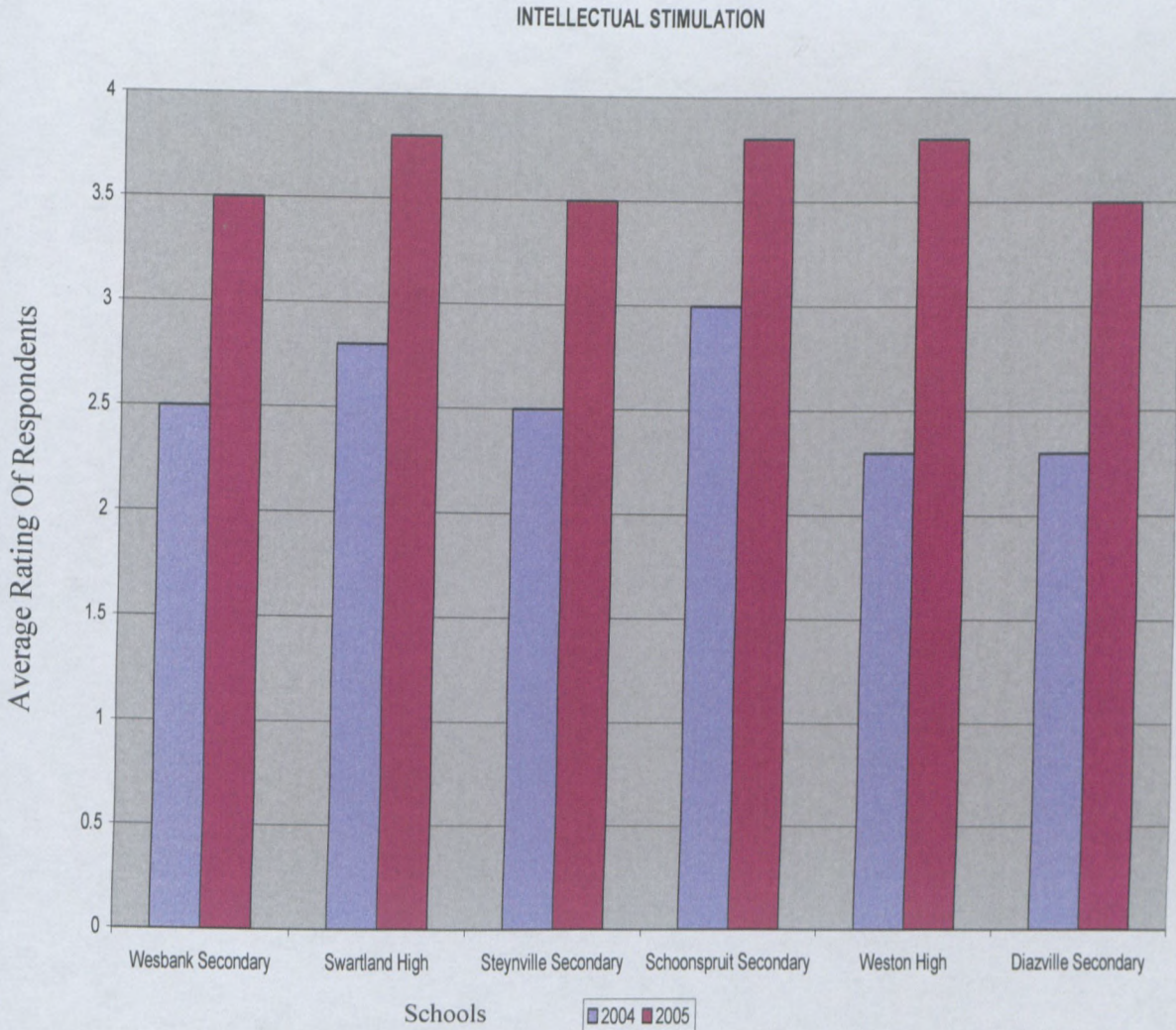
The average rating of the respondents had increased, as seen from the 2004 responses in all six schools. Wesbank Secondary and Diazville Secondary achieved the lowest gain, with each experiencing 2.0 (50.0%) gain in the 2004 evaluation. The highest gain in the 2005 evaluation occurred at Weston High School, which recorded 3.8 (95.0%).

Figure 12.4: Results (2004/2005) of the component inspirational motivation in terms of the MLQ



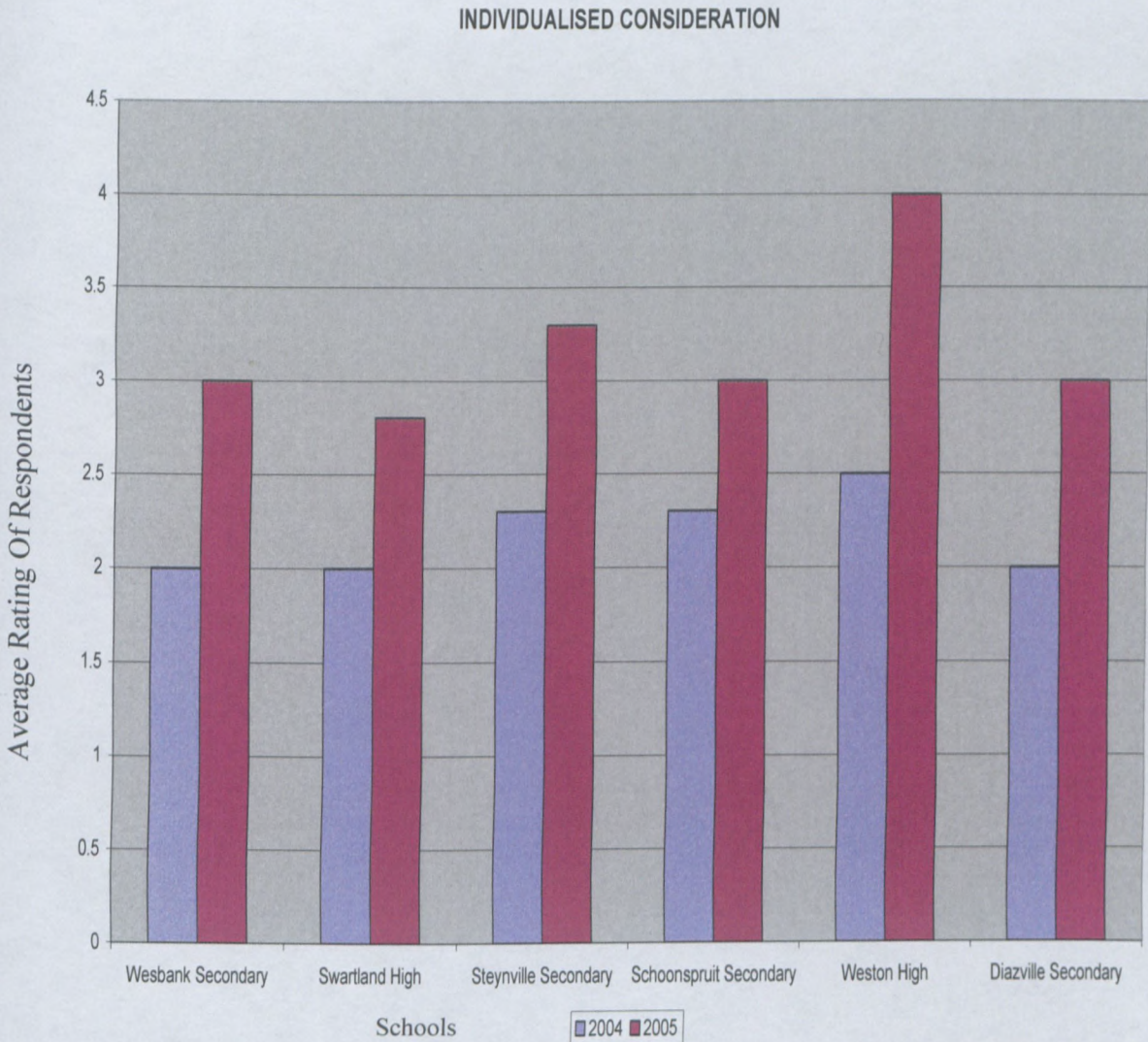
The average rating of the respondents was seen to have increased in terms of the 2004 responses at all six schools. Wesbank Secondary and Steynville Secondary had the lowest gain of 2.3 (57.5%) each in the 2004 evaluation. Weston High School came out on top with an increase of 4.0 (100.0%) in the 2005 evaluation.

Figure 12.5: Results (2004/2005) of the component intellectual stimulation in terms of the MLQ



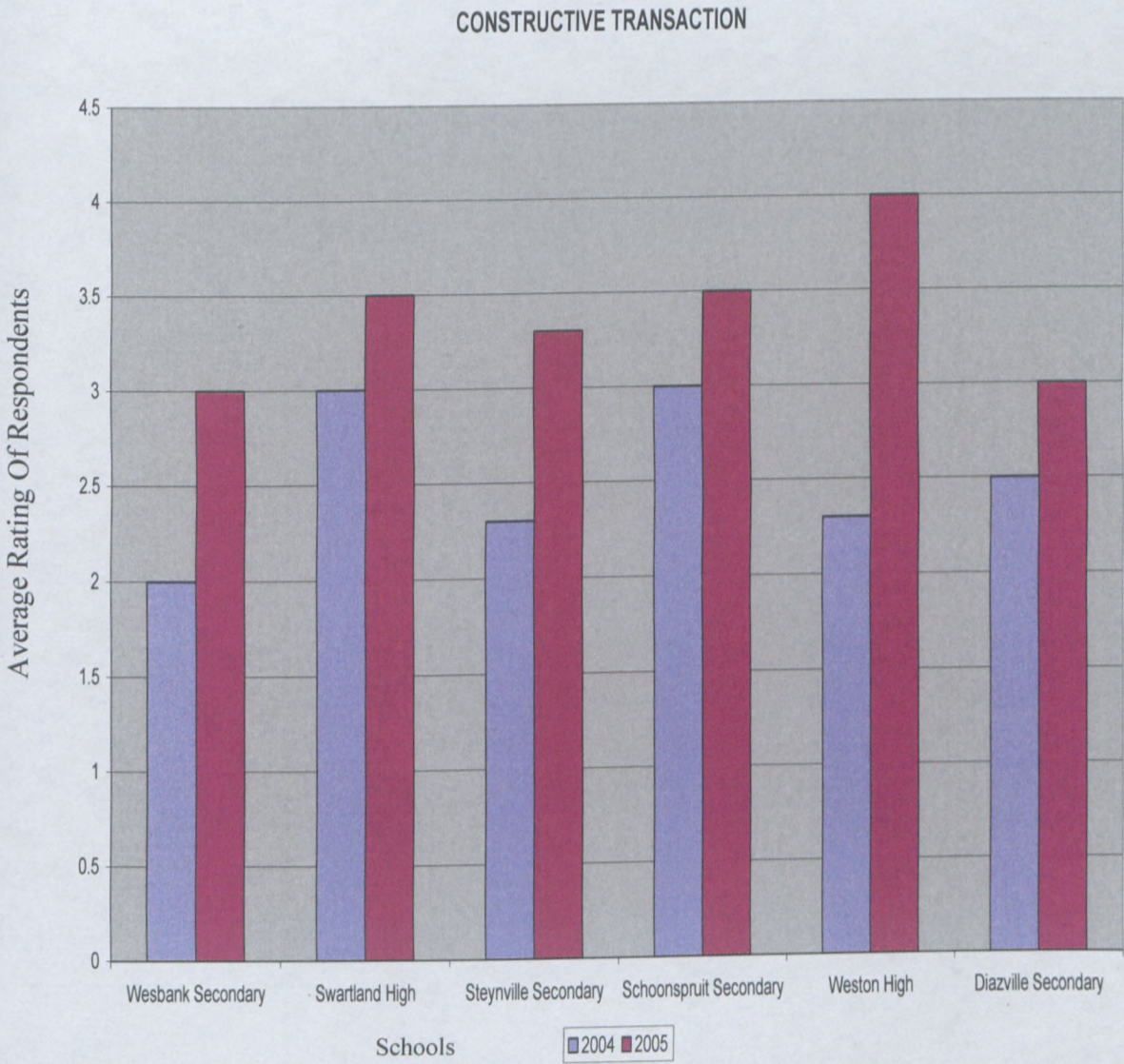
The average rating of the respondents increased in terms of the 2004 responses recorded at all six schools. The lowest gain was experienced at Weston High School and Diazville Secondary, with an increase of 2.3 (57.5%) in the 2004 evaluation. The highest gain in the 2005 evaluation was recorded at Swartland High School, Schoonspruit Secondary and Weston High School, with each rating increasing by 3.8 (95.0%).

Figure 12.6: Results (2004/2005) of the component individualised consideration in terms of the MLQ



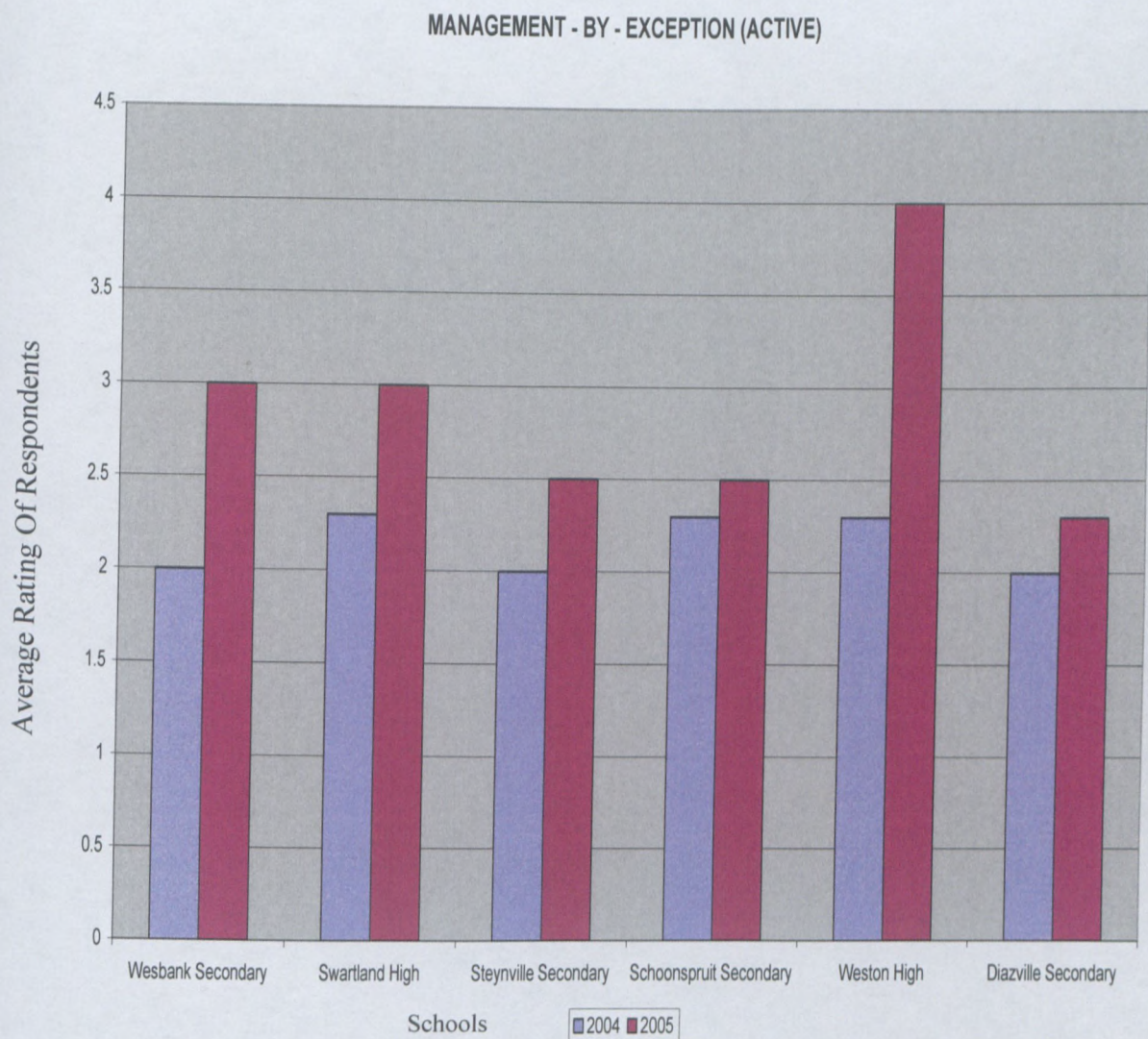
The average rating of the respondents has clearly increased in terms of the 2004 responses at all six schools. Wesbank Secondary, Swartland High School and Diazville Secondary had the lowest gain of 2.0 (50.0%) each during the 2004 evaluation. Weston High School came out on top with a gain of 4.0 (100.0%) in the 2005 evaluation.

Figure 12.7: Results (2004/2005) of the component constructive transaction in terms of the MLQ



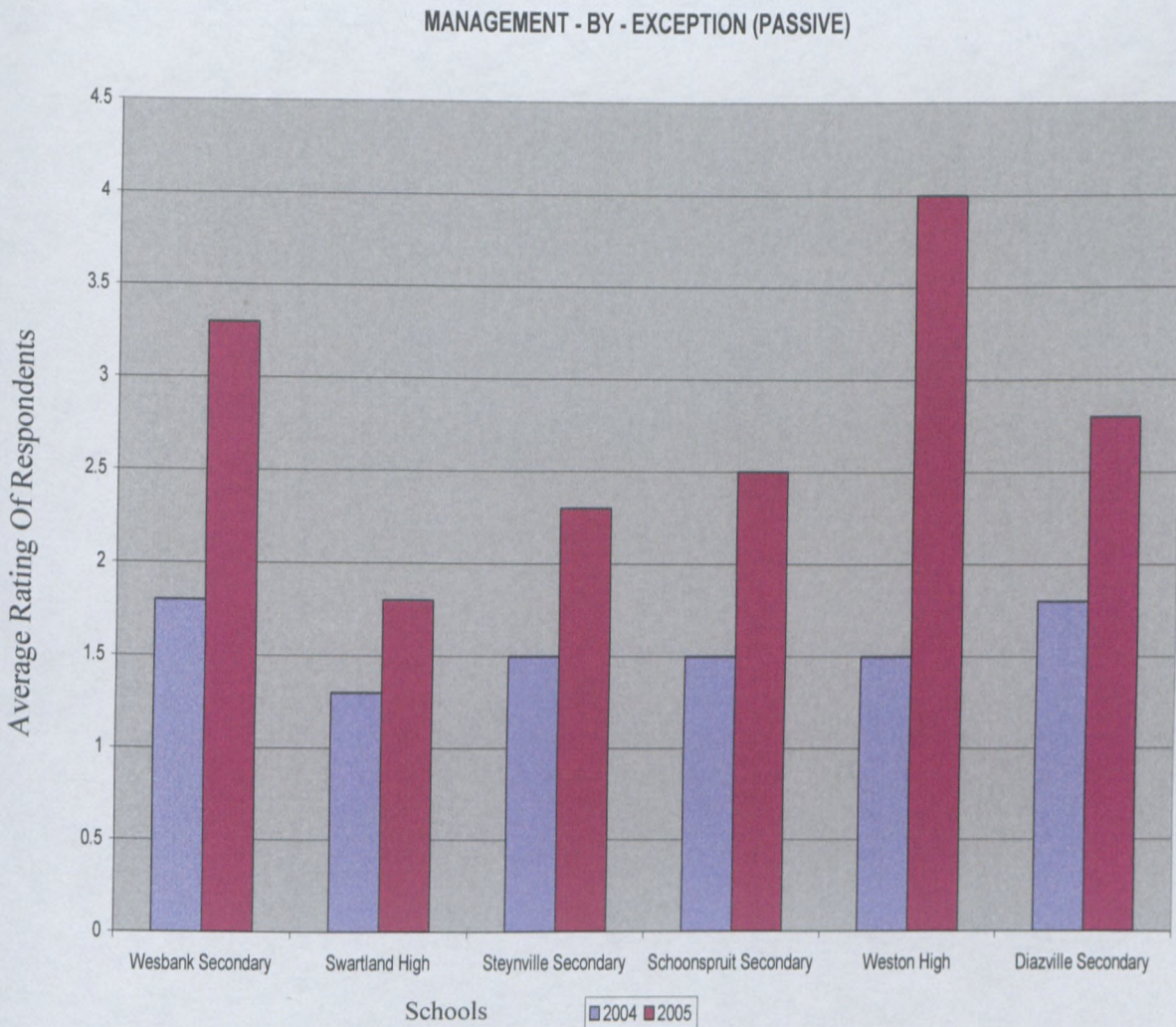
The average rating of the respondents has increased in terms of the 2004 responses recorded at all six schools. The lowest gain was experienced at Wesbank Secondary with 2.0 (50.0%) in the 2004 evaluation. The highest gain in the 2005 evaluation was experienced at Weston High School, which received a rating of 4.0 (100.0%).

Figure 12.8: Results (2004/2005) of the component management-by-exception (active) in terms of the MLQ



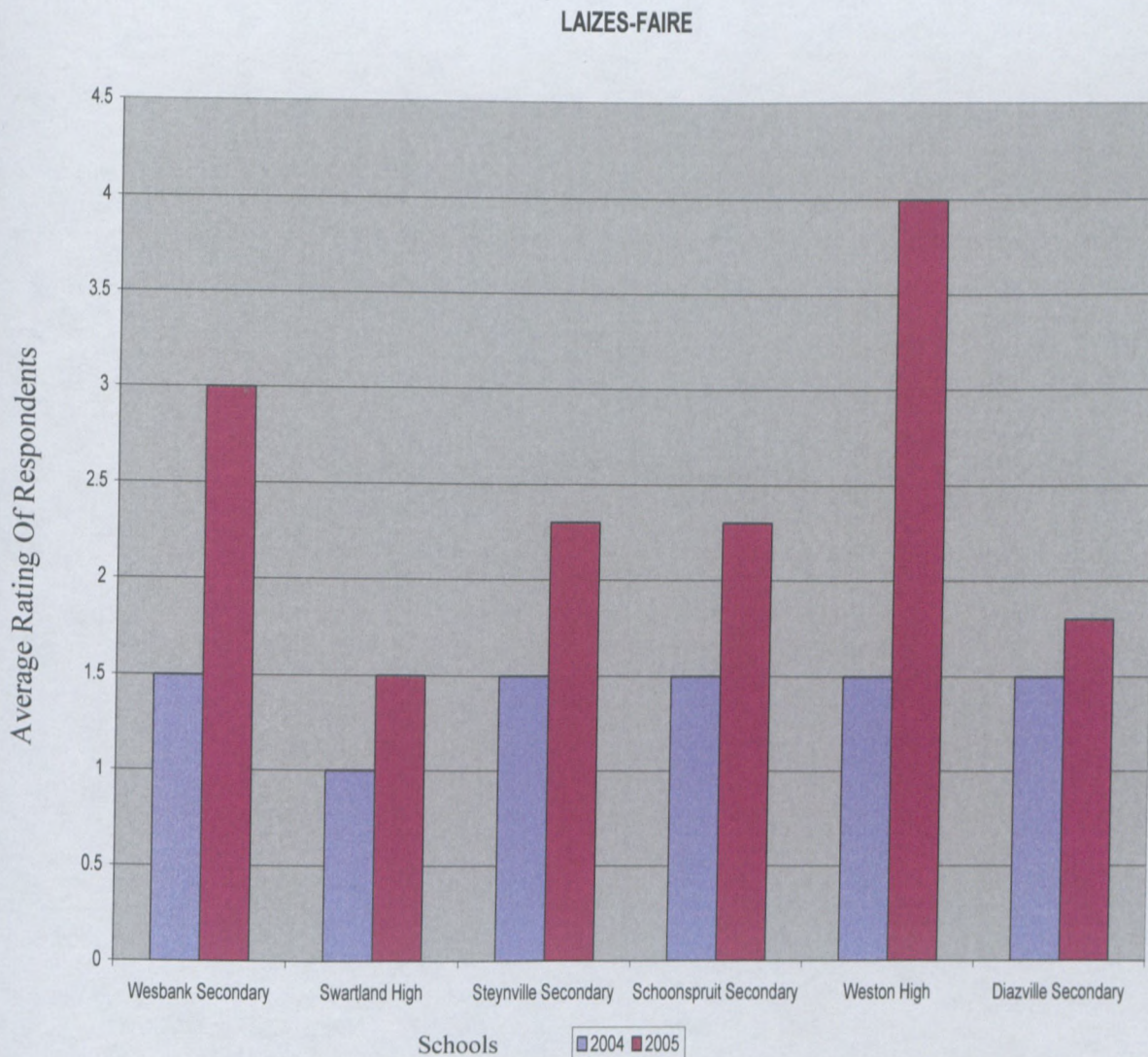
The average rating of the respondents has increased in terms of the 2004 responses at all six schools. The lowest gain was experienced at Wesbank Secondary, Steynville Secondary and Diazville Secondary, with each school achieving a rating of 2.0 (50.0%) in the 2004 evaluation. The highest gain in the 2005 evaluation was experienced at Weston High School, which received a rating of 4.0 (100.0%).

Figure 12.9: Results (2004/2005) of the component management-by-exception (passive) in terms of the MLQ



The average rating of the respondents was seen to increase in terms of the 2004 responses recorded at all six different schools. Swartland High School had the lowest gain of 1.3 (32.5%), while the highest gain was recorded at Wesbank Secondary and Diazville Secondary, with both being rated 1.8 (45.0%) in the 2004 evaluation. Weston High School had the highest gain of 4.0 (100.0%) in terms of the 2005 evaluation.

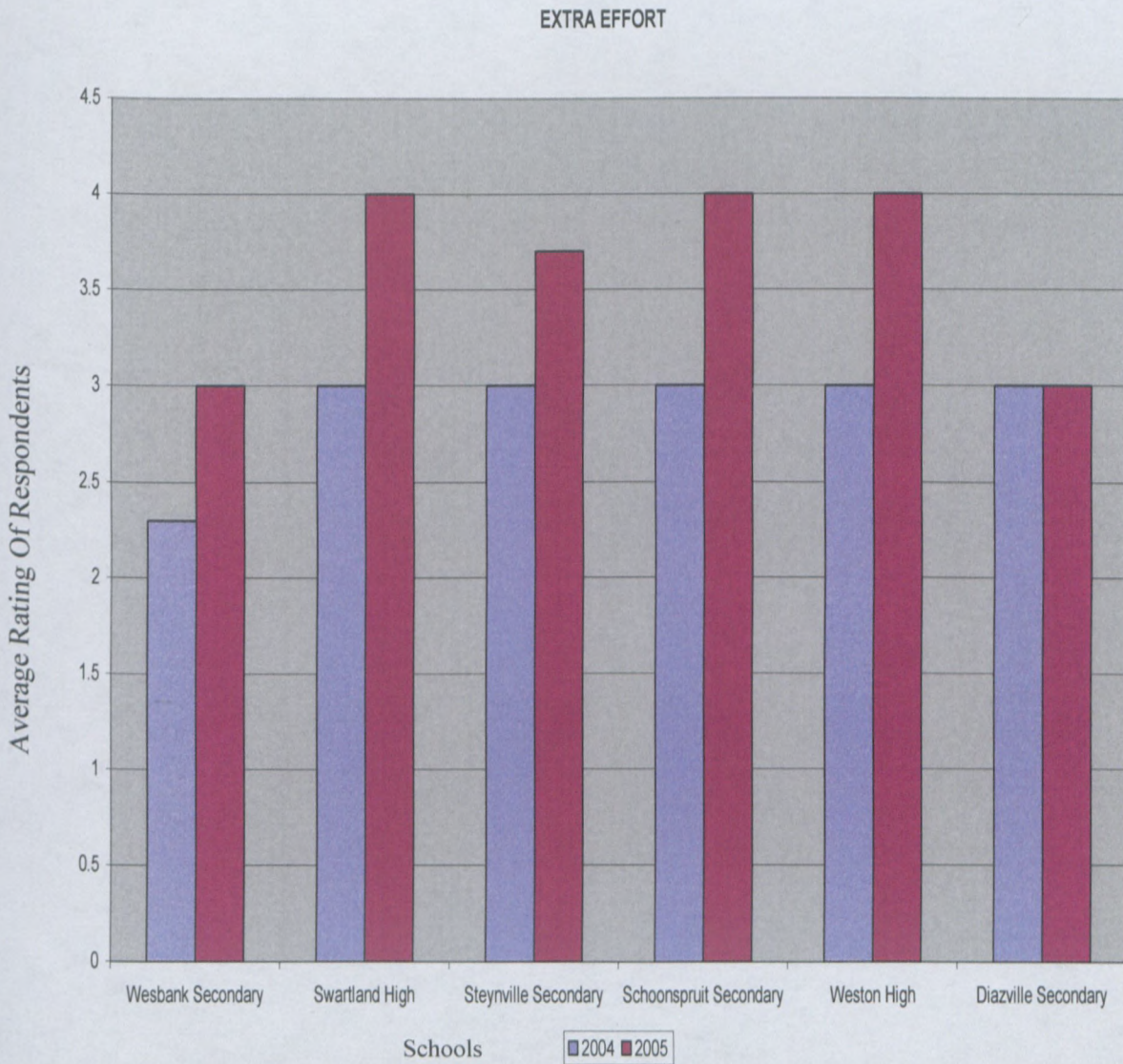
Figure 12.10: Results (2004/2005) of the component laissez-faire in terms of the MLQ



The average rating of the respondents increased in terms of the 2004 responses at all six schools. Swartland High School had the lowest gain of 1.0 (25.0%), while the highest gain was recorded at Wesbank Secondary, Steynville Secondary, Schoonspruit Secondary, Weston High School and Diazville Secondary, with each having a rating of 1.5 (37.5%) in the 2004 evaluation. Weston High School was seen to have experienced the highest gain of 4.0 (100.0%) in the 2005 evaluation. The school with the least growth

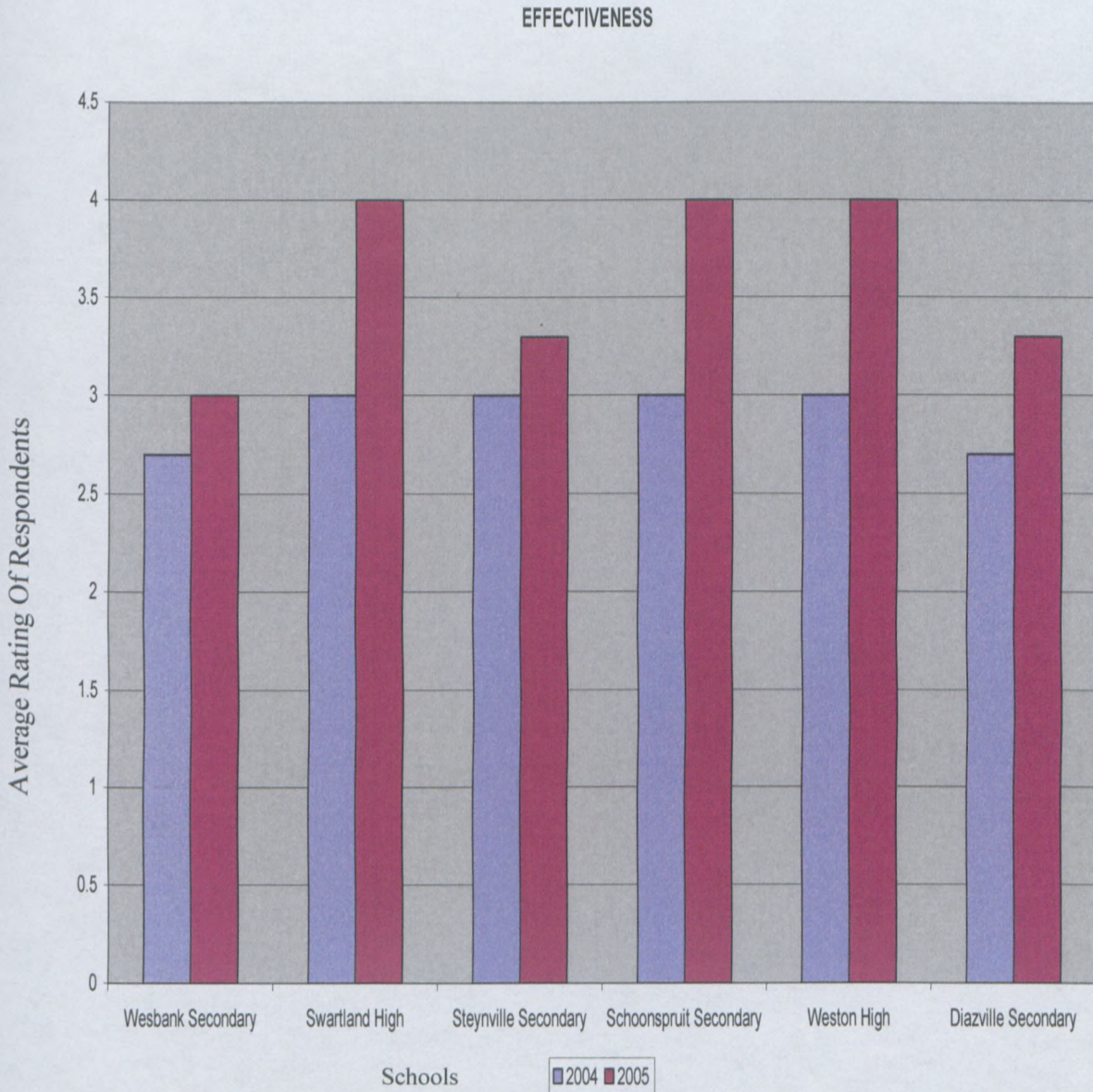
(2004/2005) evaluations in this component was Diazville Secondary, with an increase of only 0.3 (7.5%).

Figure 12.11: Results (2004/2005) of the component extra effort in terms of the MLQ



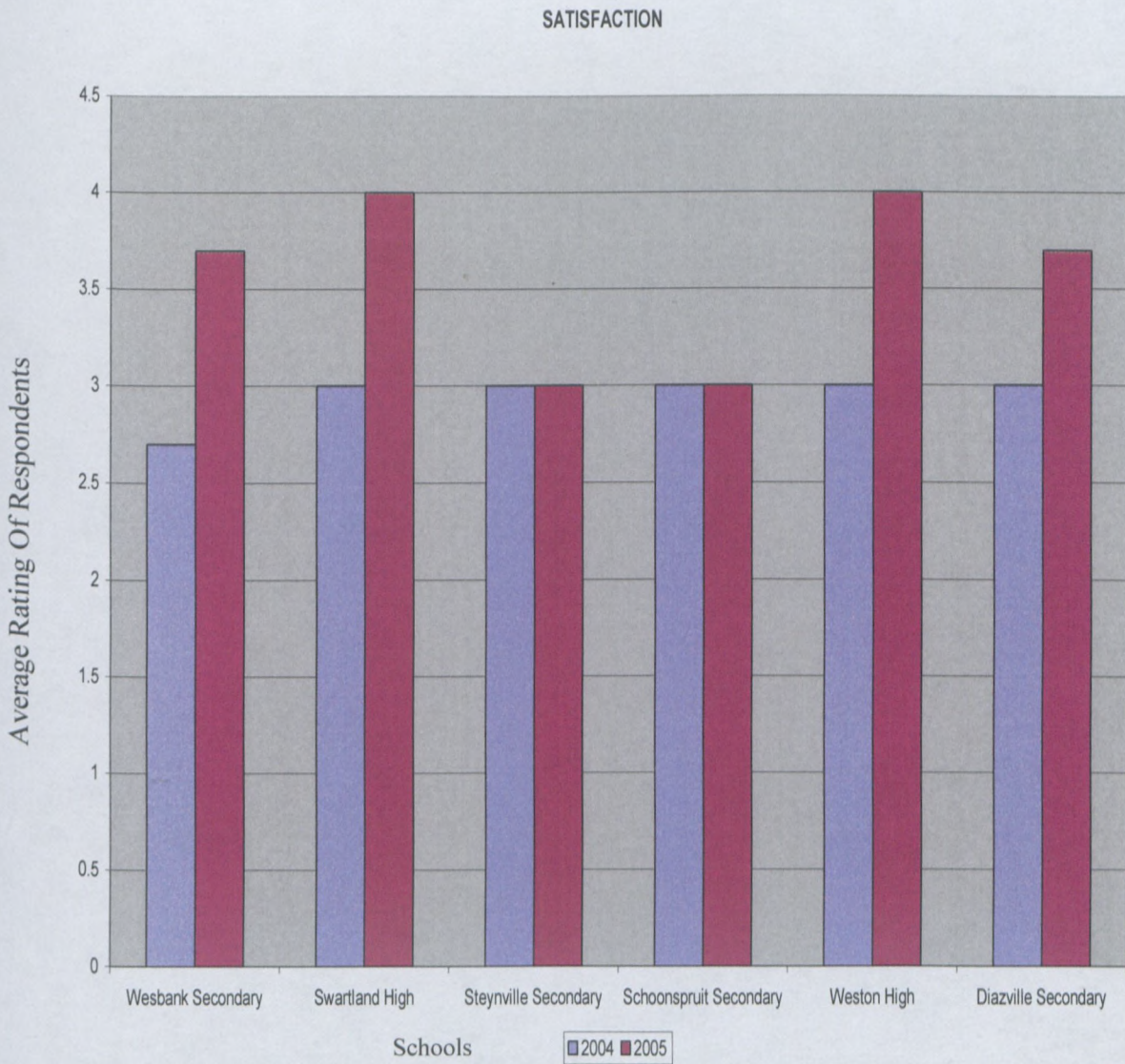
The average rating of the respondents showed a clear increase in terms of the 2004 responses at all six schools. Wesbank Secondary experienced the lowest gain of 2.3 (57.5%) in terms of the 2004 evaluation. The remainder of the schools experienced a gain of 3.0 (75.0%) in terms of the 2004 evaluation. Swartland High School, Schoonspruit Secondary and Weston High School came out on top with a gain of 4.0 (100.0%) each in the 2005 evaluation.

Figure 12.12: Results (2004/2005) of the component effectiveness in terms of the MLQ



The average rating of the respondents has increased in terms of the 2004 responses at all six schools. Wesbank Secondary and Diazville Secondary experienced the lowest gain of 2.7 (67.5%) in the 2004 evaluation. The rest of the schools experienced a gain of 3.0 (75.0%) in the 2004 evaluation. Swartland High School, Schoonspruit Secondary and Weston High School came out on top with a gain of 4.0 (100.0%) each in terms of the 2005 evaluation.

Figure 12.13: Results (2004/2005) of the component satisfaction in terms of the MLQ



The average rating of the respondents can be seen to have increased from the 2004 responses recorded at all six schools. Wesbank Secondary experienced the lowest gain of 2.7 (67.5%) in the 2004 evaluation. The rest of the schools experienced a gain of 3.0 (75.0%) in the 2004 evaluation. Swartland High School and Weston High School came out on top once more, with a gain of 4.0 (100.0%) each in the 2005 evaluation.

Q1

A significant difference exists in the means between the 2004 (Q1) values and the 2005 (Q1R) values for all schools, since the p-value for the paired samples t-test is less than 0.05.

Annexure 6

This table contains the some descriptive statistics of each question on the questionnaire. Q1 refers responses to question 1 in the pre-test and Q1R refers to responses to question 1 in the post-test. Example for Q1: "I provide others with assistance in exchange for their efforts"

		Mean	N	Std Deviation	Std Error of Mean
Pair 1	Q1	2.34	120	.783	.071
	Q1R	3.14	120	.473	.043

In above the mean response to the statement in the pre-test is 2.34, which means the average lies somewhere between "sometimes" and "fairly often". For the post-test this average increases to 3.14, which lies between "fairly often" and frequently if not always". Each of the rows of Annexure 6 can be explain in this way.

Annexure 7

These correlations refer to "Pearson's Correlation coefficient". For Q1 and Q1R the correlation is -0.132 (within Wesbank Secondary School). The value in the last column (labeled "Sig.") is the p-value which shows the significance of the correlation in the second last column. The accepted level of significance is 0.05, so a correlation is statistically significant only when the p-value is less than or equal to 0.05.

Annexure 8

	Mean	Std Deviation	Std. Error Mean	Lower	Upper	t	df	Sig (2-tailed)
Q1 – Q1R	-0.501	1.137	0.035	-0.570	-0.432	-14.176	1.035	0.000

In a paired t-test the means (averages) of the pre-test is compared to the means of the post-test. If the difference in the means is

In a paired t-test the means (averages) of the pre-test is compared to the means of the post-test. If the difference in the means is zero or close to zero, then there is no difference between the two.

This findings are applicable to Annexure 6 to 31.

12.3 FEEDBACK FROM CIRCUIT MANAGERS

Since 1994, after South Africa's first democratic election, the WCED began to address the needs of newly appointed principals and other members of senior management

teams at schools. The training in leadership was spread over only two to three days and covered the following areas:

- Exploring personal values, vision and leadership
- Managing teaching and learning
- Interactive skills involved in managing others
- Strategic management for schools
- Educational policies and their implementation
- Financial management
- Accounting administration
- Effective interviewing
- Running meetings and working with the governing body
- Conflict resolution

All circuit managers provide continuous support and internal (at school) training to their principals and members of the senior management team. Assisting the principals is a priority for every circuit manager. At the beginning of every academic school year, every circuit manager makes a survey of the support needed by principals in his/her area (see Annexure 5). In the West Coast/Winelands EMDC the circuit managers also make use of the following NGOs to conduct empowerment workshops with principals, senior management members and educators:

- Education Quality Improvement Programme (EQUIP)
- Teacher In-service Project (TIP)
- M 3 Quality School Improvement Consultancy

The analysis based on the interviews with the circuit managers (see Annexure 3) revealed the following:

- The current training initiatives for leaders in schools are unlikely to produce more efficient and better equipped leaders.
- Our present knowledge base regarding leadership is insufficient, requiring urgent attention.

- Criticisms of the understanding of leadership training relate to its need for contextualisation; the limited concept of leadership currently prevalent within training initiatives; the split between leadership and teaching and learning concepts; and the link between leadership style and the present developmental state of schools.
- Alternative models, approaches and styles of leadership are relatively unknown. A first step in the radical transformation of school cultures with regard to leadership development would be to restructure the profession, to flatten the existing hierarchies and to create school-level processes which would then give rise to multiple leadership opportunities.
- The field of education also should map out leadership potential both regionally and nationally. The world's most successful industrial and commercial organisations take leadership seriously, generating international knowledge bases of potential future leaders within their companies and employing fast-track schemes for optimising and utilising leadership potential. The current randomness and inefficiency present in leadership development needs to be overcome.
- Leaders are not currently committed to empowering their employees, managing the culture of their schools and involving all the stakeholders in the decision-making processes to the benefit of the entire school.
- Funding for leadership and management developmental programmes is insufficient.
- South Africa has no national research agenda for leadership and little knowledge creation and validation exists. Best understandings about contemporary leadership are not disseminated.
- Research, in the form of knowledge creation, and practice, in the form of knowledge utilisation, are only poorly related.
- Research is needed into the range of leadership characteristics and strategies required for schools in different growth states and in different stages of their developmental cycles.
- Experimentation is needed as regards alternative leadership models, such as models of co-leadership.
- Our current approaches to leadership training are outdated and need urgent attention.

- A Leadership Institution and a well-structured leadership preparation programme funded by the National and Provincial Education Departments are urgently needed.

The circuit managers regard leadership of schools as very important, as the following opinions expressed by them show:

- Leadership is a matter of character: leaders are born, not made.
- Leadership derives from personality: a person's leadership style is a reflection of his/her individual personality.
- Leadership in schools is the property of groups: it relates to the development and growth of the leader–follower relationship.
- Leadership style and behaviour should suit the context: different styles suit different circumstances in schools.
- Leadership is a function of culture: different educational institutions or groups require and generate different kinds of leadership.

According to the circuit managers, though the principal has a critical role to play in his/her school, he/she should not monopolise all the leadership activity him/herself. Of equal importance, others in the school should not abdicate their responsibility for taking the lead when necessary and appropriate. The circuit managers involved in the study identified the following six fundamental characteristics of a learning school in which the principal plays a vital role:

- a commitment to lifelong learning for all those within the school
- an emphasis on collaborative learning and the creative use of difference and conflict
- a holistic understanding of the school as an organisation.
- a sound understanding of the process of whole-school evaluation (WSE)
- a sound relationship with other stakeholders in education and business
- strong connections and relationships with the broader community and the world outside the school

Such characteristics are equally relevant to the issue of individual leadership. The circuit managers also suggested that principals of learning schools do the following:

- They should be open to new ideas and visibly engage in personal and professional learning, recognising, acknowledging and valuing the same approach in others.
- They should value difference and be able to confront conflict creatively.
- They should think at the level of the whole organisation, even when engaged in day-to-day activities.
- They should actively keep in touch with the school community and the wider world outside the school.

The responses of circuit managers indicate that they agree with and support continuous education and training for leaders in schools. They regard leadership as of great importance and support the implementation of a leadership preparation programme in South Africa.

12.4 FEEDBACK FROM THE NGO FOCUS GROUP

The analysis based on the focus group discussion with the coordinators of the three NGOs working in the field of education (see Annexure 4) produced the following positive opinions on and suggestions as to how to create an environment conducive to quality education in South Africa:

- Teach principals how to lead schools by giving them effective training in the form of a well-structured leadership programme.
- A principal's learning is personal and takes place most effectively when he/she works in groups with other principals.
- Principals must be professionally trained within the broad framework of disciplines, such as human relations, communication and educational methodology.
- Principals need to enhance their skills in order more effectively to harness, provide and manage academic resources.

The NGO focus group made the following recommendations as regards the development of effective and successful leadership by principals:

- Start with principal preparation programmes. Principals must be extremely knowledgeable about instruction, how learners learn, how educators teach, what

kinds of training help educators most and the significance of leadership in all these areas.

- Develop a structured leadership preparation programme involving all stakeholders in education.
- Make use of tertiary institutions to take ownership of the leadership preparation programme, with the help of departmental officials and NGOs working in the field of education.
- Support the profession by means of mentoring programmes for all newly appointed principals and other leaders within educational institutions.
- Support all leaders in education with ongoing professional developmental programmes throughout their careers.
- Provide incentives for outstanding performance and other rewards for leaders, especially principals, such as sabbaticals or advanced training, or international exchanges.
- Generate respect for school leadership in general.
- Develop methods and strategies for attracting more candidates to the field.
- Provide principals with a forum and regular opportunities for meeting and exchanging ideas, as well as discussing their work.
- Ensure that principals receive ongoing evaluation of their performance on a regular basis.
- Keep schools in South Africa small, in order to make them more educationally and emotionally sound for the learners, as well as more manageable for the school's leader.
- Empower principals with the ability to provide meaningful incentives for staff for strong and excellent performance.
- Consider redefining the job of the principal. Administrators could be appointed to handle tasks such as compiling bus and athletics schedules, making discipline referrals, attending events and overseeing the cafeteria.
- School principals should be accountable for more than just troubleshooting. They should focus on treating educators fairly, listening sensitively to parents, exercising instructional leadership and staying within budget. Today, accountability demands results in the form of learner achievement.
- Principals must live with paradox. They must have a sense of urgency about improving their schools, balanced by sufficient patience to sustain them for the

long haul. They must focus on the future, but remain grounded in today. They must see the big picture, while retaining a close focus on details. Principals must be strong leaders who are willing to relinquish their power to others as the need arises.

According to the NGO co-ordinators, the position of principal is problematic. Significant changes in the way schools are led will require a major shift in the education system and society. The public need to understand that the principals of contemporary schools need to be instructional, developmental, transformational and transactional leaders. Only when principals have sufficient time and expertise in the art of leadership will South Africa see real school reform.

The focus group discussion showed that the three NGO co-ordinators placed significant emphasis on the way in which principals lead their schools. Principals must be professionally trained in various kinds of media to lead their organisations effectively. They also fully support a structured leadership preparation programme and continuous education for leaders in educational institutions.

12.5 SUMMARY

The researcher obtained information and data through various means. An analysis of the feedback from the questionnaires sent to learners indicated that continuous training and learning are essential for lifelong learning and development. The feedback from learners was valuable and interesting. Statistical findings of the study are reflected in Figure 12.1. The interviews with the circuit managers from the WCED revealed that they are in favour of leadership preparation programmes and also support the idea of continuous training and education of educational leaders. Feedback from the NGO focus group produced positive opinions and valuable suggestions that could create quality education in South Africa.

In the next chapter recommendations for the implementation of a leadership programme, as well as guidelines for learners are presented. Detailed information is also given regarding the programme for learners.

CHAPTER 13

RECOMMENDATIONS REGARDING THE LEARNERS

13.1 INTRODUCTION

Due to the significant difference in the pre- and post-evaluations of the learners (subjects) as discussed in Chapter 12, the researcher recommends that all learners in public schools should take part in a well-structured leadership programme. The feedback from learners, their educators, parents and community leaders (the raters) validated the holding of the empowerment sessions that took place over more than a year. The training (in the form of empowerment sessions) in the different aspects of interpersonal skills, effective communication, leadership, positive thinking and strategic direction-taking during the study with learners made a significant difference in the way in which they came to see the future and to operate as leaders in their schools, community and at home. A session was dedicated to positive thinking. The responses given during the session and the way in which the learners showed evidences of changes in thinking afterwards was pleasing. Their schoolwork was also seen to improve significantly.

An effective leadership programme for grades 7 to 12 should be incorporated in the curriculum of the National and Provincial Education Departments. This leadership programme should consist of two parts, respectively called the Leadership Development Programme (LDP) and the Leadership Youth Development Programme (LYDP). In primary schools, the LDP should be implemented for the Grade 7 learners. In high schools, the LYDP should be available from Grade 8 to Grade 12. Specially selected learners in leadership positions at schools should also participate in a leadership development camp.

The leadership programmes should be structured according to the empowerment sessions with the learners and the National Qualifications Framework (NQF) guidelines. According to Act No. 85 of 1995, the leadership programme for learners could form part of the Levels 2 to 4: Further Education and Training (FET) band, falling under Field 05 (Education, Training and Development) in the NQF. The programme can easily be incorporated in the Life Orientation learning area of the National Revised Curriculum Statement (NRCS). The programme, which

should consist of five units for high schools and three units for primary schools, should be based on all aspects of the different empowerment sessions with the learners.

13.2 The Leadership Development Programme (LDP)

The LDP should consist of the following units:

Unit 1: Interpersonal Skills

- **Listening** – Listening entails, apart from registering sounds, also giving meaning to the sounds that one hears. Listening also presupposes understanding, the ability to interpret and concentration.
- **Setting goals** – Each employee needs to know of what his/her tasks consist, as well as what he/she wants to accomplish at work.
- **Giving feedback** – Always provide positive feedback phrased in descriptive and non-judgemental terms.
- **Negotiating** – Negotiating is an elementary means of getting something done by people.
- **Handling conflicts** – People have mutual differences of opinion, either because their norms and values clash, or because they have different goals and priorities. Management needs to ensure that conflicts are controlled, or to avoid the escalation of conflicts.

Unit 2: Effective Communication

- **What is communication?** – Communication can be defined as a two-way process.
- **Categories of communication**
 - * Intrapersonal communication is communication within oneself.
 - * Interpersonal communication occurs between people.
 - * Extra-personal communication is communication that occurs between a person and an animal, an object or a plant.

Hints for effective communication

- Learn as much as possible about the person/s you will be seeing in advance.
- Never lose your temper. Always stay calm.
- Always acknowledge the importance of others.
- Structure your words and thoughts logically.

- **Zones of communication**

- An intimate zone exists between the sender and the receiver when they stand within a half-metre of each other.
- A personal zone exists between the sender and the receiver when they stand within one-and-a-half metres of each other.
- A social zone exists between the sender and the receiver when they stand within one and two metres of each other.
- A public zone exists between the sender and the receiver when they stand within more than three metres of each other.

Unit 3: Leadership

- **What is leadership?**

- Leadership is the behaviour of an individual when he/she is directing the activities of a group towards attaining a shared goal.
- Leadership is an interaction between persons.

- **Types of leadership:**

- **Status leadership** is the type of leadership associated with a particular position.
- **Emergent leadership** is the type of leadership exercised by someone who holds no special position, but that emerges in relation to particular problems or situations.
- **Transformational leadership** is the type of leadership that brings about changes in the organisation.
- **Developmental leadership** is about influence. Developmental leaders advocate, support and promote their employees.
- **Competency-based leadership** is about growth and development. Such leadership takes into account the follower's skills, knowledge, experiences and attitudes.
- **Instructional leadership** is the type of leadership that emphasises the behaviour of educators as they engage in activities directly affecting the growth and development of learners.
- **Laissez-faire leadership** is about abdicating responsibility, withdrawing attempts to lead and avoiding decision making.

- **Delegation**
 - Provide sufficient information to enable the delegatee to do the task.
 - Give support and continuous encouragement, as needed.
 - Request regular progress reports.
 - Delegate the appropriate level of responsibility and authority to followers, based on their needs and capabilities.
 - Delegate tasks to followers that are meaningful and interesting to them.
 - Always explain to your follower(s) why you have or have not chosen them to do the task.
- **My Leadership Development Plan**
 - The development of a personal development plan.

13.3 Leadership Youth Development Programme (LYDP)

The LYDP will consist of the following units:

Unit 1: Interpersonal Skills

- **Listening** – Listening entails, apart from registering sounds, also giving meaning to the sounds that one hears. Listening also presupposes understanding, the ability to interpret and concentration.
- **Setting goals** – Each employee needs to know of what his/her tasks consist, as well as what he/she wants to accomplish at work.
- **Giving feedback** – Always provide positive feedback phrased in descriptive and non-judgemental terms.
- **Negotiating** – Negotiating is an elementary mean of getting something done by people.
- **Handling conflicts** – People have mutual differences of opinion, either because their norms and values clash, or because they have different goals and priorities. Management needs to ensure that conflicts are controlled, or to avoid the escalation of conflicts.
- **Persuading** – Effective persuasion relies on the ability to present a message in such a way that it leads others to support the message conveyed. Constructive persuasion entails creating the awareness in others that they have the freedom to choose whether or not to behave in a certain way. One of the essential elements of leadership is the art of inspiring and motivating people to work in the direction in which you want them to. The most effective leaders are those who are able to influence others to take action through the use

of positive forms of persuasion. Such influence enables leaders to obtain much higher levels of commitment and motivation from their employees than would ever be possible by means of adopting a militaristic, authoritarian approach.

Unit 2: Positive Thinking

• ***How my mind works***

- The conscious mind is that aspect of the mind that encompasses all of which one is aware in the present moment.
- The subconscious is that level of the mind through which material passes on the way towards full consciousness.
- The creative subconscious is the source of mental processes that leads to solutions, ideas, theories or products that are unique and novel.

• ***Building blocks for change***

- Habits consist of automatic and learned behaviours.
- Attitude is the way in which a person leans in relation to a goal.

• ***Tools for change***

- An affirmation is a statement of fact or a belief that helps to build up your self-image.

Unit 3: Effective Communication

• ***What is communication?*** Communication can be defined as a two-way process.

• ***Categories of communication***

- * Intrapersonal communication is communication within oneself.
- * Interpersonal communication occurs between people.
- * Extra-personal communication is communication that occurs between a person and an animal, an object or a plant.

Hints for effective communication

- Learn as much as possible about the person/s you will be seeing in advance.
- Never lose your temper. Always stay calm.
- Always acknowledge the importance of others.
- Structure your words and thoughts logically.

• ***Zones of communication***

- An intimate zone exists between the sender and the receiver when they stand within a half-metre of each other.

- A personal zone exists between the sender and the receiver when they stand within one-and-a-half metres of each other.
- A social zone exists between the sender and the receiver when they stand within one and two metres of each other.
- A public zone exists between the sender and the receiver when they stand within more than three metres of each other.
- **Acoustic semiology**
 - Acoustic semiology is communication by sounds or signals other than words.
- **Paralinguistic qualities**
 - Paralinguistic qualities are the voice qualities that include tone, pace, rhythm and accent. The recommended voice possesses a medium to low pitch.

Communication by means of touch.

- The way in which one person touches another can convey a whole range of messages, ranging from personal to completely impersonal. Touching in the work environment **MUST** be handled with a great deal of sensitivity.

Unit 4: Leadership

- **What is leadership?**
 - Leadership is the behaviour of an individual when he/she is directing the activities of a group towards a shared goal.
 - Leadership is an interaction between persons in which one presents information in such a way that the other becomes convinced that his or her outcomes will be improved.
 - Leadership can be defined as a social influence in which leaders seek the voluntary participation of followers in an effort to reach organisational objectives.
- **Types of leadership:**
 - **Status leadership** is the type of leadership associated with a particular position.
 - **Emergent leadership** is the type of leadership exercised by someone who holds no special position, but that emerges in relation to particular problems or situations.
 - **Transformational leadership** is the type of leadership that brings about changes in the organisation. Transformational leadership also attempts to satisfy immediate needs, to assess motives and to satisfy higher needs.

- **Transactional leadership** – It focuses primarily on managing structure, emphasizing organisational structure, organisational purpose development [planning and task completion.
- **Developmental leadership** – It is about influence. Developmental leaders advocate, support and promote their employees.
- **Competency-based leadership** – It is about growth and development. It takes into account the follower's skills, knowledge, experiences and attitudes.
- **Instructional leadership** – It is an approach to leadership that emphasises the behaviour of educators as they engage in activities directly affecting the growth and development of learners.
- **Laissez-Faire** – It is about abdicating responsibilities, to withdraw attempts to lead and to avoid decisions.

- **Delegation**

- Provide sufficient information to enable the delegatee to do the task.
- Give support and continuous encouragement, as needed.
- Request regular progress reports.
- Delegate the appropriate level of responsibility and authority to followers, based on their needs and capabilities.
- Delegate tasks to followers that are meaningful and interesting to them.
- Always explain to your follower(s) why you have or have not chosen them to do the task.

- **My Leadership Development Plan**

- The development of a personal development plan.

- **Motivation**

- Motivation of followers is one of the most critical tasks facing the management of any organisation.
- Motivation can also be defined as the degree to which an individual wants and chooses to engage in certain specified behaviours.
- Motivation is characterised by the following:
 - It is an individual phenomenon: each person is unique.
 - It is normally within one's own personal control: one chooses how one behaves.

It is multifaceted: the two most important facets are “arousal” and the choice or direction of own behaviour.

It is concerned with the internal and external forces that influence choice of action rather than with the behaviour itself.

- **Motivation theories**

- **Maslow’s hierarchy of needs**

- Maslow’s five need levels are often shown as a pyramid in ascending order, consisting of the following:

- **Self-actualisation needs** (the highest level): The need to realise one’s full potential.
 - **Self-esteem or ego needs:** The need for self-respect, confidence, personal reputation and esteeming others.
 - **Social or love needs:** The need for affection, a sense of belonging, social activities, friendship and giving or receiving love.
 - **Safety and security needs:** The need for security, freedom from pain and physical attack, predictability and orderliness.
 - **Physiological needs** (the lowest level): The basic need for food, water, sleep, sex, etc.

- **McGregor’s Theory X and Theory Y**

- Theory X assumes that most people:
 - * People inherently dislike work and are lazy.
 - * People are self-centred and lack ambition.
 - * People prefer to be directed and to avoid responsibility, while wanting security.
 - By contrast, Theory Y assumes that most people:
 - * are, by nature, both physically and mentally energetic.
 - * do not need to be externally controlled or directed.
 - * will always seek and accept responsibilities under the right conditions.

Unit 5: Strategic direction

- **Mission** – A mission is a general expression of the overall purpose of the organisation.
- **Vision** – A vision or strategic intent is the desired future of the organisation.
- **Goal** – A goal is a general statement/aim/purpose of the organisation.
- **Objective** – An objective is more precise and is in line with the goals of the organisation.
- **Strategy** – A strategy is the long-term direction of the organisation.

- **SWOT Analysis**

- **S** = **Strengths**
- **W** = **Weaknesses**
- **O** = **Opportunities**
- **T** = **Threats**

A SWOT analysis summarises the key issues in terms of an analysis of the business and the strategic capability of the organisation.

- **Organisational Culture**

- Values: Values are the recorded statements of the organisation's mission, objectives or strategies.
- Beliefs: Beliefs are relatively specific issues that people in the organisation can discuss.

- **Strategic Planning Process**

- Strategic planning can be defined as the process of developing and maintaining consistency between the organisation's objectives and resources and its changing opportunities.
- The three elements of strategic planning are:
 - strategic analysis
 - strategic choice
 - strategic implementation

- **Model of Strategic Planning Process**

- - Strategic analysis = Mission and vision
 - Strategic choice = Strategies
 - Strategic implementation = Policies, decisions and actions

The leadership programme should prepare learners or students to take on the rewarding role of leadership. The training should focus on a learner or students' development needs. The National and Provincial Education Departments, in conjunction with the educators and other educational stakeholders, should make it mandatory for learners or students to have obtained a qualification in leadership by the end of each year as part of the school curriculum.

The leadership curriculum should offer challenging and relevant training, school-based assessment and visits to other learners in successful schools. The programme should take ten months of each academic school year to complete. A special leadership camp for prefects and student council members should also form part of the broader leadership programme. The special programme will take three months, consisting of monthly sessions held over weekends, to complete. The programme is a practical exercise firmly rooted in the principle of school improvement that thoroughly prepares learners for their first posts in the private/public sector, the business world or in the world of tertiary education.

The programme:

- should be underpinned by national unit standards for education.
- should be run by the National and Provincial Education Departments, especially the Western Cape Education Department (WCED) and draw on the best leadership and management practice inside broader education.
- should be under the auspices of the South African Qualifications Authority Act, No. 58 of 1995.
- is based on supported action learning and should be accessible to learners in all types of schools and educational institutions.
- should be practical, challenging and up to date.
- should offer a range of blended learning opportunities, including face-to-face events, online learning (e-learning), study materials, visits to other schools or educational institutions and peer and tutorial support.
- should focus on whole-school development and improvement.
- should set rigorous standards, while building on previous achievements and proven ability.
- provides a baseline from which learners or students can develop their leadership and management capabilities and skills.

The leadership programme should give anyone the confidence, skills and professional knowledge one needs to deliver the best to other learners, as well as to the broader school community. The programme should also help learners to develop the skills necessary for effective leadership. The leadership programme should focus on individual training and development needs. The amount of time that a learner commits to the programmes will depend on his/her current grade, experience, skills and expertise. The expectation is that learners or students will take a maximum of six academic years to complete the leadership programme.

The leadership programme should be seen as an investment in a person's educational training, as well as in his/her later career. Inevitably, as with other professional qualifications, it is bound to make demands on a learner's time over and above the learner's existing educational responsibilities. Although the programme has a school-based emphasis, learners will also be required to spend more time after school attending face-to-face events and educational plenary sessions led by tutors or professional trainers. At such events and sessions, learners should work alongside other learners, also aiming to attain effective leadership training and development skills.

During the leadership programme, a learner should:

- learn about new ideas and strategies that he/she can apply as part of his/her body of knowledge relating to the school/institution.
- work on current personal and school development and improvement priorities.
- gain support in fulfilling his/her current roles.
- build useful networks with other learners in other schools/institutions.
- use his/her values, beliefs, attitudes and emotions to influence other people.
- learn to contribute to the development of a healthy self-image.
- learn to make informed decisions about his/her life and future.
- market the school/institution as an organisation of excellence.
- learn to render excellent service to his/her broader customer chain.
- use business concepts to transform his/her school or institution into a centre of excellence.

13.4 Registration of the programmes

The different programme should be registered with the SAQA and UMALUSI. Due to the nature of the National Education Department Minister's, Mrs Grace Naledi Pandor's, portfolio she and her departmental officials, including the Provincial Minister of Education, should do the necessary registration work with SAQA and UMALUSI.

13.5 Sources of funds

Due to its financial implications, both the National and Provincial Education Departments, especially the WCED, must accept that the programme can only succeed if they make use of the following range of financial resources:

- The South African Government should make funds available each year to maintain the programme nationally.
- The Provincial Governments must budget for the programme each financial year.
- The Education Departments must make funds available to schools or institutions for the programme each year by ways of the Norms and Standards (Funding of public schools).
- The business sector could also contribute towards the programme by way of instituting partnerships with the schools/institutions involved.
- International donations may be accessible for sponsoring the programme.
- Educators could contribute a small monthly amount towards a **TRUST FUND** for the leadership programme for learners. A task team could do the work necessary for establishing such a fund. An administrator for the fund for each province could be appointed by the Education Department.
- Parents could contribute towards the programme by means of paying school fees and making special contributions to the leadership camp fund.

13.6 Assessment

Assessment learning projects and assignments will be evaluated to demonstrate competence in relationship to the different assessment standards and learning outcomes of each unit. Such evaluation will also address the integration of learning and show a holistic understanding of leadership. Self-evaluation projects or exercises relating to learning and development will form part of the broader assessment strategy.

Educators will use the National Assessment Code System (1–4) to assess all leadership assignments and projects of learners.

13.7 Time allocation

One of the three periods per week for Life Orientation should be earmarked for leadership development.

13.8 SUMMARY

Recommendations regarding the continuous training and education of learners were addressed in this chapter. A well-structured leadership programme, consisting of all necessary modules, was designed, and detailed notes for each component of the different programmes were presented.

In the next chapter, recommendations for the implementation of a leadership programme, as well as guidelines for educational leaders, are presented.

CHAPTER 14

RECOMMENDATIONS REGARDING EDUCATIONAL LEADERS

14.1 PROPOSED IMPLEMENTATION OPTION FOR EDUCATION DEPARTMENTS

Based on the analysis of data in Chapter 11, and the significant difference in the pre- and post-evaluations of leadership on learners, the researcher recommends that educational leaders also be continuously trained and educated. Due to the excellent results of the empowerment sessions conducted with the learners involved in the study, the researcher is of the opinion that educators, especially management staff members, should be continuously trained by means of a well-structured leadership programme. The leadership programme should be under the auspices of the proposed Leadership Institution, which should fall under the auspices of the National and Provincial Education Departments. Figure 13.1 illustrates the structure and proposed curriculum of the different leadership programmes. The various steps involved are explained below.

14.1.1 Organisational vision and mission

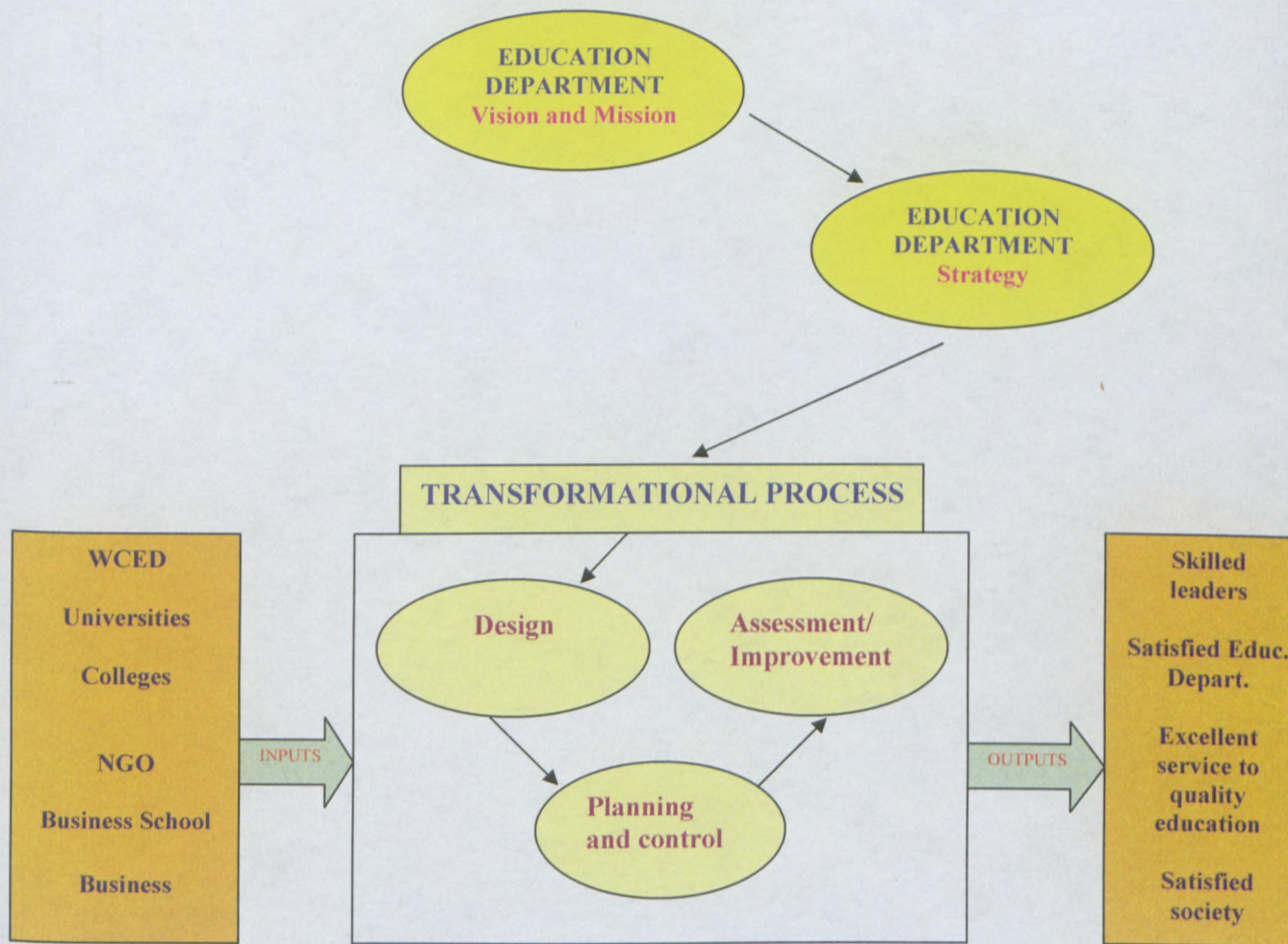
The vision and mission of the National and Provincial Education Departments could be as follows:

- to establish a special leadership preparation faculty at one local university of their choice, and special educational leadership preparation training units at selected colleges and universities
- to establish a Leadership Institution that will function under the auspices of the National Plan for Higher Education (NPHE) in South Africa
- to develop and design a well-structured curriculum for leadership preparation and continuing education with all stakeholders in education
- to retrain all educational leaders before the end of 2010
- to put mechanisms in place for all educators to follow the preparation course to prepare them for further leadership positions

14.1.2 Organisational strategy and strategic objectives

- Education departments in South Africa are totally dependent on the government. They should enter into discussions with administrators of universities and colleges, NGOs working in the field of education and teacher unions in order to engage these institutions and bodies in the process of curriculum development.
- A special task team could be established in order to initiate the process of co-ordination with various other task teams in order jointly to co-ordinate the following functions:

Figure 14.1: Leadership Preparation Programme Management System (Education Department)



Source: Slack, Chambers, Harland, Harrison & Johnson (1998:44)

- *Marketing and advocacy*

A strong marketing and advocacy component is essential for the project to be able to achieve:

- awareness: making all leaders and educators of all schools in the province and nation aware of the scope and nature of the programme.
- acceptability: generating consensus on the desirability of the programme, for both the educational and business sectors.
- resourcing: through generating awareness of the programme, securing buy-in from the private sector, facilitated by means of media exposure, by promising sound returns on investment.
- partnership: establishing as many partnerships as possible.
- enthusiasm and commitment: securing the commitment of all leaders, educators and the Education Department, as well as the programme coordinators at the different tertiary institutions. The programme needs to be marketed in a positive way, so that its success can lead to quality education in schools of excellence.

- *Training*

All principals should be retrained in the different components of the leadership preparation curriculum by the tertiary institutions of the Education Department's choice or by the Leadership Institution:

- The entire programme should be the responsibility of either the tertiary institutions or the Leadership Institution.
- In order to make it more financially viable, the programme could be phased in over a period of two years, starting at the beginning of 2007.

- *Sources of funds*

Because of its financial implications, the National Education Department must accept that the programme can only succeed if it uses a range of financial resources:

- The South African government should make funds available each year to maintain the programme nationally.

- The provincial governments must budget for the programme each financial year.
- The Education Departments must make funds available for the programme each year.
- The business sector can also contribute towards the programme through partnerships.
- The selected tertiary institutions must budget for the programme each year.
- International donations can be obtained to sponsor the programme.
- Principals and all other educators can contribute a small monthly amount towards a trust fund for leadership preparation and continuous education in leadership. The task team should be responsible for establishing the fund. An administrator for the fund can be appointed by the Education Department concerned.

14.1.3 The transformational process

- Design

The purpose of the design and development of the programme is to satisfy the needs of all customers. The design and development activity is itself a transformation process. The programme starts with a concept and ends with the translation of that concept into a specification of a potential creation.

The outcome of the design and development activity is a fully detailed specification of the programme, which can be broken down into the stages illustrated in Figure 14.2:

- *Concept generation*

Concept generation can come from sources either inside or outside the Education Department and tertiary institutions in the form of ideas generated by principals, educators or the Education Department.

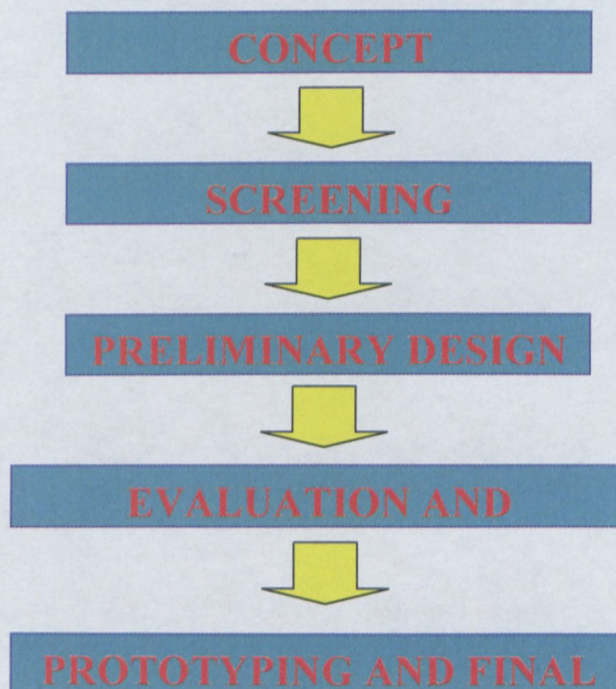
Officials (circuit managers, directors at the different EDMCs and the Human Resources Department) of the Education Departments can generate

valuable suggestions and ideas regarding the creation of the leadership preparation programme. Many valuable ideas and suggestions could also come from the customers themselves (meaning the principals and other leaders) by way of a participatory initiative undertaken at grassroots level.

- *Concept screening*

Not all the concepts that are generated will necessarily be suitable for further development. Concepts have to pass through many different screens, and several functions might be involved, such as marketing and finance, as indicated by Robson (1997: 29).

Figure 14.2: Stages in the design and development activity



Source: Robson (1997:35)

Preliminary design

Having generated a programme concept that is acceptable to the Education Department, as well as to all other stakeholders concerned, the stakeholders then have to tackle the next stage, which involves creating a preliminary design. The objective of this stage is to make an initial attempt at:

- specifying the component product and programme.
- defining the processes to create the programme.

A processing framework, consisting of a charting method aimed at identifying some of the key activities that may occur, will include:

- the selection: the decision to choose one of several options regarding the content of the curriculum, the tertiary institutions that will provide the service, and funding.
- the point of entry: when to start and the point at which the customers first make contact with the chosen programme.
- the point of impact: the moment at which the facilitators of the programme start to deal with the customers (the principals).
- the delivery: the part of the process that delivers the core programme.

- *Design evaluation and improvement*

The purpose of this stage in the design activity is to see whether the preliminary design can be improved upon before the programme is tested in the market. Three techniques can be used, namely:

- quality function development (QFD): the key purpose of QFD is to try to ensure that the eventual design of the programme meets the needs of its customers.
- value engineering (VE): the purpose of VE is to reduce costs, and to prevent the occurrence of any unnecessary costs.
- application of Taguchi methods: the main purpose of the application of Taguchi methods is to test the robustness of the design. The basic idea is

that the programme should be able to perform despite extreme conditions and circumstances (Cohen, 1989).

- *Prototyping and final design*

The next stage in the design activity is to turn the improved design into a prototype open to testing. Prototypes may include the implementation of the programme on a pilot basis for a trial period of approximately six months.

– **Assessment**

Formal assessment of whether the Education Department is meeting its objectives by means of the leadership preparation and continuing programme is a crucial component of the programme. The following strategy can be followed to ensure ongoing assessment:

- An independent agency outside the Education Department can be appointed to perform continuous assessment of the programme.
- The Education Department, in this case the WCED, and in particular the directorate Human Resources, should determine acceptable criteria to be used in the assessment process.
- The assessment agency will do the necessary pre-testing, collect historical information about the programme and build a trend profile for the programme.
- The assessment agency should consider both quantitative and qualitative criteria in assessing the effect of the programme on principals and other leaders in schools.
- The assessment agency should report regularly (at least once a semester) directly to the Education Department and to the co-ordinators of the programme at tertiary institutions. The report must include the assessment results, as well as recommendations and judgements relating to the programme.

14.2 Recommendations for the training of principals and educators

A Leadership Institution will be established to prepare candidates for the rewarding role of principalship. The training will focus on meeting a candidate's developmental needs. The National and Provincial Education Departments, in conjunction with the teacher unions and other educational stakeholders, should make it mandatory for all first-time principals, deputy principals and heads of departments to hold a qualification from the Leadership Institution or to have currently secured a place on the leadership programme. The Leadership Institution will offer challenging and relevant training, school-based assessment and visits to successful schools. The programme will take between six months and two years to complete, depending on the candidates' training and development needs. A special leadership programme for serving principals will also be designed, for completion over a period of six months. The programme is a practical qualification, firmly rooted in school improvement, which prepares candidates thoroughly for their first post as principal, deputy principal or head of department.

14.2.1 The Leadership Programme

The programme should be:

- underpinned by the national standards for principals;
- run by the National and Provincial Education Departments, especially the WCED and draw on the best leadership and management practice available inside the ambit of broader education;
- based on supported action learning and be accessible to educators in all types of schools and educational institutions;
- practical, challenging and up-to-date;
- capable of offering a range of blended-learning opportunities, including face-to-face events, on-line learning (e-learning), study materials, visits to other schools or educational institutions and peer and tutorial support;
- focused on whole-school development and improvement;
- capable of setting rigorous standards, while building on previous achievements and proven ability; and

- capable of providing a baseline from which new principals, deputy principals of head of departments can develop their leadership and management capabilities.

The leadership programme should give anyone the confidence, skills and professional knowledge he/she needs to deliver the best for one's staff and learners, as well as all the customers of one's school or educational institution. Employers can be assured that, in order to qualify as a leader, one has to have met the threshold requirements set for any senior management position. The programme should also help a principal to develop the skills necessary for effective principalship. The Leadership Preparation Programme (LPP) should focus on individual training and development needs. The amount of time that a candidate will need to commit to the programme will depend on the candidate's existing qualifications, experience, skills and expertise. The expectation is that candidates will take a maximum of two years to complete the leadership programme.

The leadership programme should serve as an investment in a person's career. Inevitably, as with other professional qualifications, the investment will demand commitment of both time and effort over and above the candidate's existing responsibilities. Although the programme has a school-based emphasis, candidates will also need to spend time outside conventional school hours attending face-to-face events and educational plenary sessions led by tutors and professional trainers, during which a candidate will work alongside colleagues also aiming for promotion and especially principalship.

During the leadership programme, candidates will:

- learn about new ideas and strategies and be encouraged to apply them within their body of knowledge in the school or institution.
- work on current school development and improvement priorities.
- gain support in fulfilling their current roles.
- build useful networks with colleagues in other schools and institutions.
- learn to render excellent service to their broader customer chain.

- use business concepts to transform their schools or institutions to centre of excellence.

14.3 The different stages of the leadership programme:

The leadership programme should consist of the following three stages:

- the access stage
- the development stage
- the final stage

14.3.1 The Access Stage

This stage will consist of the following:

- the introduction
- training and development activities
- five modules
- assessment

Introduction

If a candidate is assessed as eligible to start at the access stage, the candidate will receive an educational pack and details of how to log in to the web site of the Leadership Institutions Gateway, on which he/she will find additional activities that he/she should complete before attending his/her induction. The Leadership Institution Head Office will then e-mail the candidate a Leadership Skills Assessment form, which he/she must complete and e-mail back to the institution concerned. Candidates must pass this assessment in order to be able to continue with the programme. The purpose of the assessment is to test candidates' understanding of the requirements of the Leadership Preparation Programme and to provide them with an introduction to the content of the programme.

At the induction session, the candidate will meet the chief co-ordinators of the Leadership Institution, as well as the tutors, lecturers and other members of his/her group. The candidate will also further explore the programme and plan his/her work for the access stage.

Training and development sessions

Following the induction session, the candidate will start work on the five study modules of the access stage. Though learning during the access stage will mainly take the form of self-study, the candidate will be supported by his/her tutor, lecturers and other role players who will act as advisors to him/her. The candidate will also have to attend educational study meetings (once a week) in order to participate in discussions and to share good practice with other subset members.

The access stage also includes face-to-face events and educational information sessions organised by the Leadership Institution, which will focus on educational information sharing, practical issues, and problem-solving activities designed to help the candidate develop the skills necessary for principalship.

Before a candidate completes the access stage, he/she will be required to attend a group final tutorial to help him/her to clarify his/her own learning experience and to prepare to move on to the development stage.

Five modules

The Access Stage should consist of the following five modules:

Module 1: Interpersonal Skills

The following ten skills are essential for leading and managing people effectively:

- ***Listening*** – Listening entails, apart from merely registering sounds, also giving meaning to the sounds heard. Listening also presupposes understanding, the ability to interpret and concentration. People retain much less of what they hear than they generally should, due to the following factors:
 - Thinking too fast. When people listen to someone, they tend to think much faster than the other person can talk.
 - An incorrect attitude. Many people do not possess the right attitude that is needed to be an effective listener. People don't concentrate on what the speaker has to say, but rather tend to focus more on what

they themselves have to say next – especially if they are being criticised.

- Keeping up appearances. Effective listening is often hindered by the shame that people feel regarding their lack of knowledge of the topic under discussion and their attendant fear that they will make a poor impression.
 - Lack of training. People have not generally been trained to be effective listeners.
-
- **Setting goals** – Each employee needs to know of what his/her tasks consist, as well as what he/she wants to accomplish at work. In order effectively to set targets, the following three requirements must be met:
 - Targets have to be specific and clear. Targets need to be formulated in such a way that they give direction to the employee's performance and so that they enable the manager to analyse the development level of that particular employee. The employee must be clear as to what targets he/she is expected to accomplish.
 - Targets need to be challenging and attainable. Targets must be formulated in such a way that they are not overly easy for an employee to attain. Just as easily attainable goals do not tend to motivate excellent performance, so do targets that are very difficult to attain only lead to frustration.
 - Targets need to be mutually formulated. Goals can be set in two different ways. In instructing, the manager can set the goals and impose them on his/her employee(s). In general, this method tends to work very well with employees who are not yet that capable, but who are highly motivated. In the second way (mutually involved), the manager can set mutually acceptable goals together with the employee concerned.
-
- **Giving feedback** – Always provide positive feedback by formulating the feedback in descriptive and non-judgmental terms. Effective feedback always adds new information to any discussion. Not only can such feedback be used

as a means of assisting employees to solve any problems that they encounter, but it can also be used to adjust an employee's behaviour in one way or another. In order to give effective feedback, one must possess exceptional listening skills and, above all, the work atmosphere must be open and relaxed.

The **Johari window** is a model that renders the various aspects that play a role in the feedback process comprehensible. The model demonstrates that the co-operation between two people is benefited by mutual openness and feedback. The model consists of four fields, each of which describes a certain situation that has an influence on the way in which people react to one another.

Field 1: Open space

Field 1 indicates all behaviour that is not only known to a particular person x, but also to other people. Everyone has access to this information and can deal with it freely and assess whether the information is relevant to the subject at hand.

Field 2: Blind

Field 2 indicates everything that a person x does not know about him/herself, though others do know it about him/her or think of him/her in that way.

Field 3: Covered

Field 3 indicates everything that person x knows about him/herself, of which no one else knows

Field 4: Unknown/unconscious

Field 4 contains everything that is both unknown to x and to others, but which does not influence their co-operation.

Negative feedback

Usually people do not appreciate being given negative feedback. Take a moment to reflect on negative feedback that is essential in relation to the delivered performance. Managers may find it problematic to criticise employees openly. They may be afraid that future co-operation will be impeded by negative feedback, or that they will not be liked by those to whom they provide such feedback.

Managers must always try to do the following when giving feedback to employees:

- Formulate the feedback in descriptive, rather than in judgemental, terms.
 - Always formulate your feedback in concrete and specific terms.
 - Take the needs of the person receiving the feedback into account.
 - When giving feedback, never force your employee to listen to you, but rather ask him/her if he/she needs the feedback.
 - Time your feedback well and always clarify the context in which it is given.
 - In the case of negative feedback, address your employee on behaviour over which he/she has control.
-
- **Negotiating** – Negotiating is a basic way of getting something done by others. It is a form of communication between two or more parties, in which the aim is for the involved parties to come to an agreement. A common understanding and interest must exist between the involved parties. In the absence of a common understanding and interest, the chances of achieving a positive result are nought in advance.

Negotiating successfully means that the involved parties must adhere to the following requirements:

- **They must have a clear picture of why and how their opinions differ.**
- **They must search for common interests during the negotiating process.**

A positive result is possible when these two requirements are met. A positive conclusion to the negotiating process is reflected by:

- the existence of an agreement that meets the legitimate interests of both parties.
 - the reasonable uniting of conflicting interests.
 - due consideration having been granted to the interests of any third parties involved.
-
- **Handling conflict** – People may experience mutual differences of opinion, either because their norms and values clash, or because they have different

goals and priorities. Management has the important task of ensuring that conflicts are controlled or of avoiding the escalation of conflicts.

The following symptoms that characterise conflict can be damaging to any organisation:

- poor communication between the parties involved, and often between members of the same party
- animosity and jealousy, reflecting negative feelings about the other party in the conflict
- personal friction in which the problems expressed seem to be less and less about ideas or opinions and more about the characters of the people involved in the conflict
- an escalation of the level within the organisation that is impacted by the conflict
- increasing gossip, myths, rules and procedures relating to the conflict

- ***Performance evaluation***

A favourable assessment of any employee's performance is very important. A leader or manager can inform the employee about his/her performance in two ways: **formally** or **informally**.

The following steps can be used for handling performance evaluation effectively:

- Step One: Establish performance norms and standards.
- Step Two: Clarify to the employee what performance norms and standards are expected of him/her.
- Step Three: Gather performance data relating to the employee over a set period of time.
- Step Four: Evaluate the performance of the employee openly and honestly.
- Step Five: Provide informal feedback or discuss the results at an evaluation meeting.

The provision of effective feedback allows an employee to change his/her direction if he/she appears to be on the wrong track. Employees must be evaluated as often as possible.

However, sometimes employees should also be sanctioned, though punishment does not always provide an appropriate solution for problematic behaviour. Only if it is absolutely clear that the employee himself/herself is the sole cause of the poor performance, should punishment be an option. In order to punish employees effectively, the following crucial conditions must be met:

- The punishment should follow the "deed" as soon as possible.
- A punishment must always be preceded by a warning.
- Punishment should be unambiguous.
- Punishment should never be personal.

Tips for evaluating performances effectively

- Determine in consistent and clear terms the performance standards and norms involved.
- Establish precise, measurable and realistic performance goals.
- Analyse good performance from the past.
- Evaluate the employee's performance both during official meetings and informally.
- Always distinguish between evaluating and helping.
- Always approach problems or difficult situations positively.
- Make sure that criticism helps the employee to solve his/her problems.
- Always try to draw up a plan of action with the employee concerned when attempting to solve performance problems.

Delegation:

Delegating entails shifting certain powers from the leader/manager to the employee. As such, delegation enables an employee to take decisions independently. If a manager delegates a task to his/her employee, the latter can decide for him/herself how he/she wishes to accomplish the task. Delegation is not the same as participation. With delegation, the power to decide is transferred from the manager/leader to the employee, while with participation the power to decide is shared between them both.

The following effective ways of delegation must always be kept in mind:

- Discuss any problems encountered and offer suggestions as to how to solve them, as well as appropriate alternatives for attaining an objective.
- Provide all information necessary for doing the task.
- Empower followers with the authority to get the job done.
- Give support and continuous encouragement, as needed.
- Allocate necessary resources for completing the job.
- Request regular progress reports.
- Review the effects of delegated performance.
- Provide praise and rewards for successfully accomplishing objectives.
- Delegate the appropriate level of responsibility and authority to followers based on their needs and capabilities.
- Expect that it may initially take longer for the follower to complete the task than if you had done it yourself.
- Always ensure that the objectives of the task are clear, specific and acceptable to the follower.
- Use delegation to maximise both performance and development.
- Delegate tasks to followers that are meaningful and interesting to them.
- Explain to your follower(s) why you have or have not chosen them to do a particular task.

Module 2: Strategic management and planning

- ***The purpose of the principal as educational leader***

The principal is the sole educational leader in his/her community with the necessary knowledge, skills, attitudes and expertise. A principal has a critical role to play, but should not monopolise all the leadership activity for him/herself. Equally, others in the school should not abdicate their responsibility for taking the lead when required to do so and the circumstances are appropriate.

The following fundamental characteristics of a learning school in which the principal plays a vital role are very important:

- a commitment to lifelong learning held in common by all those in the school
- an emphasis on collaborative learning and the creative use of difference and conflict
- a holistic understanding of the school as an organisation
- a sound understanding of the process of whole-school evaluation (WSE)
- a sound relationship with other stakeholders in education and business
- strong connections and relationships with the broader community and the world outside the school.

- ***What is strategic management?***

While determining organizational strategy forms only one of the functions of management team (consisting of the principal and senior management members), it may be the most significant form of management decision making.

Strategic management is about the reading of signs and portents of the future and interpreting them appropriately in order to choose an appropriate direction for the future development of the organisation.

According to Johnson and Scholes (1999:16), strategic management is concerned with deciding on a strategy and planning how that strategy should be put effect by way of:

strategic analysis

strategic choice

strategic implementation

Strategic analysis encompasses the environment, resources and expectations, objectives, power and culture. Strategic analysis is concerned with understanding the strategic position of the organisation in terms of its

external environment, internal resources and competencies, and the expectations and influence of relevant stakeholders.

Strategic choice involves understanding the underlying bases guiding future strategy, generating strategic options for evaluation and selecting from among them.

Strategic implementation includes resource planning, organisation structure, people and systems. Strategic implementation is concerned with the translation of strategy into organisational action by means of organisational structure and design, resource planning and the management of strategic change.

The Strategic Planning Process

Strategic planning can be defined as the process of developing and maintaining consistency between the organisation's objectives and resources and its changing opportunities. Strategic planning aims to define and document an approach to doing business that leads to satisfactory profits, development and growth. Strategic planning turns an organisation's vision into concrete achievables.

Model of the Strategic Planning Process

Strategic analysis	Mission	What should we be doing?
	Vision	Where are we going?
Strategic choice	Strategies	What routes have we selected?
Strategic implementation	Policies	How do we guide our collective decisions to get there?

Decisions What choices do we have?

Actions Shall we do it?

A **mission** is a general expression of the overall purpose of the organisation, which, ideally, is in line with the values and expectations of the major stakeholders concerned as impacted by the scope and boundaries of the organisation.

The mission statement should address the following issues:

- It should be visionary and likely to persist for a significant period of time.
- The mission statement should clarify the main intentions and aspirations of the organisation and the reasons why the organisation exists.
- The mission statement should describe the organisation's main activities and the position that it wishes to secure in its industry.

A **vision** or **strategic intent** is the desired future state of the organisation.

A **goal** is a general statement of aim or purpose that is in line with the mission and which may well be qualitative in nature. An **objective** is more likely to be quantified, or at least to be more precisely in line with the goal.

Strategies are the long-term direction of the organisation.

A **strengths, weaknesses, opportunities and threats (SWOT) analysis** summarises the key issues identified in an analysis of the business environment and the strategic capability of the organisation concerned. The aim is to identify the extent to which the current strategy of an organisation and its more specific strengths and weaknesses are relevant to, and capable of, dealing with the changes taking place in the business environment. The analysis can also be used to assess whether there are further opportunities for exploiting the unique resources or core competencies of the organisation concerned.

Organisational Culture

Values may be relatively easy to identify in an organisation, and are often recorded as statements about the organisation's mission, objectives or strategies.

Beliefs are more specific issues that people in the organisation can openly discuss.

Taken-for-granted assumptions, which form the real core of an organisation's culture, are those aspects of organisational life that people find difficult to identify and explain. Collectively, they are known as the organisational **paradigm**.

- **School effectiveness**

School effectiveness may be defined as the capacity of the school to maximise school functions or the degree to which the school can perform functions.

The five categories of school effectiveness are:

- technical/ economic effectiveness;
- human/social effectiveness;
- political effectiveness;
- cultural effectiveness; and
- educational effectiveness.

Models of school effectiveness

The following are models of school effectiveness that can help leaders to manage their schools effectively:

- **The Goal Model** is based on the achievement of stated goals of the school. The goals must be clear, consensual, time-bound and measurable.
- **The Resource-Input Model** is based on the achievement of needed resources and inputs. There must be a clear relationship between the inputs

and outputs involved.

- **The Process Model** is about internal processes. There must be a clear relationship between the process and the outcome involved.
- **The Satisfaction Model** defines that a school is effective if all of its strategic constituencies are at least minimally satisfied. It assumes that the functioning and survival of the school are under the influence of its strategic constituencies, and that the school actions are mainly reactive to the demands of the constituencies. Satisfaction is the basic criterion for school effectiveness.
- **The Legitimacy Model** suggests that a school is effective if it can survive as a result of engaging in legitimate or marketing activities.
- **The Ineffectiveness Model** assumes that it is easier for the concerned school constituencies to identify and agree on criteria of school ineffectiveness than on criteria of school effectiveness. This model also identifies strategies for improving school effectiveness by analysing school ineffectiveness. This model is useful particularly when the criteria of school effectiveness are unclear, but strategies for school improvement are needed. The ineffectiveness model also focuses on operational weaknesses and defects of the school's internal process.
- **The Organisational Learning Model**
The organisational learning model assumes that the impact of environmental changes and the existence of internal barriers to school functioning are inevitable and therefore, that a school is effective if it can learn how to make improve and adapt to its environment.
- **The Total Quality Management Model**
The total quality management model provides a holistic or comprehensive perspective by means of which to understand and manage school effectiveness. This model is an integration of all the other models, particularly

the organisational learning model, the satisfaction model, and the process model. This model emphasises a holistic perspective of the dynamic process entailed in struggling for school effectiveness.

Module 3: Strategic leadership of learning and teaching

- **Determining the curriculum and other curriculum activities.**

Effective curriculum planning and organisation is best supported by agreed terminology, planning and monitoring. Curriculum management and development is consequently more piecemeal and incremental, and less rational and coherent a process than is generally supposed. Personal values and ideological judgments may strongly influence both curriculum management and the organisation itself. Stakeholder involvement also adds to the complexity of curriculum management and decision making.

- **Analysis of data and target setting for school or institutional improvement**

Every leader must have the necessary knowledge of the past of the school or institution to drive and manage the vision of the organisation. Making and taking the right decisions for the organisation is a shared process and should help to promote a stronger sense of ownership of the entity involved.

- **Employment and gender equity in education**

The need for employment equity legislation and redress measures has risen after decades – if not centuries – of discrimination against women and disadvantaged groups. It is in society at large, and in the domain of education specifically, that sexism, as well as racism and other forms of differentiation, occur, and are continuously redefined and reinforced. Educators, especially educational leaders themselves, should act as change agents within schools or institutions and society. As change agents, they should acquire new knowledge, skills and, especially, attitudes to address the injustices of the past.

Legal framework for employment equity in education

All South Africans should ideally be able to identify with the vision of a society free of gender discrimination and all other forms of oppression. This shared vision is entrenched in the Constitution of the Republic of South Africa Act (No. 108 of 1996) and related educational legislation. The following acts and commissions are responsible for ensuring the implementation of equity and equality:

- the Constitution of the Republic of South Africa (Act No. 108 of 1996)
- the Commission on Gender Equality Act (Act No. 39 of 1996) – Commission of Gender Equality
- the South African Schools Act (Act No. 84 of 1996) – Gender Equity Task Team in Education (national and provincial levels)
- the Employment Equity Act (Act No. 55 of 1996) – Employment Equity Commission)

Implementation of the Employment Equity Act

The Labour Inspectorate and the Director-General of the Department of Labour are responsible for ensuring that all employers, and therefore all principals, apply the measures prescribed in the Employment Equity Act. The Act protects equity and affirmative action and is divided into the following two sections:

- **Equity:** The section on equity prohibits unfair discrimination and outlines what is meant by unfair discrimination in the school environment. It also aims at the eradication of unfair discrimination of any kind in hiring, promotion, training, pay, benefits and retrenchment.
- **Affirmative action:** The section on affirmative action refers to measures that should be taken to help prevent unfair discrimination.

According to Hay (1999:39–43), the following recommendations apply to educators regarding the achievement of gender equity in education:

- **Ensure management commitment and accountability:** Senior management, especially principals, should continuously communicate the school's vision, aims and progress towards equity to all concerned.

Accountability means that management has an obligation to answer to another (senior) person with regard to its performance as regards equity and the encouragement of feedback from personnel. Management must be open and visible in its conviction to drive the equity programme.

- **Establish policies and practices:** Management should establish a policy that stipulates the criteria, procedures and individuals responsible for employment equity. The creation of an action, accountability and measurement plan to achieve an employment equity strategy, and the identification of barriers to employment equity are essential.

- **Target recruitment:** Target recruitment strategically ensures that recruiting reaches persons in the designated groups and identifies and communicates the competencies, skills and abilities required for available posts.

- **Create a positive environment:** Leadership should conduct training programmes on the educational imperative, as well as on the advantages of effective employment equity, employment equity rights and responsibilities, and group sensitisation for all educators – including race and diversity, gender, disability, harassment and religious tolerance.

- **Study legislation:** Leadership should be familiar with legislation and obligations related to standards of equity and quality in education.

- **Plan:** Leadership should develop a vision of what the school will look like when full diversity has been achieved at all levels.

- **Lead:** Senior, middle and lower management must actually and visibly lead the implementation of employment equity and diversity. Management decision makers must be fully committed to, and accountable for, employment equity and the management of diversity.

- **Encourage:** Leadership and management should reward equal employment and diversity practices, and particularly honour those who exceed compliance standards.

- **Include all stakeholders:** Leadership and management should bring everyone into the process, keeping it transparent. Communication of the positive aspects of employment equity initiatives to the school and all relevant stakeholders is important. All groups should be included in the analysis, planning, implementation and monitoring process. The process should include the views of learners, parents, community leaders and departmental officials.

- **Support mentoring:** Mentoring is regarded as a tool for management that can be very valuable when properly implemented.

- **Marketing the school**

The world of marketing and publicity is often seen as mysterious, magical, glamorous, and difficult to define. Marketing is about **communication**: telling all stakeholders about service delivery, events, and achievements; increasing their awareness and understanding; and gaining their attention and leaving an indelible impression. Marketing is also about establishing positive images. Management should develop a marketing strategy designed to achieve a predetermined positive response from the public.

Strategies for a marketing plan

Management should find out what the community thinks, values and wants. Taking those ideas into account, management should prepare a mission statement reflecting the school's philosophy and declaring the school's intent in a succinct statement. A strategic plan needs to be established in terms of a well-structured timeline and budget for events/expenses. Management should regularly implement its marketing strategy and consistently communicate the marketing plan to all stakeholders through the appropriate channels.

It is essential to establish a marketing committee consisting of staff members, and community members who have talent/expertise in all areas such as public relations, organisation, communication, writing, layout, design, and visual art. It is also important to marry each individual's skills to the task that he/she needs to perform.

The marketing committee will need to decide on the market with which they wish to identify beyond that of the school community. They also need to decide how to communicate their message to sponsors.

Benefits of a marketing plan

A school marketing plan should:

- provide a framework and guide for the school or institution concerned.
- provide and set specific targets for the school or institution.
- establish a base for follow-up planning.
- highlight strengths and weaknesses for the school,
- allow and develop dates and deadlines for all involved.
- provides a well-structured working document.
- set priorities, realistic objectives and effective solutions.
- provide the staff with a common purpose, helping them to develop a better understanding of the worth of the whole school.
- increase the knowledge that the community has about the school.
- provide positive support for public education.

Module 4: Working strategically with stakeholders

• Working with stakeholders

One of the most important responsibilities of leaders and managers in any organisation is what is known as **boundary management**. This means managing the boundary between the organisation and the rest of the community or world. It is the responsibility of senior management to deal with the internal stakeholders (staff and learners), as well as with the external stakeholders such as parents, officials of the Education Department, educator trade unions, the wider educational community, service providers, and so on.

Education in South Africa, especially in the Western Cape faces numerous challenges in this century. Efforts such as Education for All, broadening access, improving quality, and building capacities, together with the resources and the reforms to accomplish them, will require the participation of and dialogue between the various stakeholders and partners in education. Communication, sharing information, building trust and confidence, sustaining goodwill and reinforcing co-operation will be crucial to support the partnerships that promote educational development.

The following internal and external stakeholders have a vital role to play in education and should be involved in the decision-making process and the day-to-day running of the school:

- officials of the different Education Departments
- governing bodies
- parents
- educators and learners
- tertiary Institutions
- community-based organisations
- early childhood development
- adult basic education and training
- education support services
- non-government education organisations
- businesses (whether local, provincial, national or international)
- teacher unions
- the Department of Labour
- the Department of Trade and Industry

The guiding principles of working with stakeholders should be to promote understanding, clarity, mutual respect and a general sense of common purpose.

The benefits of management and leadership relationships which allow all stakeholders to participate are the following:

- People discover common needs and purposes. They see a connection between their own needs and the school's needs.
- People feel that they are doing something that matters to them personally and to the larger community and the world.
- People feel free to ask about one another's assumptions and opinions, and to question their own.
- People trust one another as colleagues. There is mutual respect and trust in the way in which they talk to one another and work together, no matter what their position is.
- People see the rich resources of experience, skills and knowledge in others, which go together with their own.
- People feel free to experiment, take risk and open evaluate the results, because mistakes are tolerated.
- People are encouraged to value helping one another, and asking for help is seen as a strength, not a weakness.
- People celebrate their achievements. They enjoy talking about the successes and failures they have shared, which helps to build a broad sense of ownership of the school, and a shared concern for it.
- Building participatory relationships lays a solid foundation for building a school of which the school community, the Department and the wider school community (both internal and external) can be proud.

- **Leading and managing people**

Leaders must have the ability to influence the actions of others. Leading and managing people shows a leader how to use the fundamental principles of human behaviour and communication to engage employees in serving the organisation and the leader.

A manager's most important, and most difficult, job is to lead and manage people. A manager/leader must lead, motivate, inspire, and encourage his/her followers. Sometimes a leader will have to hire, fire, discipline or

evaluate employees. To be able to be effective in managing and leading people, leaders must be well informed and well equipped.

- **Managing performance**

The dilemma facing today's organisations is their ignorance regarding how to manage performance, develop people and create systems and techniques that enhance organisational effectiveness. Managers and leaders must discover ways of transforming employees into high performers who are their greatest asset. Such transformation requires performance management to help the organisation achieve its strategic goals and objectives, improve its performance capability, and increase its competitive readiness.

The following reasons exist for employees' failure to perform satisfactorily:

- inadequate job design
- poor managerial practices
- inadequate training and development
- inappropriate corrective strategies
- inefficient and ineffective compensation and reward programmes

Inadequate job design

One of the primary reasons why employees fail to achieve their desired performance results has to do with poor job design. A disconnect exists between what they are required to accomplish and the activities that they are required to complete to produce sufficient results.

Poor managerial practices

Poor managerial practices are the heart of inadequate performance, breeding personal mistrust, fear, and strained manager–employee relations.

Inadequate training and development

Too often employees fail to perform adequately because they simply do not possess the necessary knowledge, skills, or understanding to fulfil their job

responsibilities as a result of inadequate training and development. In developmental organisations, training and development are the responsibility of the leader/manager, who is ultimately held accountable for productivity and employee development.

Lack of corrective strategy

Occasionally, employees simply refuse or are unable to perform adequately. Organisations must implement procedures that allow leaders and managers to take corrective action immediately.

Inefficient and ineffective compensation and reward programmes

Compensation and rewards are powerful incentives, yet when used ineffectively can act equally as deterrents. Well-designed compensation and reward programmes link achievement with desired results, growth, and development.

Module 5: Strategic management of people and resources

- **Managing the budget**

School budgeting is a process for preparing a summary of the programmes of the organisation (school) reflecting the expected revenues and expenditures. This statement guides the principal and staff through the various school activities, as well as towards achieving the mission and objectives of the organisation. It relates the expenditure of funds in a systematic way to the achievement of the mission and planned objectives of the school.

Many organisations use a special budget team, headed by the Financial Clerk or chairperson of the organisation to co-ordinate the budgeting process. The budget team usually reports to a budget committee, which generally is headed by the principal of the school. The budget committee includes the principal, two members of the governing body, a non-teaching staff member and one educator.

Senior management must take steps to ensure that the organisation members affected by the budget do not perceive it and the budgeting process as something beyond their control or responsibility.

Designing the budget process

The following three most common methods of setting budgets are by means of:

- authoritative budgeting;
- participative budgeting; and
- consultative budgeting.

Authoritative budgeting occurs when a superior simply tells the subordinates what their budget will be.

Participative budgeting is a method of budget-setting that uses a joint decision-making process in which all parties agree about setting the budget targets.

Consultative budgeting occurs when managers ask their subordinates to discuss their ideas about the budget, but no joint decision making occurs. Instead, the superiors solicit their subordinates' ideas and then determine the final budget alone.

The principal should take an active rather than a passive role in determining, mobilising and acquiring financial resources in order to ensure the effective implementation of the school mission, improvement and development plans.

Functions of a budget

1. It provides an operational framework for the implementation of the school improvement and development plans.
2. It can serve as an instrument for delegating authority. The budget can be designed to show which people are responsible for specific programmes.
3. It can serve as an instrument for controlling and evaluating performance.

- **Managing organisational stress**

According to Edelman and Woodall (1997:28), one of the major adverse influences on job satisfaction, work performance, productivity, and absenteeism is the incidence of stress at work. The presence of stress is also felt in the school environment. Over the past decade there has been a general recognition that many in the teaching profession are working under considerable stress. To be able to manage a school effectively it is very important that principals operate without the dysfunctional effects resulting from excessive stress.

Definition of stress

According to Trauer (1986:9), the term "stress" is derived from the Latin word "stringere", which means to bind tight or to press together.

Stress symptoms

According to Van Deventer and Kruger (2003:52), the following can be seen as symptoms of stress:

- individual symptoms
- organisational symptoms

Individual symptoms

The symptoms of too little stress, known as a situation of being under-stressed, are manifested in boredom, frustration and dissatisfaction.

Excessive stress, or a situation of being over-stressed, is, however, more prevalent and has a variety of symptoms which can be categorised as follows:

- **Psychological symptoms**, including frustration, guilt, tension, anger, fear and depression.
- **Physical symptoms**, including symptoms such as hyperventilation, decreased or increased appetite, increased urination, profuse sweating and pounding of the heart.

Organisational symptoms

According to Mullins (1999:316), when individual members of the staff experience high levels of stress within the working environment, the following organisational symptoms are likely to prevail:

- increased absenteeism
- lack of direction
- difficulties in motivating staff
- high levels of complaint
- lack of communication, trust and positive feedback
- increases in conflict and greater difficulty in solving it
- lack of co-operation among staff members

The causes of stress

1. General stressors, which can include the death of a close family member, the emigration of close friends, divorce and most surgical operations.

2. School stressors – Ellison (1990) identified the following stressors:
 - Learners: large classes, lack of support with discipline problems, and excessive administration
 - working environment: poor maintenance, lack of resources, overcrowded classrooms, and inadequate staff provision
 - time (work overload): excessive workloads
 - management and structure factors: time wasted, fruitless meetings, mounting paperwork and conflict

The units should include both theoretical information and practical activities, such as researching material or undertaking a development activity in school or institution. Candidates should probably choose to study some units in more depth than others, depending on the candidates' previous experience, knowledge and skills.

Assessment

There will be no formal assessment of the access stage. It is the candidate's responsibility to ensure that he/she gets the best from the programme. The programme has been designed to provide a candidate with the opportunity to develop his/her skills, knowledge and understanding in preparation for the development stage. The tutor and lecturers will monitor a candidate's progress through the modules and contributions at educational plenary sessions. A candidate will be expected to keep a reflective learning journal, in which he/she records his/her key learning points. A candidate will be asked to share his/her most significant learning points at a special session with the tutor and lecturers and other candidates before progressing to the development stage.

14.3.2 The Development Stage

Candidates undertaking the development stage should take about one year to complete it. The development stage should consist of the following:

- an induction session
- contact visits
- educational study meetings
- training and development sessions
- five modules
- school-based assessment
- assignments (learning projects)
- the maintenance of a learning journal

Induction session

When a candidate starts the development stage, he/she should receive an educational pack and details of how to log in on the Leadership Institution Gateway (the web site of the Leadership Institution). At this session a candidate should meet his/her tutor and lecturers and other members of the group.

Contact visit

After the induction session, each candidate should complete certain self-assessment tasks to map his/her skills, expertise and achievements. This must be done at the school or institution of the candidate. A 360-degree feedback questionnaire must be completed with a sample size of 10.

The information obtained in this way will give both the tutor and the Leadership Institution an indication of skills, knowledge and expertise of the candidate. During the plenary sessions (education information sessions) the tutor and lecturers should provide the candidates with a conceptual framework (theoretical knowledge) and should focus on the literature, the assignment, thereby linking the study programme with appropriate development (personal and organisational).

The candidates should then prepare themselves by first completing the home activities, as described in their study guide. During the plenary sessions questions of candidates will be discussed in greater depth.

Educational study meetings

Candidates must attend compulsory well-structured educational study meetings once a week. Such educational study meetings should precede the plenary sessions. Candidates must use the study meetings to focus on their learning assignments, and to assist one another by asking questions and acting as “consultants” for one another’s learning assignments, in order to improve the quality of the assignments. In-depth discussions regarding the module literature must take place at educational study meetings.

Educational study meetings form an integral part of the learning approach and assist in the learning process of the individual. Those concerned will learn from

one another, as well as being supported by the Leadership Institution.

Educational study meetings should also serve to support and strengthen the following:

- The modern-day leader/manager seldom functions alone, as he/she tends to operate within a group.
- He/she should be familiar with the principles of teamwork and group dynamics.
- Use of educational study meetings for practising interpersonal skills is advised.
- Tapping into the experience of other people can facilitate the improvement of aspects such as leadership skills, project management and knowledge creation.

Candidates should move interchangeably between study meetings in order to obtain broader interpersonal and management experience. Management is, after all, about change and how to handle different situations and interact with different people.

The Leadership Institution expects all educational study meetings to meet at the Leadership Institution offices. Educational study groups should be formed during each core course (module) on the basis of an exchange of candidates' learning projects, skills and expertise. The educational study groups could also invite a specialist on a subject to their meetings. There should also be interaction between the different study meetings on diverse matters. Two or three study groups, or the whole group, could meet together to listen to an interesting speaker. This should create an opportunity for more candidates to become involved. Study groups should select a study group leader (facilitator), and a presenter who changes with every core course (module). This should give less experienced candidates the opportunity to develop their leadership and teamwork development skills. The study group leader should ensure that the study group members are informed about meetings and that they subsequently attend them.

Training and development sessions

A candidate should work mainly on his/her own, though with the support of the tutor and lecturers concerned, who should provide him/her with suitable advice and monitor the candidate's progress. A candidate should also share learning with all stakeholders involved in educational study meetings.

Six modules

There should be six study modules in the Development Stage. These modules should directly build onto the Access Stage and should take a candidate's understanding to a more strategic level.

Module 1: Strategic direction and development of the school or institution

- **Developing a strategic educational vision**

The vision of a school is the particular way in which it envisages itself contributing meaningfully towards society. The vision is the consciously chosen path that the school establishes and the sense of meaning that it attaches to its contributions. The vision is the flame that lights the school, that gives members of the school community a sense of pride and recognition and that details the unique contribution that the school concerned alone can make.

It is the responsibility of the leader (principal), together with his/her senior management members, to put a modus operandi in place in order to develop a vision for the school. It is also important that all the stakeholders are involved in the process of defining the vision for the school. The modus operandi should be properly communicated to all the stakeholders by means of different strategies.

- **Securing commitment of others to the vision**

It is crucial that the vision of the school is one that everyone connected with the school can share. Realising a vision, or even attempting to realise one,

will not work in a school if the staff, learners, parents and broader school community are not involved and are expected to work towards someone else's ideal. The essence of a meaningful vision is that it belongs to everyone, that everyone feels a sense of ownership of the vision and can therefore participate enthusiastically and with commitment in its accomplishment.

It is the responsibility of management continuously to market and communicate the vision to all stakeholders. Their involvement in establishing the vision will commit them to working towards it.

- **Implementing the vision**

The vision of a school should be recorded in the form of a working document and should be implemented immediately after all stakeholders have approved it. Management and all stakeholders should plan around the vision of the school. The implementation of the vision is a group effect and should be implemented with the set goals and objectives in mind.

- **Accountability for improvement**

Management has the responsibility for seeing that continuous development and improvement strategies take place. The continuous commitment to change will lead to excellence in service delivery. Management should develop evaluation and monitoring structures and procedures in order to ensure continuous improvement of the school. Whole-school evaluation (WSE) and the school improvement plan (SIP) should provide management and all stakeholders with appropriate guidelines regarding improvement. Management should develop strategies for ensuring that all stakeholders are committed to continuous improvement.

Module 2: Strategic leadership of learning and teaching

- **Cultivating a culture of sound teaching and learning**

One of the most important issues that faces education in South Africa schools today is the need to restore a sound culture of learning and teaching. The

majority of schools continue to reflect characteristics of a poor culture of learning and teaching. The central role that the principal should play in all the programmes of a school, and the impact that he/she has on the development of an appropriate tone and ethos conducive to learning and teaching are crucial to the process of building a sound culture of learning and teaching in a school.

Characteristics of schools with a poor culture of learning and teaching

A poor culture of learning and teaching in a school refers to a school situation where proper teaching and learning (schooling) has broken down. Although schools with a lack of a culture of learning and teaching should be regarded within their contexts, the following are some of the most common observable features of a poor or absent culture of learning and teaching:

- weak or poor attendance by both educators and learners
- educators lacking the desire to teach
- tensions between the various elements of the school community
- vandalism
- gangsterism
- rape and drug abuse
- weak leadership
- poor school results
- a high drop-out rate
- general feelings of hopelessness
- low morale
- the poor state of the building, facilities and resources

Characteristics of schools with a sound culture of learning and teaching

The following are some common characteristics of schools with sound cultures of learning and teaching:

- a positive school climate and sound classroom environments
- sound home-school relations
- effective leadership, management and administration
- neat buildings and facilities
- the availability of resources

- high professional standards among educators
- order and discipline
- effective instructional leadership
- healthy relationships between all role-players
- open communication channels for everyone
- a shared sense of purpose

- **Securing good teaching and effective learning**

The following important ways in which management and educators can influence and secure a sound culture of learning and teaching at a school are:

- formulating a guiding mission;
- developing and modelling accepted norms and values;
- strengthening a genuine philosophy of effective learning and teaching;
- promoting sound convictions about education;
- practising sound teaching and learning methods;
- caring for the school buildings, grounds, facilities and equipment;
- obtaining total commitment to excellent service delivery;
- effectively and actively involving parents;
- soundly administrating and conducting financial practices;
- evolving excellent evaluation strategies; and
- negotiating sufficient resources for educators and learners.

- **Managing aspects that build a productive school culture**

A whole-school approach to improvement, which includes all elements of the learning environment, is the most effective approach to improving the school culture and learner achievement. According to The National Policy on Whole-School Evaluation (2001:7), effective performance of the school with regard to the nine focus areas for whole-school evaluation contributes to a sound culture of learning and teaching.

The following aspects of school leadership and management, will, if managed efficiently, ensure a sound culture of learning and teaching:

1. Physical resources

The nature of the physical environment and the availability of facilities and equipment are important elements in establishing a sound culture of learning and teaching in schools. The increasing demand for effective teaching and learning in schools means that the best equipment and stock available should be obtained, used and maintained in each classroom. The correct and careful management of the school's resources is one of the most important administrative duties of the principal and senior management members of the school.

2. Buildings and facilities

The physical environment of a school has an important influence on the behaviour both of educators and learners. One of the key management roles of the principal is the maintenance and operation of the school buildings and the school grounds. Neat and clean buildings help to establish and maintain a sound culture of learning and teaching.

3. The budget and finances

In South Africa's present financial situation schools do not always receive sufficient resources, yet, despite this, they must still perform their primary task of teaching and learning effectively. The financial management of the school is currently one of the most important management functions of the principal. Sound financial management will contribute to the acquisition and utilisation of resources which will positively influence the culture of learning and teaching

4. Stock and equipment

The careful and effective management of stock and equipment is essential in establishing and maintaining a sound culture of learning and teaching at school. The acquisition, utilisation and maintenance of stock and equipment are the key elements in resource management and have an important influence on the culture of learning and teaching.

Module 3: Working strategically with stakeholders

The information regarding the following issues will be the same as that for the Access Stage in Module 4:

- working with stakeholders
- leading and managing teams
- managing performance

The issues will be extensively dealt with in the Development Stage.

Module 4: Strategic financial management of people and resources

- **Financial management and the funding of public schools.**

As in many other social contexts, financial difficulties are being experienced in education in South Africa at present. Principals are expected to ensure that quality teaching and learning continue to take place while the budgetary provision allocated to them for that purpose is steadily being reduced. This situation places considerable responsibility on the shoulders of the principals concerned.

How education is funded

Education is mainly financed by the following two sources:

- Public funding (Government): The State is responsible for funding public schools from public revenue on an equitable basis.
- Private or individual funding: Such funding includes school fees paid by parents and various other sources, such as donations.

Funding of public schools

The funding of public schools occurs within the following two cost allocation categories:

- **Capital cost allocations**, including allocations for new classrooms and other building construction (South Africa, 1998b:24)
- **Recurrent cost allocations**, including the following categories:
 - immovable capital improvement and repair costs that relate to the maintenance and repair of buildings

- easily separable recurrent costs, including supplies and services to the school
 - other recurrent and small capital equipment costs, including learning materials for learners (books, stationary, etc.)
 - hostel costs, where the recurrent cost allocation are targeted as far as possible on the basis of need. Such costs are determined on the basis of the physical condition, facilities and relative crowding of the school, as well as to the relative poverty of the community around the school (South Africa, 1998b:25)
- **Recruitment and selection of employers.**

For a school to be successful and effective, it requires a thorough human resource planning process that can provide the school with the expertise that is needed to run it successfully and to create a positive culture of learning and teaching. Human resource planning forms the first step in the human resource provision process. The nature of the job that the individual must carry out in the school forms the basis of all activities relating to human resource management.

Provision of educator personnel

Guidelines for recruitment

The effectiveness and efficiency of human resources depends largely on whether the school has succeeded in recruiting the most capable person for each of the different posts that have to be filled.

The following guidelines should therefore be applied:

- Human resource planning and forecasting should precede any recruitment action.
- Comprehensive job analysis is a prerequisite for ensuring that attempts at recruitment are non-discriminatory.
- Full job specifications must be provided in writing in order to ensure an accurate match of candidate with specification.

Recruitment sources

Internal sources: Internal sources consist of those people who are in education and who are connected to the school, as well as those recommended by staff members of the school or by people who are known to the principal. The advantages of recruitment from inside include the following:

- fewer orientation and training problems
- cost savings
- facilitation of the assessment of candidates, because information about the applicant's abilities, job performance and potential should have been collected over the duration of his/her term of service and by means of the development appraisal programme (Integrated Quality Management System (IQMS))
- deeper loyalty and encouragement of the staff to work harder for potential promotion

External sources: External sources are generally used when it is customary for vacancies, especially those on the level of first appointment, to be filled from outside the school.

External sources include the following:

- tertiary training institutions
- application forms on record
- already qualified educators who are not employed in the profession
- educators employed at other schools
- educators employed in other provinces

Advertising of educators' posts

The various Education Departments follow different procedures for advertising vacant posts. However, whether the relevant advertisement is placed by the school, or whether information for advertisements is submitted to an education office, care should be taken that the information submitted is clear, correct and complete, and that it is submitted as early as possible. The criteria for advertising as provided by the Department of Education should be followed.

Module 5: Strategic management and planning

The detailed information regarding the following aspects of strategic management and planning will be the same as for Model 2 of the Access Stage:

- strategic analysis
- strategic choice
- strategic implementation
- project management in general

Module 6: Types of leadership

The detailed information regarding the following leadership types is the same as that provided in Unit 3 of the Leadership Development Programme (LDP) and in Unit 4 of the Leadership Youth Development Programme (LYDP) for learners:

- developmental leadership
- facilitative leadership
- transformational leadership
- transactional leadership

School or institution visits

During the Development Stage, candidates should also have the opportunity to undertake up to four structured visits to schools or institutions to learn about different approaches to leadership. Candidates must keep their learning journal up to date as regards their learning experiences. The tutor and lecturers concerned should determine whether the learning journal is satisfactory by assessing the quality of learning that has taken place.

School or institutional-based assessment

At the end of the Development Stage, an independent assessor should visit the candidate to verify his/her achievement and to make a summative assessment of the candidates' capability against set standards of the programme.

Learning Projects (Assignments)

All core courses are concluded with the submission of an assignment, by means of which candidates are trained to deal with and resolve personal and organisational problems efficiently.

The following procedure must be adhered to when submitting an assignment:

- Candidates must submit an assignment proposal by e-mail to the Chief Co-ordinator of the programme, the tutor and the lecturer for approval of the topic of the assignment, prior to submitting the Learning Project.

Learning Journal

During the learning process, the candidate should reflect continuously on progress made in self-development. To achieve this, it is compulsory for each candidate to keep a learning journal, which must be submitted together with each assignment. The journal serves as a record of the personal learning experiences gained from each core course, as well as from the visits to schools and educational institutions.

Assessment of the assignment depends on submission of the learning journal. The Chief Co-ordinator will determine whether the learning journal is satisfactory by assessing the quality of learning that has taken place, whether the body of knowledge was sufficiently researched and whether the candidate participated in study group and plenary discussions with fellow candidates.

The Chief Co-ordinator should allocate a Pass or Fail to the learning journal. He/she might also call the candidate for an oral examination with the tutor, if the Chief Co-ordinator is not satisfied that the body of knowledge was sufficiently researched. If a fail is allocated to the learning journal, the core course will have to be re-sat.

14.3.3 The Final Stage

All candidates must complete all aspects of the final stage. This stage should consist of:

- the residential programme
- the final skills assessment
- the Viva Voce (the oral examination)
- the certificate ceremony

Residential programme

The final stage should begin with a residential programme, which should provide an exciting opportunity for the candidate to extend his/her professional networks with other aspiring principals from schools or institutions of different phases, types and sectors. The programme should include inspirational inputs from key speakers, including serving principals, as well as opportunities for group and individual tutorials. The residential programme should focus on the following issues:

- school leadership and vision
- personal effectiveness
- positive thinking
- sound communication skills
- ownership of responsibility

Final skills assessment

The final skills assessment consists of a two-day skills assessment, during which a candidate should have the opportunity to demonstrate his/her overall readiness for the relevant senior management position. Each and every candidate should be required to employ his/her skills in a number of exercises that reflect issues similar to those that a principal usually encounters. A candidate should also have

an in-depth personal interview with executive members of the Leadership Institution or with an independent assessor.

A candidate must be successful at the final stage skills assessment in order to advance to the viva voce. Candidates who successfully complete the programme should receive a certificate of accreditation and should be invited to an award ceremony at the Leadership Institution Centre.

Viva Voce (Oral Examination)

The viva voce marks the conclusion of the leadership programme. Prior to the oral examination, the committee will be provided with a list of candidates' scores.

At the viva voce, the candidate should be required to defend his/her final educational assignment before an examination committee, consisting of:

- two members of the Education Department;
- his/her tutor;
- the external assessor (appointed by the Leadership Institution); and
- the Chief Co-ordinator of the Leadership Institution.

The Chief Co-ordinator should act as the chairperson at the viva voce. Each candidate should be allocated a specific amount of time in which to present his/her final educational assignment. The viva voce will last approximately an hour, during which the candidate will be required to present a 30 to 40-minute Power Point presentation of his/her final assignment to the committee. The candidate should be able to substantiate the contents of the final educational assignment, in compliance with the set criteria.

The remaining time consists of a question-and-answer session. Other aspects of the learning process may, in principle, also be discussed during the viva voce. The candidate should also bring his/her learning journal to the oral examination.

If the committee is satisfied that the candidate has complied with the set criteria, a positive recommendation will be forwarded to the Leadership Institution. The recommendation will be presented to the Executive Board of the Leadership Institution, who should then formally confirm that the candidate can be awarded the Certificate in Leadership. After the viva voce, the candidate should only be informed of whether he/she passed.

The Leadership Institution will notify the candidate of the official examination outcome in writing.

Credit Points

Each assignment will be awarded a certain number of credit points, indicating the weight given to each assignment. The total of accumulated credit points obtained during the programme will determine the final mark awarded.

The candidate can determine from the credit points assigned to each assignment how many hours he/she should allocate to each core course. Experience has shown that for each credit point, a minimum of 10 hours, and a maximum of 15 hours, is required. The leadership qualification carries a total of 315 credit points, which means that the programme requires plus/minus 3 150 hours of study.

Credit point overview

Assignment	Access Stage	Development Stage	Final Stage
Interpersonal Skills			
Strategic direction and development of the school		10	
Strategic leadership of learning and teaching		10	

Working strategically with stakeholders		10	
Strategic management of people and resources		10	
Strategic management		10	
Types of leadership		10	
Final skills assessment		10	
Final educational assignment		60	
Learning journal	20	10	10
Final skills assessment			20
Viva voce (Oral examination)			30
TOTAL	30	130	60

The following table represents marks and percentages that a candidate can be awarded in the various phases of the programme:

Post-assignment Evaluation

Percentage	Formal result
80 or higher	A
70 – 79	B
60 – 69	C
50 – 59	D
40 – 49	E
Less than 40	F

Viva Voce Assessment

Weighted percentage

75 or higher	Pass with Distinction
60 – 74	Pass with Credit
50 – 59	Pass
Less than 50	Fail

The combined average for all assignments and the final educational assignment must be 50%. The final assignment alone must obtain a minimum pass mark of 50%. In order to complete the leadership programme, a minimum of 40% per core course assignment must be attained. All fails must be re-sat in order for the candidate to achieve at least an E (40%).

Attendance

Attendance of the study meetings and plenary sessions is a prerequisite for the conclusion of the leadership programme. A minimum of 85% attendance of the educational study meetings per core course is required. A minimum of 8 of 12 subsets over three months must therefore be attended.

14.4 Registration of the leadership programme with SAQA

The Executive Board of the Leadership Institution will put a modus operandi in place to register the leadership qualification with the South African Qualifications Authority (SAQA).

SAQA is a body of 29 members appointed by the Ministers of Education and Labour. The functions of SAQA are essentially twofold:

- to oversee the development of the National Qualifications Framework (NQF), by formulating and publishing policies and criteria for the registration of

- bodies responsible for establishing education and training standards or qualifications and for the accreditation of bodies responsible for monitoring and auditing achievements in terms of such standards and qualifications; and
- to oversee the implementation of the NQF by ensuring the registration, accreditation and assignment of functions to the bodies referred to above, as well as the registration of national standards and qualifications in terms of the framework. SAQA must also take steps to ensure compliance with provisions for accreditation and, where appropriate, also ensure that registered standards and qualifications are internationally comparable.

SAQA must advise the Ministers of Education and Labour. The Authority is required to perform its tasks after consultation and in co-operation with all bodies and institutions responsible for education, training and certification of standards that are affected by the NQF. It must also comply with the various rights and powers of bodies in terms of the Constitution and relevant Acts of Parliament.

In 1994 the international community witnessed the birth of a new democracy and welcomed the new South Africa as the most recent member of its global village. In accepting that honour, the country took on the associated challenges of that position.

Many countries world-wide are looking for better ways of educating their learners and of organising their education and training systems, so that they can gain the edge in an increasingly competitive economic global environment. Furthermore, the world is an ever-changing place, politically, geographically and technologically. Indeed, the rapid technological advances of the twentieth century have placed education systems under extreme pressure as they try to adapt to, and incorporate, these changes in an effort to produce more creative, effective and adaptable citizens. Success, or even survival, in such a world demands that South Africa has a national education and training system that provides quality learning, is responsive to the ever-changing influences of the external environment and promotes the development of a nation that is committed to life-long learning.

The leadership qualification shall:

- represent a planned combination of learning outcomes with a defined purpose or purposes, which is intended to provide qualifying candidates with applied competence and a basis for further learning.
- add value to the qualifying candidate in terms of enrichment of learners through the provision of status, recognition, credentials and licensing; the enhancement of marketability and employability; and the opening-up of access routes to additional education and training opportunities.
- provide benefits to society and the economy by way of enhancing citizenship, increasing social and economic productivity, providing specifically skilled/professional people and transforming and redressing legacies of inequity.
- comply with the objectives of the National Qualifications Framework contained in section 2 of the Act (Objectives of the NQF).
- cover both specific and critical cross-field outcomes that promote lifelong learning.
- where applicable, be internationally comparable.
- incorporate integrated assessment appropriately to ensure that the purpose of the qualification is achieved.
- ensure that such assessment shall use a range of formative and summative assessment methods such as workplace assessment, assignments and oral examinations.
- indicate in the rules governing the award of the qualification that the qualification may be achieved in whole or in part through the recognition of prior learning, which concept includes, but is not limited to, learning outcomes achieved through formal, informal and non-formal learning and work experience.

14.5 Leadership Programme for Serving Principals (LPSP)

The Leadership Programme for Serving Principals (LPSP) should have the same outcomes as those of the Principals Leadership Preparation Programme (PLPP). LPSP should help principals review how their leadership impacts on school improvement and development. The programme is innovative in that it is specifically designed for experienced, serving principals. It should be based on

detailed research into effective school leadership and should be structured to give in-depth feedback and diagnostic analysis.

LPSP should be a core development programme within the Leadership Institution's advanced stage of leadership, building on the PLPP. The LPSP should provide serving principals, who have more than three years' experience, with an opportunity to take control of their learning and to reflect on their leadership styles and potential impact in a confidential environment of peer assessment. The learning experience should be staged over 4 months.

The LPSP should offer each and every principal the opportunity to:

- learn collaboratively under the guidance of highly competent, experienced facilitators of the Leadership Institution and principals in a confidential setting.
- focus on personal development, providing insights into leadership styles and into how they impact on school culture and climate.
- experiment with and test hypotheses in the field of leadership and school development in order to determine the factors that contribute positively to the experience.

The LPSP should consist of the following units:

- the Introduction: The Key Purpose of the Principal
- Unit 1: Training in Interpersonal Skills
- Unit 2: Professional Values
- Unit 3: Management Functions
- Unit 4: Managing Whole-School Improvement and Development
- Unit 5: School Leadership
- Assessment

Introduction: The Key Purpose of the Principal

The key purpose of the principal is to provide effective leadership and management that enables a school or institution to give every learner access to a high-quality education and that promotes the highest standards of achievement. The principal has also to market the brand and to promote the school as a centre of excellence.

The success of any school or institution is critically linked to the leadership of the principal. Working in partnership with staff, parents, learners and the wider education community, the principal must articulate a vision and give direction to the school or institution that will lead to effective learning and teaching. The principal needs to be able to create a climate in which the expertise and enthusiasm of staff, learners and others within the wider school community can be developed to help the school or institution achieve the vision and respond positively to change. In consultation with all those with an interest in the school or institution, the principal must be able to create, develop and review the aims, plans, policies and procedures that will be capable of translating that vision into everyday reality.

The principal is accountable, overall, for the quality of education achieved by the school or institution. Within the context of national and provincial authority frameworks and available resources, the principal must ensure that the school or institution is managed in such a way as to support continuous improvement and raise the standards achieved by its learners.

Unit 1: Training in Interpersonal Skills

A leader who possesses excellent interpersonal skills knows how human behavioural principles not only influence others, but also himself/herself. An effective leader with highly developed interpersonal skills knows how to integrate individual targets with organisational targets.

The aim of the sessions on interpersonal skills should, firstly, be to give the candidate an insight into the importance of interpersonal skills for his/her daily work situation. Secondly, the sessions should encourage candidates to improve their interpersonal skills.

The following interpersonal skills should be covered in the following order:

- listening
- setting goals
- giving feedback

- evaluating performance
- delegating
- coaching

The information regarding the above skills will be the same as that provided for the Access Stage, Module 1.

Unit 2: Professional Values

Professional values answer the question “Why take this course of action?”, serving to provide the rationale for the professional behaviour of principals. The articulation of professional values also describes the following requirements for principals:

- to hold, articulate and argue on behalf of professionally defensible educational values
- to act as a model of a leading professional within the school or institution, committed to their own learning and to developing their own practice
- to have up-to-date knowledge and understanding of relevant educational development, leadership and management issues

Professional values are based on the obligations of principals to serve the interests of children and young people in schools or institutions. The following issues relating to professional values will be examined:

- Principals should demonstrate commitment to educational values.
- Principals should demonstrate their commitment to their own learning and to their continuing professional development.
- Principals should demonstrate their knowledge and understanding of:
 - school improvement and effectiveness and strategies for improving performance, including the processes involved in whole-school evaluation;
 - quality in education, and the implementation of processes and systems for maintaining quality assurance;
 - raising the standards of learner achievement;

- principles and practice in relation to managing learning and teaching, people, policy and planning and resources and finance;
- principles and practice of leadership and the management of change;
- the roles and functions of the broader educational role players in South Africa;
- the legislative and policy frameworks that govern education at national, provincial and school level;
- the range of external influences that impact on strategic and operational planning; and
- the application of information and communication technology (ICT) to learning, teaching and management.

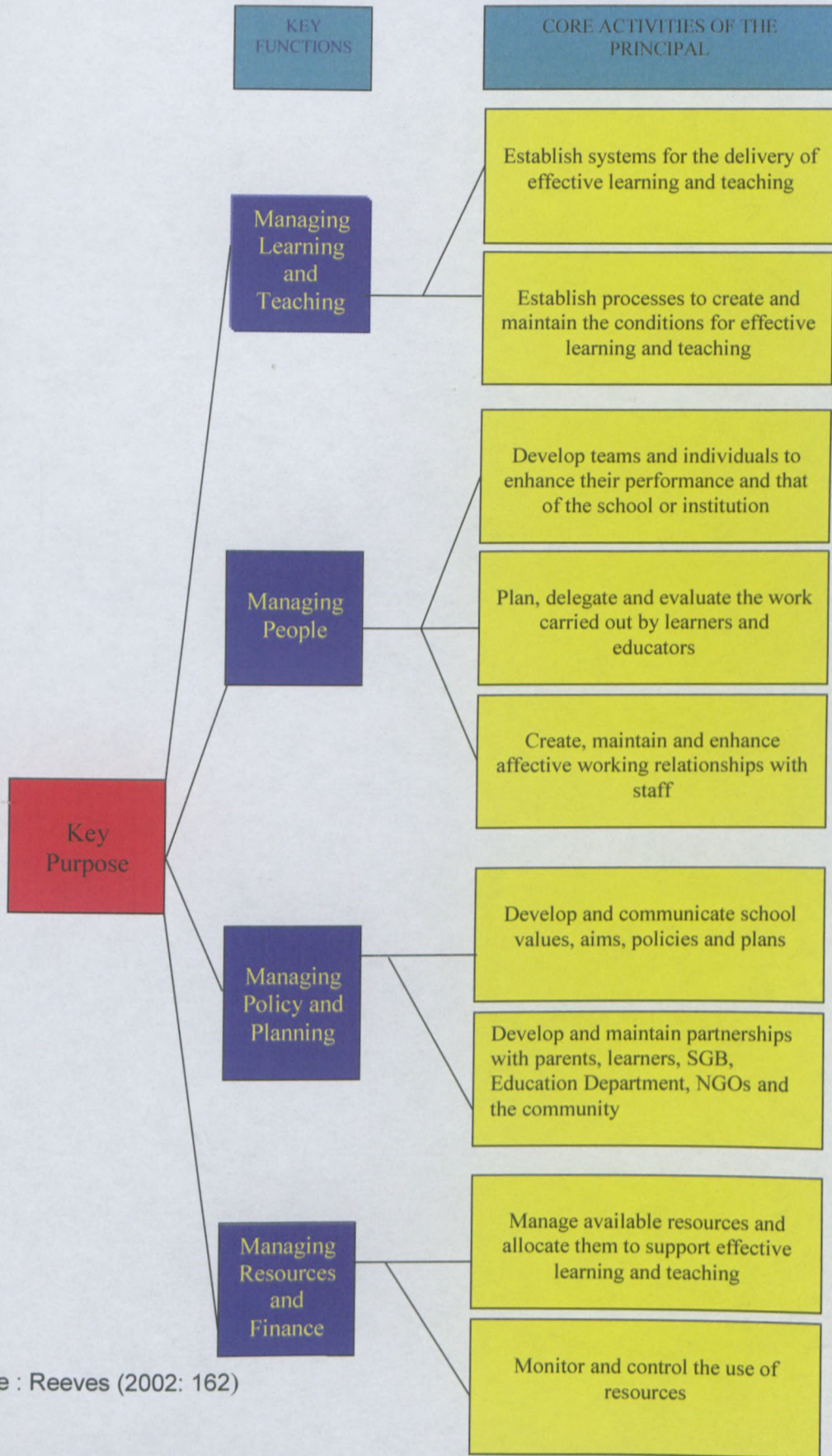
Unit 3: Management Functions

This unit outlines the key functions performed by principals in order to achieve the central purpose of being a principal. The following four functions will be dealt with in the unit:

- Managing Learning and Teaching (Curriculum and Operations Management)
- Managing People (Human Resources Management)
- Managing Policy and Planning (Strategic Management)
- Managing Resources and Finance (Financial Management)

The order of the key functions is significant. To achieve the highest standards for learners and educators, the principal must create the conditions and structures by which he/she can support and develop effective learning and teaching. The principal achieves this primarily through the leadership and management of others within the school or institution and the related community. Doing so requires having effective processes for developing and reviewing policies and plans and ensuring efficient use of the resources and finance available.

Figure 14.3: Key functions and core activities of the principal



Source : Reeves (2002: 162)

Key Functions

Managing Learning and Teaching

Developing systems for the management and evaluation of effective learning and teaching entails:

- developing and implementing effective systems for curriculum planning to ensure breadth, balance, progression and coherence in the school's curriculum that meet the needs of learners and achieve set targets.
- planning and maintaining systems to ensure the effective implementation of a programme of study and assessment procedures ensuring that the learning needs of all are met.
- agreeing on, developing and implementing systems to monitor, evaluate and improve learning and teaching programmes, including planning and managing projects.

Establishing processes to create and maintain the conditions for effective learning and teaching entails:

- developing arrangements that promote positive relationships and celebrate success.
- promoting high expectations for achievement amongst all learners and staff.
- ensuring systems are in place that identify and address the pastoral needs of individuals and groups of learners.
- monitoring, evaluating and improving support for learners.

Managing People

Developing teams and individuals to enhance their performance and that of the school or institution entails:

- developing participative management structures.
- negotiating, agreeing to and supporting professional development targets for individuals and groups, and providing feedback on performance.
- ensuring that systems are in place to monitor, evaluate and improve the continuing professional development of individuals and working groups.
- negotiating and agreeing on targets and appropriate support for teams and individuals.

- planning, agreeing on and supporting the delegation of tasks and responsibilities to individuals and teams in order to achieve set targets.
- agreeing on success criteria for ongoing monitoring and evaluation and providing constructive feedback to teams and individuals on their performance.

Creating, maintaining and enhancing effective working relationships with staff entails:

- developing the trust and support of the school staff.
- developing effective relationships with colleagues.
- demonstrating an understanding of, and having the ability to implement, contractual and other personnel management policies, including those relating to staff welfare.
- identifying and effectively dealing with interpersonal conflict.

Managing Policy and Planning

Developing and communicating school values, aims, policies and plans entails:

- developing relevant information-gathering systems within and outside the school or institution by means of which to inform decision making.
- reviewing, developing and maintaining structures that support a consultative approach to decision making.
- promoting, communicating and implementing school or institution aims, policies and plans that further the stated values of the school or institution.
- monitoring, evaluating and improving the effectiveness of school or institution values, aims, policies and plans.

Developing and maintaining partnerships with parents, learners, school governing bodies, Non-Government Education Organisations (NGEOs) and the community entails:

- developing and maintaining positive and professional relationships with all those associated with the school or institution.
- developing and maintaining structures for effective liaison and consultation.

- encouraging discussion of, and gaining agreement with, school or institution values, aims, policies and plans.
- evaluating, reviewing and improving relationships.

Managing Resources and Finance

Managing available resources and allocating them to support effective learning and teaching entails:

- identifying the resources needed to support the implementation of school or institution policies.
- negotiating and securing agreement for budgets with school or institution staff.
- being able to integrate the budget plan with the school or institution and staff development plans.
- being able to manage the approved budget effectively.
- maximising the use of available resources to create, maintain and monitor an appropriate physical environment for effective learning and teaching, taking due account of health and safety requirements.

Monitor and control the use of resources

Monitoring and controlling the use of resources entails:

- monitoring and evaluating the use of resources to support the implementation of school or institution policies and secure value for money.
- monitoring and controlling spending within the agreed budgets.
- maintaining and monitoring budgeting systems.

Unit 4: Managing School Improvement

Aspects of managing school improvement entail:

- working effectively with the education fraternity and community.
- managing, evaluating and monitoring planning in the school or institution.

- identifying the needs and priorities of the school or institution.
- managing the principles of effective implementation.
- evaluating effectiveness and efficiency.

Unit 5: School Leadership

This unit will address the following aspects:

- reviewing personal development as a leader and manager
- organisational culture, power, politics and expectations
- new forms of public management models of excellence in education
- responsibility and accountability within education
- the meaning of effective school leadership – different models of leadership
- team-building, motivation and performance management
- intellectual work – posing problems, making systematic inquiry, and seeking solutions
- maintaining the integrity of a professional community based on collegiality, openness, and trust
- demonstrating confidence and courage, by creating and maintaining a positive atmosphere, being consistent, giving praise and encouragement, being optimistic, defusing potential problems, and having sound presentation skills
- seeking and using information, by way of using networks, consulting written resources, and using information to guide judgment and decision making, while being able to differentiate between negative and positive information
- thinking strategically, possessing clarity of vision, actively generating different ways of achieving aims, having the ability to see the whole as well as the parts, and being open and flexible to new ideas

Attendance

Attendance of the sessions is a prerequisite for the completion of the LPSP.

Assessment

A candidate should be assessed on a continuous base entailing the submission of a learning project (assignment) on each unit to the Leadership Institution.

The Learning Journal

During the learning process, the candidate should reflect continuously on progress made in self-development. To achieve this, it is compulsory for each candidate to keep a learning journal, which must be submitted together with each assignment. The journal serves as a record of personal learning experiences during a specific course.

Assignments (Learning Projects)

The candidate must submit an assignment (a learning project) based on action learning for each unit. During the action learning process, the candidate learns, via a systematic approach, to identify and resolve real leadership and managerial issues and to clear bottlenecks. The essential components of this approach are a clear definition of the problem, data gathering, a literature search and the selection of an appropriate methodology, aimed at intensive problem analysis of the problem area or field, including a plan for problem resolution and implementation. These then form the essential criteria for each assignment. In order to complete the LPSP, a minimum of 40% per course assignment must be attained.

14.6 PROPOSED IMPLEMENTATION OPTION FOR EDUCATIONAL LEADERS

While the Education Department is engaged in a process of finalising all aspects regarding the courses, the proposed leadership preparation and continuous education programme, and the establishing of the Leadership Institution for principals and other leaders, the researcher proposes – as an educational leader (principal) himself – that each principal and senior management member makes

use of the following very effective guidelines regarding leadership, which he/she should implement in his/her organisation.

14.6.1 Facilitative leadership for educational leaders

Based on the results and data obtained, as well as seminal work by Hoskins (1995:59), it is apparent that a new kind of leadership is a must. The researcher therefore proposes the concept of **facilitative leadership**. According to Hoskins (1995:62), a facilitative leader supports others in their participation, learning and achievement of their goals. In order to accomplish this, a facilitative leader should facilitate and implement the following six steps:

1. **Step One: Developing a vision and mission:** A facilitative leader encourages all staff members to participate in developing a vision for dealing with the barriers to learning and development. A unanimous vision and mission unite staff members to work together in a coordinated way to accomplish the set goals. According to Hoskins (1995:62), a facilitative leader arranges opportunities for staff members to examine, share and develop their values and beliefs.
2. **Step Two: Collaborative planning:** When staff members work together in the planning process, they take ownership of the envisioned results and therefore do what it takes to be successful. Moreover, the staff members are those who work on a daily basis with the issues under discussion; therefore, they are in the best position to know what is needed. A facilitative leader enables staff members to consider the implications of their decisions and ensures that the planning is consistent with their vision and values.
3. **Step Three: Putting policies and guidelines into practice:** A facilitative leader supports staff members who work with policies and guidelines. When policies and guidelines do not keep up with current innovative trends and practices, the facilitative leader must help staff members to stay within the guidelines. He/she must also provide feedback to the policy developers so that they can make the necessary changes. The facilitative leader is also a change agent for his/her colleagues when they are faced with the demands of new policy and are required

to develop new practices. Facilitative leaders should therefore have a sound knowledge of the current policies and guidelines, as well as the full process of putting policy into practice.

4. **Step Four: Allocating resources:** Often, a few learners facing particular barriers to learning and development require a large portion of the available resources. According to Hoskins (1995:59), the facilitative leader facilitates the equitable distribution of the resources, so that the needs of the majority do not supercede the needs of the few, but in such a way that each member of the school is ultimately supported according to his/her needs.
5. **Step Five: Problem solving:** The facilitative leader supports staff members in the processes of both shared and individual problem-solving. Problem-solving resides within a framework of positive attitudes and a willingness to grapple with difficulties that arise.
6. **Step Six: Ownership of results:** A Chinese proverb says, “**A leader is one who, when the job is done, the people say, ‘We did it ourselves’**”. A facilitative leader facilitates participation and values contributions from members of the system. Through participation, contribution and sharing, staff members can accomplish the mission of the school and maintain their commitment to work together and to realise further goals.

14.6.2 Leadership strategies for educational leaders

The following suggested strategies for school principals are drawn from the literature relating to leadership, interviews, the questionnaire for principals, and a focus group discussion with leaders.

Scan the environment

Leaders should involve their schools or staff in analysing and making judgements about:

- community needs and obligations.
- current and potential competitors.

- technology trends.
- commercial opportunities and cost savings.
- unrecognised or underused internal and external opportunities and resources.
- opportunities for change, innovation and improvement.
- other trends, potential opportunities and threats.

- **Develop and execute a strategic plan**

Using internal and external analysis, leaders should work with the key stakeholders to:

- create a vision statement.
- define or reconfirm the mission in the light of the vision.
- define the strategic objectives and priorities.
- identify those groups and individuals who will be accountable for, and who will implement, the innovation or change.
- determine the major risks.
- determine the associated costs and benefits.
- determine the workload and timeline factors.

- **Gain commitment**

With the strategic plan in place, leaders should:

- “walk and talk” the vision and goals.
- form a powerful coalition capable of leading the innovation or change.
- establish a sense of urgency and ensure that the managers, teams, lines of responsibility, support systems and resources are all in place for the task ahead.

- **Prepare for the change and innovation**

Leaders should consult with, and delegate responsibility to, those responsible for:

- courses or programmes, delivery systems and support networks appropriate for the needs, characteristics, knowledge, skills and means of the targeted learners;
- staff development;
- information communication technology (ICT) systems;
- costs, logistics and infrastructure;
- assessment;
- partnerships;
- intellectual property.

Lead the process

Leaders must ensure:

- consistency and support from senior and middle management;
- a clear understanding of what is to be accomplished, by whom, for whom and according to what timeline;
- sound costing and adequate funding;
- encouragement for risk-taking;
- investment in skills development;
- a rethinking process regarding the staff workload;
- a reward and recognition system;
- sound management of the dynamics of the teaching, technology and administrative subcultures;
- a commitment to nurturing “change activists” and potential leaders; and
- a commitment to quality assurance.

Achieve “short-term” wins

Successful leaders must capitalise on successes by:

- aiming for visible performance or productivity gains from strategically important programmes;
- providing “risk” funding;

- ensuring that the key customers “buy into” the new proposals and programmes;
- documenting and publicising all successes and lessons learnt;
- sharing successful experiences with the staff; and
- changing any systems, structures or practices that seriously undermine the vision and staff endeavours.

Consolidate and encourage further innovations or change

Leaders must look for every opportunity to:

- reinvigorate the school with new projects, themes and change agents;
- create internal and external networks for those involved in similar ventures to share ideas and experiences;
- use the increased credibility to change any outstanding systems, structures and policies that do not fit in with the vision; and
- promote and further encourage and develop staff members who will implement the new vision of the school.

Institutionalise the new approaches

Leaders must help the organisation to:

- standardise processes as they become proven and accepted;
- articulate the connections between these and the overall organisational success; and
- plan early for leadership succession.

It is the researcher's opinion that, if a principal pays attention to the above suggestions and guidelines, he/she can be sure of attaining effective leadership, quality and excellent education, quality assurance, and an excellent learning organisation. If a principal finds there is room for improvement, or that some of the important issues are lacking, in his/her school, immediate attention should be given to addressing the problem.

14.7 SUMMARY

Recommendations regarding the continuous training and education of educational leaders were addressed in this chapter. A Leadership Preparation Programme Management System (see Figure 14.1) was designed and detailed notes for every component of the system was presented. Detailed information regarding the Leadership Institution and the different course was discussed and presented.

CHAPTER 15

CONCLUSION

Based on the literature study, the interviews, questionnaires, focus group discussion and the empowerment sessions, one can conclude the following:

Successful educational leaders, especially principals, are:

- **Goal-oriented:** They have a vision of how they would like to see their schools develop. They give a sense of direction to the school; they operationalise their goals in terms of a long-term strategy, as well as at the level of their day-to-day actions.
- **Personally secure:** They do not feel unduly threatened; some measure of disengagement exists from the traditionally strong ego identification that prevails between principal and school.
- **Tolerant of ambiguity:** They can cope with frequent change and uncertainty.
- **Proactive:** They have an entrepreneurial attitude; they are not always reactive.
- **Analytical:** They solve problems and understand the meaning of individual problems for the whole school.
- **In charge of the job:** They avoid being harried and swamped by demands; they are able to devote time and energy to activities which develop and sustain their individual visions.

The Education Department does not believe that one style of leadership is right for every situation. Sometimes, for example, the principal as leader needs a task-oriented style to get the job done quickly and efficiently. At other times, a relationship-oriented style, focused on team- and morale-building, is more appropriate. The Western Cape Education Department (WCED) puts great value on the following aspects relating to leadership in all educational institutions:

- Leaders must have strong beliefs.
- All in the institution can serve as leaders.
- Decision-making processes must be inclusive.
- Transparency must be present.

The three common leadership styles in South Africa schools are the following:

- **Authoritarian leaders** prefer to keep tight control over staff and learners and often rely on rules and procedures to run their schools.
- Leaders adopting a **laissez-faire** approach do not give their staff much guidance or direction and do not engage creatively with staff members in order to manage or lead them. They are happy to let events take their course. "Laissez-faire" is a French word for "allow to do".
- **Democratic leaders** in schools prefer to share planning and decision making and to guide their staff, rather than telling them what to do.

In the past, many South African leaders, including educational leaders, have led in an authoritarian way. They made decisions without consulting with their followers and forbade both staff and learners openly disagreeing with them. As a result, members of the school community often did not feel that the school belonged to them, or did not feel committed to the decisions that the leaders made. In contrast, the new educational context in South Africa emphasises the enactment of the principles of transparency, responsibility, democracy and accountability. The Education Department expects educational leaders to allow all stakeholders to take part in leading and managing schools. However, very often it is the principal who has to take most of the responsibility for making things happen, as it is he/she who has sufficient authority and power to act decisively. One needs, therefore, to understand what is meant by 'power' and how to use it constructively.

Power is the use of authority to exert influence and get things done. Power can be used either positively or negatively. In South Africa at present, the most constructive and effective use of power involves empowering others. The new paradigm calls on educational leaders to use their authority and power to develop the ability of others to manage both themselves and their schools. The key to effective leadership is using power effectively to ensure that everyone in the school community is heard and feels capable of making a contribution, while, at the same time, doing his/her share. Power is most likely to be used in this way when:

- the school leaders (principals) believe in the school and are committed to making it excellent.

- principals have facilitated a process in which all members of the school community have developed a shared understanding of what they want for the school in terms of the school vision and mission.
- principals motivate the members of the school community to willingly participate in helping the school achieve its vision and mission
- principals value both educators and learners and make their growth and development a priority.
- all stakeholders have a clear sense of what is expected from them.
- people in the school believe in respecting and supporting one another.
- principals are committed to leading with integrity. They try to do what they believe is right for the school and are prepared to make difficult decisions that may be unpopular.

Dealing with change is the most important function of the principal in a public school or other educational institution. Since 1994, almost every aspect of education has changed. According to the WCED, in order to manage change effectively, educational leaders need to understand the following:

- Where they are. They need to be able to diagnose and analyse their present situation. More specifically, the principal needs to analyse how he/she will:
 - manage the culture of the school;
 - develop appropriate structures;
 - manage change to the benefit of all partners in education;
 - develop and manage partnerships with businesses;
 - manage the process of whole-school evaluation (WSE);
 - develop an atmosphere of excellent service delivery to all stakeholders;
 - manage the different assessment strategies for educators and non-educators effectively;
 - manage human resources; and
 - develop and implement an effective strategy for running the school.

- Where they want to get to as an institution, entailing having a vision for the future. The vision of any school must focus on:
 - **Interdependence:** Building a strong network of groups and individuals, rather than working as a leader in isolation.
 - **Sustainability:** Inventing creative ways of recycling, using what exists and sustaining the school, as opposed to expecting others to provide for them.
 - **Partnership:** Engaging in different types of relationships and interactions while leading the school.
 - **Flexibility:** Having the ability to design new systems, processes and structures for managing in a more appropriate way.
 - **Diversity:** Celebrating differences in religion, class, race, values, culture, and the way in which such factors can enhance all learning activities.

- How to progress by way of effective planning.

As leader of the school, it is the principal who sets the course for the school; as manager, he/she needs to make sure that this course is followed. As leader, the principal makes strategic plans; as manager, he/she designs and oversees the way in which the plans are carried out. As leader, the principal motivates and inspires; as manager, he/she uses his/her influence and authority to get people to work productively. The principal can render a more effective service to all the stakeholders involved in his/her school if they are fully trained and developed.

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ANNEXURE 1: MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ)

Multifactor Leadership Questionnaire Question Booklets (MLQM)

Instructions:

1. Write in the details of the Leader's Name and other particulars on both the Leader's and Rater's Answer Sheets.
2. Distribute the Booklets and Answer Sheets. **Be sure that the name on the answer sheet and booklets match and are sent to the same person.**
3. Distribute the Rater Booklets and Rater Answer Sheets to others who know the leader well.
4. Mark on the Leader Answer Sheet how many Rater Answer Sheets you have distributed.
5. **Important:** Fill out a date Answer Sheet and send them to PRODUCTIVITY DEVELOPMENT **at least 10 working days before you need the report.**
6. Distribute the Leader Booklet and Leader Answer Sheet to the Leader.
7. Complete the Answer Sheets and then place them in an envelope big enough to receive them **WITHOUT FOLDING** and send it to the Scoring Department at the address below.
8. You will need to confirm that the answer sheets have been sent to the address below by ten working days before you need your *Multifactor Leadership Questionnaire Report*.

If you have questions, contact:

Mr J J Syms
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P.O. Box 208
MALMESBURY
7299

TEL.: 022 – 486 4595 or 082 561 5938
FAX : 022 – 486 5545

Multifactor Leadership Questionnaire

LEADER BOOKLET (MLQM)

By Bernard M. Bass and Bruce J. Avolio

DIRECTIONS: This questionnaire is designed to help you describe your leadership style as you perceive it. Please answer all items on the separate Leader Answer sheet. Be sure the answer sheet has your name on it. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Use the following rating scale:

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always

1. I provide others with assistance in exchange for their efforts
2. I re-examine critical assumptions to question whether they are appropriate.
3. I fail to interfere until problems become serious
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards
5. I avoid getting involved when important issues arise
6. I talk about my most important values and beliefs
7. I am absent when needed
8. I seek differing perspectives when solving problems
9. I talk optimistically about the future
10. I instill pride in others for being associated with me
11. I discuss in specific terms who is responsible for achieving performance targets
12. I wait for things to go wrong before taking action
13. I talk enthusiastically about what needs to be accomplished
14. I specify the importance of having a strong sense of purpose
15. I spend time teaching and coaching
16. I make clear what one can expect to receive when performance goals are achieved
17. I show that I am a firm believer in "If it ain't broke, don't fix it."
18. I go beyond self-interest for the good of the group
19. I treat others as individuals rather than just a member of a group
20. I demonstrate that problems must become chronic before I take action

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always

21. I act in ways that build others' respect for me
22. I concentrate my full attention on dealing with mistakes, complaints, and failures
23. I consider the moral and ethical consequences of decisions
24. I keep track of all mistakes
25. I display a sense of power and confidence
26. I articulate a compelling vision of the future
27. I direct my attention toward failures to meet standards
28. I avoid making decisions
29. I consider an individual as having different needs, abilities, and aspirations from others
30. I get others to look at problems from many different angles
31. I help others to develop their strengths
32. I suggest new ways of looking at how to complete assignments
33. I delay responding to urgent questions
34. I emphasize the importance of having a collective sense of mission
35. I express satisfaction when others meet expectations
36. I express confidence that goals will be achieved.
37. I am effective in meeting others' job-related needs
38. I use methods of leadership that are satisfying
39. I get others to do more than they expected to do
40. I am effective in meeting organizational requirements
41. I work with others in a satisfactory way
42. I heighten others' desire to succeed
43. I am effective in meeting organizational requirements
44. I increase others' willingness to try harder
45. I lead a group that is effective

When you are finished please place your Answer Sheet in an envelope – DO NOT FOLD – and send to the address below.



11382

MULTIFACTOR LEADERSHIP QUESTIONNAIRE

Leader Answer Sheet (MLQM)

by Bernard M. Bass and Bruce J. Avolio

Leader Name:

Leader #Raters

Leader Name:

Organization:

Business Unit:

Region:

Level of Leadership:

LEADER

Please mark the number of rater forms you have distributed. If you are distributing less than ten forms mark zero in the first box; e.g., for six forms mark and fill in the corresponding circles.

1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>
0	<input type="checkbox"/>	<input type="checkbox"/>

IMPORTANT: This answer sheet must be completed & placed in envelope for Scoring by:

DIRECTIONS: First mark the number of rater forms you have distributed in the box provided. Then use this answer sheet to respond to the questions in the MLQ Leader Booklet. Be sure the Leader Booklet has your name on it. This survey is designed to describe your leadership style as you perceive it. Please answer all the items in the question booklet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Forty-five descriptive statements are listed in the MLQ Leader Booklet. Judge how frequently each statement fits you. Use the rating scale shown below:

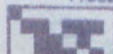
Proper Mark:

Improper Marks:

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always
0 1 2 3 4		0 1 2 3 4		0 1 2 3 4
1. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		16. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		31. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		17. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		32. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		18. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		33. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		19. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		34. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		20. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		35. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		21. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		36. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		22. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		37. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		23. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		38. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		24. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		39. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		25. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		40. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		26. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		41. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		27. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		42. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
13. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		28. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		43. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
14. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		29. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		44. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
15. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		30. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		45. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Please retain a copy of this form and the question booklet. Be sure to include your phone number in case there are any queries. If you have any questions, please contact: The Scoring Department, Productivity Development (Pty) Ltd., P.O. Box 756, Randburg 2125, Tel: 787-3349, Fax: 789-4628

11382



Multifactor Leadership Questionnaire

Rater No.

Rater BOOKLET (MLQM)

By Bernard M. Bass and Bruce J. Avolio

DIRECTIONS: This questionnaire is to describe leadership style of the person named on the answer sheet. Describe the leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing.

Use the following rating scale:

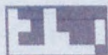
0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always

1. Provides me with assistance in exchange for my efforts
2. re-examines critical assumptions to question whether they are appropriate.
3. fails to interfere until problems become serious
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards
5. Avoids getting involved when important issues arise
6. Talks about their most important values and beliefs
7. Is absent when needed
8. Seeks differing perspectives when solving problems
9. Talks optimistically about the future
10. Instills pride in others for being associated with him/her
11. Discusses in specific terms who is responsible for achieving performance targets
12. Waits for things to go wrong before taking action
13. Talks enthusiastically about what needs to be accomplished
14. Specifies the importance of having a strong sense of purpose
15. Spends time teaching and coaching
16. Makes clear what one can expect to receive when performance goals are achieved
17. Shows that he/she is a firm believer in "If it ain't broke, don't fix it."
18. Goes beyond self-interest for the good of the group
19. Treats others as individuals rather than just a member of a group
20. Demonstrates that problems must become chronic before taking action

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always

21. Acts in ways that builds my respect
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures
23. Considers the moral and ethical consequences of decisions
24. Keeps track of all mistakes
25. Displays a sense of power and confidence
26. Articulates a compelling vision of the future
27. Directs my attention toward failures to meet standards
28. Avoids making decisions
29. Considers an individual as having different needs, abilities, and aspirations from others
30. Gets me to look at problems from many different angles
31. Helps me to develop their strengths
32. Suggests new ways of looking at how to complete assignments
33. Delays responding to urgent questions
34. Emphasizes the importance of having a collective sense of mission
35. Expresses satisfaction when I meet expectations
36. Expresses confidence that goals will be achieved.
37. Is effective in meeting my job-related needs
38. Uses methods of leadership that are satisfying
39. Gets me to do more than I expected to do
40. Is effective in meeting organizational requirements
41. Work with me in a satisfactory way
42. Heightens my desire to succeed
43. Is effective in meeting organizational requirements
44. Increases my willingness to try harder
45. Leads a group that is effective

When you are finished please place your Answer Sheet in an envelope – DO NOT FOLD – and send to the address below.



11874

MULTIFACTOR LEADERSHIP QUESTIONNAIRE

Answer Sheet (MLQM)

by Bernard M. Bass and Bruce J. Avolio

Leader Name (Person You Are Rating)

Leader# Rater#

RATER

Leader Name:

Business Unit:

Region:

IMPORTANT (necessary for processing):
Which best describes you?

- I am at a higher organizational level than the person I am rating
- The person I am rating is at my organizational level
- I am at a lower organizational level than the person I am rating
- I do not wish my organizational level to be known

IMPORTANT: This answer sheet must be completed & placed in envelope for Scoring by:

DIRECTIONS: First mark your organizational level in the box provided. Then use this answer sheet to respond to the questions in the MLQ Rater Booklet. Please answer every item. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

This survey is designed to describe the leadership style of the above-mentioned individual as you perceive it. Forty-five descriptive statements are listed in the MLQ Rater Booklet. Judge how frequently each statement fits the person you are describing. Use the rating scale shown below:

Proper Mark: ○ ○ ● ○

Improper Marks:

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly often	Frequently if not always

0	1	2	3	4
1.	○	○	○	○
2.	○	○	○	○
3.	○	○	○	○
4.	○	○	○	○
5.	○	○	○	○
6.	○	○	○	○
7.	○	○	○	○
8.	○	○	○	○
9.	○	○	○	○
10.	○	○	○	○
11.	○	○	○	○
12.	○	○	○	○
13.	○	○	○	○
14.	○	○	○	○
15.	○	○	○	○

0	1	2	3	4
16.	○	○	○	○
17.	○	○	○	○
18.	○	○	○	○
19.	○	○	○	○
20.	○	○	○	○
21.	○	○	○	○
22.	○	○	○	○
23.	○	○	○	○
24.	○	○	○	○
25.	○	○	○	○
26.	○	○	○	○
27.	○	○	○	○
28.	○	○	○	○
29.	○	○	○	○
30.	○	○	○	○

0	1	2	3	4
31.	○	○	○	○
32.	○	○	○	○
33.	○	○	○	○
34.	○	○	○	○
35.	○	○	○	○
36.	○	○	○	○
37.	○	○	○	○
38.	○	○	○	○
39.	○	○	○	○
40.	○	○	○	○
41.	○	○	○	○
42.	○	○	○	○
43.	○	○	○	○
44.	○	○	○	○
45.	○	○	○	○

Please retain a copy of this form and the question booklet. Be sure to include your phone number in case there are any queries. If you have any questions, please contact: The Scoring Department, Productivity Development (Pty) Ltd., P.O. Box 756, Randburg 2125, Tel: 787-3349, Fax: 789-4628

11874



ANNEXURE 2: LETTER OF TRANSMITTAL

P.O. Box 1053
MALMESBURY
7299
14 February 2004

Dear Colleague/Learner

The attached survey instrument, Multifactor Leadership Questionnaire (MLQ) concerned with leadership for learners, educators and especially for principals in public schools or institutions is part of my doctoral studies (Doctor Technologiae) at the Cape Peninsula University of Technology, in Cape Town. The result of this study will help provide useful information regarding leadership in developing a leadership preparation and continuous education programmes for learners, educators and especially for principals in South Africa.

I am particularly desirous of obtaining your responses because your experience regarding leadership will contribute significantly towards solving some of the problems we face in this important area of education. The enclosed instrument has been tested with a sampling of educators and learners, and I have revised it in order to make it possible for me to obtain all necessary data while requiring a minimum of your time. The average time required for principals trying out the survey instrument was 25 minutes. The Multifactor Leadership Questionnaire (MLQ) has been the subject of study and method in at least 135 doctoral theses and research investigations, many of these in Europe, Asia, USA and Africa.

It will be appreciated if you will complete the enclosed questionnaire prior to 14 March 2004. Other phases of this research cannot be carried out until I complete analysis of the survey data. It will be done in conjunction with the Scoring Department, Productivity Development Business Learning Consultants in Randburg. I would welcome any comments that you may have concerning any aspect of leadership in public schools. Your responses will be held in strict confidence.

I did a great deal of reading and surfed different websites regarding leadership across the world.

The questionnaire is structured according to the Likert-type scale:

0	=	Not at all	1	=	Once in a while
2	=	Sometimes	3	=	Fairly often
4	=	Frequently, if not always			

Please follow the instructions carefully on the Answer Sheets.

I obtained permission from Dr R. Carollissen, Deputy Director (Research) at the Western Cape Education Department (WCED) to send out the questionnaire to selected educational managers and learners in the West Coast/Winelands EMDC. Thanks to the circuit managers and the principals for allowing me to work in the different schools. Special thanks to the selected learners, educators, parents and community leaders for their support and loyalty.

Once again thank you very much for your assistance and cooperation.

Sincerely yours

JOHANNES J SYMS
RESEARCHER

ANNEXURE 3: STRUCTURED INTERVIEWS – CIRCUIT MANAGERS

LIST OF QUESTIONS ASKED DURING THE INTERVIEWS WITH CIRCUIT MANAGERS

TOPIC: LEADERSHIP IN SCHOOLS

1. What is your view regarding leadership in schools?
2. What corrective actions do you or the Western Cape Education Department (WCED) have in place to assist educational leaders in schools or institutions?
3. How often do you or the WCED give assistance to principals and educators?
4. Apart from yourself and the Western Cape Education Department (WCED), which organisations do empowerment work in your area or circuit?
5. What are the fundamental characteristics of effective leadership?
6. What was the content of the empowerment sessions for newly appointed leaders in your schools?
7. What well structured organisation or institution is in place to provide continuous training and development to educational leaders in your area or in the Western Cape?
8. What is your view regarding a well structured leadership institution with well defined leadership programmes?
9. What effective role do you as the circuit manager personally play in the continuous empowerment of principals and educators in your area?
10. What is your view regarding an effective educational leader?
11. What strategies will you recommend for improving leadership capacity in schools?

12. According to you which are the most important issues that principals or any leader have to deal with, especially after 1994 and 10 years later?
13. How do you see leadership and management in schools to ensure quality education?
14. Why do you think occur there still so much problems regarding leadership in schools?
15. What is your view the solution regarding question 14?

ANNEXURE 4: PRIORITY RANGE FOR SUPPORT NEEDED BY PRINCIPALS

WESTERN CAPE EDUCATION DEPARTMENT (WCED)

WEST COAST WINELANDS EDUCATION MANAGEMENT AND DEVELOPMENT DISTRICT

NAME OF SCHOOL: _____

DATE: _____

<u>NO</u>	<u>FOCUS</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
1.	Basic functionality of the school	A	B	C	D
2.	Management and communication	A	B	C	D
3.	Governance and relationships	A	B	C	D
4.	Quality of learning and teaching	A	B	C	D
5.	Educator development	A	B	C	D
6.	Curriculum provisioning	A	B	C	D
7.	Safe schools, security and discipline	A	B	C	D
8.	School infrastructure	A	B	C	D
9.	Parents and the community	A	B	C	D
10.	School climate and ethos	A	B	C	D
11.	Learner welfare	A	B	C	D
12.	Worshipping affairs	A	B	C	D

13.	Professional development	A	B	C	D
14.	Assessment of staff	A	B	C	D
15.	Policy implementation	A	B	C	D

REQUEST: PLEASE USE YOUR WHOLE SCHOOL EVALUATION (WSE) PLAN AND THE SCHOOL IMPROVEMENT PLAN (SIP) AND CATEGORISE YOUR REQUEST OF SUPPORT AS FOLLOWS:

A = URGENT ATTENTION

B = STILL A HIGH PRIORITY BUT SUPPORT CAN BE AT A LATER STAGE

C = NOT PRIORITY AT THIS STAGE BUT PART OF WSE AND SIP OF THE SCHOOL

D = AT THIS STAGE NO SUPPORT IS NEEDED

ANNEXURE 5: STRUCTURED INTERVIEWS WITH NGOs FOCUS GROUP

LIST OF QUESTIONS ASKED DURING THE FOCUS GROUP DISCUSSION

COORDINATORS OF THE FOLLOWING THREE NON-GOVERNMENT ORGANISATIONS (NGOs) TOOK PART IN THE DISCUSSION:

- 1. M 3 QUALITY SCHOOL IMPROVEMENT CONSULTANCY**
- 2. EDUCATION QUALITY IMPROVEMENT PROGRAMME (EQUIP)**
- 3. TEACHERS INSERVICE PROJECT (TIP)**

TOPIC: LEADERSHIP IN SCHOOLS

- 1... What role does leadership play in schools?
2. What must principals do to ensure effective leadership in their schools?
3. How often did you find that principals are ineffective?
4. What role does your organisation play in empowering and development activities in schools?
5. What is your view of a Leadership Institution in South Africa?
6. Is there a need for continuous training and development programmes for principals?
7. What issues would you like to be addressed by a well structured leadership programme?
8. How do you see your role in such a structure?

ANNEXURE 6: T-Test (2004/5) Paired Samples Statistics

**T-TEST
Paired Samples Statistics
WESBANK SECONDARY SCHOOL**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1	2.34	120	.783	.071
	Q1R	3.14	120	.473	.043
Pair 2	Q2	2.31	120	.977	.089
	Q2R	3.17	120	.555	.051
Pair 3	Q3	1.99	120	1.017	.093
	Q3R	3.16	120	.580	.053
Pair 4	Q4	2.63	120	.953	.087
	Q4R	3.36	120	.577	.053
Pair 5	Q5	2.03	120	1.080	.099
	Q5R	3.33	120	.702	.064
Pair 6	Q6	2.73	120	.888	.081
	Q6R	3.37	120	.579	.053
Pair 7	Q7	1.83	120	1.095	.100
	Q7R	3.23	120	.679	.062
Pair 8	Q8	2.44	120	.896	.082
	Q8R	3.38	120	.568	.052
Pair 9	Q9	2.66	120	1.017	.093
	Q9R	3.44	120	.499	.046
Pair 10	Q10	2.42	120	.967	.088
	Q10R	3.30	120	.574	.052
Pair 11	Q11	2.45	120	.906	.083
	Q11R	3.25	120	.506	.046
Pair 12	Q12	1.91	120	1.012	.092
	Q12R	3.19	120	.652	.060
Pair 13	Q13	2.63	120	.978	.089
	Q13R	3.40	120	.525	.048
Pair 14	Q14	2.50	120	.820	.075
	Q14R	3.39	120	.523	.048
Pair 15	Q15	2.11	120	.994	.091
	Q15R	3.34	120	.510	.047
Pair 16	Q16	2.58	120	.875	.080
	Q16R	3.20	120	.478	.044
Pair 17	Q17	2.15	119	.945	.087
	Q17R	3.17	119	.526	.048
Pair 18	Q18	2.51	120	.996	.091
	Q18R	3.30	120	.478	.044
Pair 19	Q19	2.65	120	1.050	.096
	Q19R	3.44	120	.499	.046
Pair 20	Q20	2.11	120	1.035	.095
	Q20R	3.36	120	.708	.065
Pair 21	Q21	2.77	120	1.002	.091
	Q21R	3.30	120	.603	.055

		Mean	N	Std. Deviation	Std. Error Mean
Pair 22	Q22	2.60	120	1.032	.094
	Q22R	3.42	120	.495	.045
Pair 23	Q23	2.55	120	.969	.088
	Q23R	3.36	120	.515	.047
Pair 24	Q24	2.46	120	.897	.082
	Q24R	3.31	120	.591	.054
Pair 25	Q25	2.70	120	.856	.078
	Q25R	3.42	120	.495	.045
Pair 26	Q26	2.52	120	.898	.082
	Q26R	3.29	120	.509	.046
Pair 27	Q27	2.42	120	.875	.080
	Q27R	3.26	120	.510	.047
Pair 28	Q28	1.83	120	.973	.089
	Q28R	3.36	120	.708	.065
Pair 29	Q29	2.46	120	.961	.088
	Q29R	3.34	120	.558	.051
Pair 30	Q30	2.77	120	.950	.087
	Q30R	3.40	120	.509	.046
Pair 31	Q31	2.55	120	.858	.078
	Q31R	3.17	120	.374	.034
Pair 32	Q32	2.68	120	.860	.078
	Q32R	3.26	120	.440	.040
Pair 33	Q33	2.16	120	1.012	.092
	Q33R	3.18	120	.752	.069
Pair 34	Q34	2.28	120	.925	.084
	Q34R	3.38	120	.638	.058
Pair 35	Q35	2.76	120	.917	.084
	Q35R	3.43	120	.496	.045
Pair 36	Q36	2.83	120	.964	.088
	Q36R	3.26	120	.458	.042
Pair 37	Q37	2.47	120	.943	.086
	Q37R	3.24	120	.534	.049
Pair 38	Q38	2.56	119	.971	.089
	Q38R	3.36	119	.533	.049
Pair 39	Q39	2.45	120	.986	.090
	Q39R	3.26	120	.615	.056
Pair 40	Q40	2.53	120	.978	.089
	Q40R	3.33	120	.599	.055
Pair 41	Q41	2.76	120	.935	.085
	Q41R	3.28	120	.501	.046
Pair 42	Q42	2.58	120	1.042	.095
	Q42R	3.39	120	.490	.045
Pair 43	Q43	2.59	120	.893	.082
	Q43R	3.31	120	.547	.050
Pair 44	Q44	2.65	120	.904	.083
	Q44R	3.38	120	.486	.044
Pair 45	Q45	2.88	120	.984	.090
	Q45R	3.45	120	.500	.046

ANNEXURE 7: T-Test (2004/5) Paired Samples Correlations

T-TEST Paired Samples Correlations WESBANK SECONDARY SCHOOL

		N	Correlation	Sig.
Pair 1	Q1 & Q1R	120	-.132	.151
Pair 2	Q2 & Q2R	120	-.204	.025
Pair 3	Q3 & Q3R	120	.102	.267
Pair 4	Q4 & Q4R	120	.002	.983
Pair 5	Q5 & Q5R	120	.011	.904
Pair 6	Q6 & Q6R	120	-.015	.873
Pair 7	Q7 & Q7R	120	.153	.096
Pair 8	Q8 & Q8R	120	.011	.903
Pair 9	Q9 & Q9R	120	-.181	.048
Pair 10	Q10 & Q10R	120	.015	.870
Pair 11	Q11 & Q11R	120	.046	.619
Pair 12	Q12 & Q12R	120	.116	.207
Pair 13	Q13 & Q13R	120	.075	.414
Pair 14	Q14 & Q14R	120	-.088	.338
Pair 15	Q15 & Q15R	120	.009	.920
Pair 16	Q16 & Q16R	120	-.080	.383
Pair 17	Q17 & Q17R	119	-.103	.266
Pair 18	Q18 & Q18R	120	-.005	.954
Pair 19	Q19 & Q19R	120	-.007	.938
Pair 20	Q20 & Q20R	120	.187	.040
Pair 21	Q21 & Q21R	120	.075	.415
Pair 22	Q22 & Q22R	120	-.033	.721
Pair 23	Q23 & Q23R	120	-.011	.906
Pair 24	Q24 & Q24R	120	-.142	.122
Pair 25	Q25 & Q25R	120	-.040	.667
Pair 26	Q26 & Q26R	120	-.112	.224
Pair 27	Q27 & Q27R	120	-.130	.157
Pair 28	Q28 & Q28R	120	.002	.982
Pair 29	Q29 & Q29R	120	.113	.219
Pair 30	Q30 & Q30R	120	-.118	.199
Pair 31	Q31 & Q31R	120	.131	.155
Pair 32	Q32 & Q32R	120	.018	.844
Pair 33	Q33 & Q33R	120	-.092	.318
Pair 34	Q34 & Q34R	120	-.066	.472
Pair 35	Q35 & Q35R	120	.024	.791
Pair 36	Q36 & Q36R	120	.136	.138
Pair 37	Q37 & Q37R	120	-.092	.316
Pair 38	Q38 & Q38R	119	.128	.166
Pair 39	Q39 & Q39R	120	-.055	.553
Pair 40	Q40 & Q40R	120	-.105	.253
Pair 41	Q41 & Q41R	120	-.126	.171
Pair 42	Q42 & Q42R	120	.026	.778
Pair 43	Q43 & Q43R	120	-.136	.139
Pair 44	Q44 & Q44R	120	.014	.876
Pair 45	Q45 & Q45R	120	-.004	.963

ANNEXURE 8: T-Test (2004/5) Paired Samples Test
T-TEST
Paired Samples Test
WESBANK SECONDARY SCHOOL

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1 - Q1R	-.800	.967	.088	-.975	-.625	-9.066	119	.000
Pair 2	Q2 - Q2R	-.858	1.218	.111	-1.079	-.638	-7.719	119	.000
Pair 3	Q3 - Q3R	-1.167	1.118	.102	-1.369	-.965	-11.434	119	.000
Pair 4	Q4 - Q4R	-.733	1.113	.102	-.935	-.532	-7.216	119	.000
Pair 5	Q5 - Q5R	-1.308	1.282	.117	-1.540	-1.077	-11.179	119	.000
Pair 6	Q6 - Q6R	-.642	1.067	.097	-.835	-.449	-6.585	119	.000
Pair 7	Q7 - Q7R	-1.392	1.197	.109	-1.608	-1.175	-12.733	119	.000
Pair 8	Q8 - Q8R	-.942	1.056	.096	-1.132	-.751	-9.772	119	.000
Pair 9	Q9 - Q9R	-.783	1.210	.111	-1.002	-.565	-7.089	119	.000
Pair 10	Q10 - Q10R	-.883	1.117	.102	-1.085	-.682	-8.666	119	.000
Pair 11	Q11 - Q11R	-.800	1.017	.093	-.984	-.616	-8.613	119	.000
Pair 12	Q12 - Q12R	-1.283	1.139	.104	-1.489	-1.077	-12.343	119	.000
Pair 13	Q13 - Q13R	-.767	1.075	.098	-.961	-.572	-7.814	119	.000
Pair 14	Q14 - Q14R	-.892	1.011	.092	-1.074	-.709	-9.663	119	.000
Pair 15	Q15 - Q15R	-1.233	1.113	.102	-1.435	-1.032	-12.137	119	.000
Pair 16	Q16 - Q16R	-.617	1.030	.094	-.803	-.430	-6.555	119	.000
Pair 17	Q17 - Q17R	-1.017	1.127	.103	-1.221	-.812	-9.839	118	.000
Pair 18	Q18 - Q18R	-.792	1.107	.101	-.992	-.592	-7.835	119	.000
Pair 19	Q19 - Q19R	-.792	1.166	.106	-1.002	-.581	-7.438	119	.000
Pair 20	Q20 - Q20R	-1.250	1.139	.104	-1.456	-1.044	-12.017	119	.000
Pair 21	Q21 - Q21R	-.533	1.130	.103	-.738	-.329	-5.172	119	.000
Pair 22	Q22 - Q22R	-.817	1.159	.106	-1.026	-.607	-7.716	119	.000
Pair 23	Q23 - Q23R	-.808	1.102	.101	-1.008	-.609	-8.033	119	.000
Pair 24	Q24 - Q24R	-.850	1.142	.104	-1.056	-.644	-8.151	119	.000
Pair 25	Q25 - Q25R	-.717	1.006	.092	-.898	-.535	-7.806	119	.000
Pair 26	Q26 - Q26R	-.775	1.080	.099	-.970	-.580	-7.857	119	.000
Pair 27	Q27 - Q27R	-.842	1.069	.098	-1.035	-.648	-8.625	119	.000
Pair 28	Q28 - Q28R	-1.525	1.202	.110	-1.742	-1.308	-13.898	119	.000
Pair 29	Q29 - Q29R	-.883	1.055	.096	-1.074	-.693	-9.175	119	.000
Pair 30	Q30 - Q30R	-.633	1.130	.103	-.838	-.429	-6.141	119	.000
Pair 31	Q31 - Q31R	-.617	.891	.081	-.778	-.456	-7.586	119	.000
Pair 32	Q32 - Q32R	-.575	.958	.087	-.748	-.402	-6.572	119	.000
Pair 33	Q33 - Q33R	-1.017	1.316	.120	-1.254	-.779	-8.465	119	.000
Pair 34	Q34 - Q34R	-1.108	1.158	.106	-1.318	-.899	-10.484	119	.000
Pair 35	Q35 - Q35R	-.667	1.032	.094	-.853	-.480	-7.079	119	.000
Pair 36	Q36 - Q36R	-.425	1.010	.092	-.608	-.242	-4.611	119	.000
Pair 37	Q37 - Q37R	-.775	1.126	.103	-.979	-.571	-7.539	119	.000
Pair 38	Q38 - Q38R	-.798	1.046	.096	-.988	-.608	-8.324	118	.000
Pair 39	Q39 - Q39R	-.808	1.190	.109	-1.023	-.593	-7.439	119	.000
Pair 40	Q40 - Q40R	-.800	1.199	.109	-1.017	-.583	-7.306	119	.000
Pair 41	Q41 - Q41R	-.517	1.115	.102	-.718	-.315	-5.076	119	.000
Pair 42	Q42 - Q42R	-.808	1.140	.104	-1.014	-.602	-7.769	119	.000
Pair 43	Q43 - Q43R	-.717	1.109	.101	-.917	-.516	-7.079	119	.000
Pair 44	Q44 - Q44R	-.725	1.020	.093	-.909	-.541	-7.783	119	.000
Pair 45	Q45 - Q45R	-.575	1.105	.101	-.775	-.375	-5.700	119	.000

ANNEXURE 9: T-Test (2004/5) Paired Samples Statistics

TEST
Paired Samples Statistics
SWARTLAND HIGH SCHOOL

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1	2.61	180	1.081	.081
	Q1R	3.08	180	.651	.048
Pair 2	Q2	2.83	180	.948	.071
	Q2R	2.98	180	.713	.053
Pair 3	Q3	1.64	180	.869	.065
	Q3R	2.69	180	.635	.047
Pair 4	Q4	2.29	180	1.000	.075
	Q4R	2.84	180	.587	.044
Pair 5	Q5	1.34	180	.679	.051
	Q5R	2.79	180	.492	.037
Pair 6	Q6	2.86	180	1.063	.079
	Q6R	3.03	180	.700	.052
Pair 7	Q7	1.13	180	.500	.037
	Q7R	2.88	180	.418	.031
Pair 8	Q8	2.76	180	.893	.067
	Q8R	2.96	180	.663	.049
Pair 9	Q9	3.13	180	.893	.067
	Q9R	3.26	180	.733	.055
Pair 10	Q10	3.17	180	.956	.071
	Q10R	3.26	180	.763	.057
Pair 11	Q11	2.55	180	.923	.069
	Q11R	2.83	180	.716	.053
Pair 12	Q12	1.27	180	.624	.046
	Q12R	2.86	180	.557	.042
Pair 13	Q13	3.15	180	.801	.060
	Q13R	3.10	180	.702	.052
Pair 14	Q14	3.04	180	.794	.059
	Q14R	3.08	180	.731	.055
Pair 15	Q15	2.24	180	.977	.073
	Q15R	2.75	180	.761	.057
Pair 16	Q16	2.82	180	.989	.074
	Q16R	2.98	180	.732	.055
Pair 17	Q17	2.28	180	1.036	.077
	Q17R	2.82	180	.705	.053
Pair 18	Q18	3.09	180	.874	.065
	Q18R	3.08	180	.655	.049
Pair 19	Q19	3.44	180	.799	.060
	Q19R	3.30	180	.769	.057
Pair 20	Q20	1.36	180	.707	.053
	Q20R	2.78	180	.612	.046
Pair 21	Q21	3.24	180	.880	.066
	Q21R	3.28	180	.628	.047

		Mean	N	Std. Deviation	Std. Error Mean
Pair 22	Q22	2.59	180	1.035	.077
	Q22R	2.92	180	.667	.050
Pair 23	Q23	3.10	180	.833	.062
	Q23R	3.04	180	.743	.055
Pair 24	Q24	2.02	180	1.011	.075
	Q24R	2.78	180	.656	.049
Pair 25	Q25	2.92	180	.924	.069
	Q25R	3.07	180	.714	.053
Pair 26	Q26	2.87	180	.954	.071
	Q26R	2.90	180	.785	.058
Pair 27	Q27	2.24	180	1.017	.076
	Q27R	2.73	180	.722	.054
Pair 28	Q28	1.37	180	.762	.057
	Q28R	2.88	180	.444	.033
Pair 29	Q29	3.03	180	.868	.065
	Q29R	3.12	180	.786	.059
Pair 30	Q30	2.88	180	.863	.064
	Q30R	2.92	180	.736	.055
Pair 31	Q31	2.89	180	.877	.065
	Q31R	2.96	180	.716	.053
Pair 32	Q32	2.76	180	.856	.064
	Q32R	3.04	180	.704	.052
Pair 33	Q33	1.37	180	.732	.055
	Q33R	2.91	180	.515	.038
Pair 34	Q34	2.64	180	.979	.073
	Q34R	2.89	180	.705	.053
Pair 35	Q35	3.20	180	.828	.062
	Q35R	3.07	180	.830	.062
Pair 36	Q36	3.19	180	.813	.061
	Q36R	3.33	180	.667	.050
Pair 37	Q37	2.74	180	.918	.068
	Q37R	2.86	180	.694	.052
Pair 38	Q38	2.98	180	.868	.065
	Q38R	3.11	180	.716	.053
Pair 39	Q39	2.67	180	1.014	.076
	Q39R	2.91	180	.821	.061
Pair 40	Q40	2.73	180	.991	.074
	Q40R	2.86	180	.813	.061
Pair 41	Q41	3.31	180	.757	.056
	Q41R	3.35	180	.647	.048
Pair 42	Q42	2.97	180	.948	.071
	Q42R	3.11	180	.811	.060
Pair 43	Q43	3.03	180	.896	.067
	Q43R	3.10	180	.733	.055
Pair 44	Q44	2.99	180	.931	.069
	Q44R	3.12	180	.816	.061
Pair 45	Q45	3.04	180	.930	.069
	Q45R	3.18	180	.741	.055

ANNEXURE 10: T-Test (2004/5) Paired Samples Correlations

T-TEST Paired Samples Correlations SWARTLAND HIGH SCHOOL

		N	Correlation	Sig.
Pair 1	Q1 & Q1R	180	.222	.003
Pair 2	Q2 & Q2R	180	.037	.620
Pair 3	Q3 & Q3R	180	.055	.463
Pair 4	Q4 & Q4R	180	.039	.604
Pair 5	Q5 & Q5R	180	.129	.084
Pair 6	Q6 & Q6R	180	.142	.058
Pair 7	Q7 & Q7R	180	-.162	.030
Pair 8	Q8 & Q8R	180	.097	.193
Pair 9	Q9 & Q9R	180	.093	.216
Pair 10	Q10 & Q10R	180	.108	.150
Pair 11	Q11 & Q11R	180	.144	.053
Pair 12	Q12 & Q12R	180	-.019	.798
Pair 13	Q13 & Q13R	180	.092	.218
Pair 14	Q14 & Q14R	180	.100	.181
Pair 15	Q15 & Q15R	180	.261	.000
Pair 16	Q16 & Q16R	180	.102	.171
Pair 17	Q17 & Q17R	180	.185	.013
Pair 18	Q18 & Q18R	180	.046	.536
Pair 19	Q19 & Q19R	180	.085	.259
Pair 20	Q20 & Q20R	180	.070	.349
Pair 21	Q21 & Q21R	180	.079	.292
Pair 22	Q22 & Q22R	180	.031	.679
Pair 23	Q23 & Q23R	180	.066	.379
Pair 24	Q24 & Q24R	180	.081	.277
Pair 25	Q25 & Q25R	180	.228	.002
Pair 26	Q26 & Q26R	180	.087	.248
Pair 27	Q27 & Q27R	180	.211	.004
Pair 28	Q28 & Q28R	180	.001	.988
Pair 29	Q29 & Q29R	180	.110	.142
Pair 30	Q30 & Q30R	180	.082	.275
Pair 31	Q31 & Q31R	180	.143	.055
Pair 32	Q32 & Q32R	180	.220	.003
Pair 33	Q33 & Q33R	180	.003	.963
Pair 34	Q34 & Q34R	180	.187	.012
Pair 35	Q35 & Q35R	180	.314	.000
Pair 36	Q36 & Q36R	180	.139	.062
Pair 37	Q37 & Q37R	180	.072	.337
Pair 38	Q38 & Q38R	180	.237	.001
Pair 39	Q39 & Q39R	180	.199	.007
Pair 40	Q40 & Q40R	180	.256	.001
Pair 41	Q41 & Q41R	180	.084	.260
Pair 42	Q42 & Q42R	180	.091	.223
Pair 43	Q43 & Q43R	180	.216	.004
Pair 44	Q44 & Q44R	180	.244	.001
Pair 45	Q45 & Q45R	180	.379	.000

ANNEXURE 11: T-Test (2004/5) Paired Samples Test

**T-TEST
Paired Samples Test
SWARTLAND HIGH SCHOOL**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1 - Q1R	-.478	1.131	.084	-.644	-.311	-5.668	179	.000
Pair 2	Q2 - Q2R	-.150	1.165	.087	-.321	.021	-1.727	179	.086
Pair 3	Q3 - Q3R	-1.050	1.048	.078	-1.204	-.896	-13.444	179	.000
Pair 4	Q4 - Q4R	-.556	1.140	.085	-.723	-.388	-6.541	179	.000
Pair 5	Q5 - Q5R	-1.450	.786	.059	-1.566	-1.334	-24.754	179	.000
Pair 6	Q6 - Q6R	-.178	1.187	.088	-.352	-.003	-2.009	179	.046
Pair 7	Q7 - Q7R	-1.744	.702	.052	-1.848	-1.641	-33.333	179	.000
Pair 8	Q8 - Q8R	-.200	1.059	.079	-.356	-.044	-2.533	179	.012
Pair 9	Q9 - Q9R	-.122	1.102	.082	-.284	.040	-1.488	179	.138
Pair 10	Q10 - Q10R	-.083	1.157	.086	-.254	.087	-.966	179	.335
Pair 11	Q11 - Q11R	-.278	1.083	.081	-.437	-.118	-3.440	179	.001
Pair 12	Q12 - Q12R	-1.589	.844	.063	-1.713	-1.465	-25.250	179	.000
Pair 13	Q13 - Q13R	.050	1.015	.076	-.099	.199	.661	179	.510
Pair 14	Q14 - Q14R	-.044	1.024	.076	-.195	.106	-.582	179	.561
Pair 15	Q15 - Q15R	-.511	1.070	.080	-.669	-.354	-6.408	179	.000
Pair 16	Q16 - Q16R	-.161	1.168	.087	-.333	.011	-1.850	179	.066
Pair 17	Q17 - Q17R	-.539	1.140	.085	-.707	-.371	-6.341	179	.000
Pair 18	Q18 - Q18R	.011	1.067	.080	-.146	.168	.140	179	.889
Pair 19	Q19 - Q19R	.139	1.061	.079	-.017	.295	1.756	179	.081
Pair 20	Q20 - Q20R	-1.417	.902	.067	-1.549	-1.284	-21.063	179	.000
Pair 21	Q21 - Q21R	-.044	1.040	.078	-.197	.109	-.573	179	.567
Pair 22	Q22 - Q22R	-.328	1.214	.090	-.506	-.149	-3.623	179	.000
Pair 23	Q23 - Q23R	.061	1.079	.080	-.098	.220	.760	179	.448
Pair 24	Q24 - Q24R	-.761	1.160	.086	-.932	-.591	-8.805	179	.000
Pair 25	Q25 - Q25R	-.144	1.031	.077	-.296	.007	-1.880	179	.062
Pair 26	Q26 - Q26R	-.033	1.181	.088	-.207	.140	-.379	179	.705
Pair 27	Q27 - Q27R	-.489	1.116	.083	-.653	-.325	-5.877	179	.000
Pair 28	Q28 - Q28R	-1.511	.881	.066	-1.641	-1.382	-23.008	179	.000
Pair 29	Q29 - Q29R	-.089	1.105	.082	-.251	.074	-1.079	179	.282
Pair 30	Q30 - Q30R	-.044	1.087	.081	-.204	.115	-.548	179	.584
Pair 31	Q31 - Q31R	-.067	1.050	.078	-.221	.088	-.852	179	.395
Pair 32	Q32 - Q32R	-.283	.982	.073	-.428	-.139	-3.872	179	.000
Pair 33	Q33 - Q33R	-1.539	.893	.067	-1.670	-1.408	-23.121	179	.000
Pair 34	Q34 - Q34R	-.256	1.094	.082	-.416	-.095	-3.134	179	.002
Pair 35	Q35 - Q35R	.133	.971	.072	-.009	.276	1.842	179	.067
Pair 36	Q36 - Q36R	-.133	.977	.073	-.277	.010	-1.831	179	.069
Pair 37	Q37 - Q37R	-.117	1.110	.083	-.280	.047	-1.410	179	.160
Pair 38	Q38 - Q38R	-.128	.986	.074	-.273	.017	-1.738	179	.084
Pair 39	Q39 - Q39R	-.244	1.171	.087	-.417	-.072	-2.802	179	.006
Pair 40	Q40 - Q40R	-.128	1.109	.083	-.291	.035	-1.546	179	.124
Pair 41	Q41 - Q41R	-.039	.953	.071	-.179	.101	-.547	179	.585
Pair 42	Q42 - Q42R	-.139	1.190	.089	-.314	.036	-1.566	179	.119
Pair 43	Q43 - Q43R	-.067	1.028	.077	-.218	.085	-.870	179	.385
Pair 44	Q44 - Q44R	-.128	1.078	.080	-.286	.031	-1.590	179	.114
Pair 45	Q45 - Q45R	-.139	.944	.070	-.278	.000	-1.974	179	.050

ANNEXURE 12: T-Test (2004/5) Paired Samples Statistics

**T-TEST
Paired Samples Statistics
STEYNVILLE SECONDARY SCHOOL**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1	2.57	180	.969	.072
	Q1R	2.61	180	.697	.052
Pair 2	Q2	2.52	180	.887	.066
	Q2R	2.62	180	.719	.054
Pair 3	Q3	1.84	180	.958	.071
	Q3R	2.29	180	.534	.040
Pair 4	Q4	2.71	180	1.000	.075
	Q4R	2.71	180	.753	.056
Pair 5	Q5	1.82	180	.966	.072
	Q5R	2.33	180	.587	.044
Pair 6	Q6	2.92	180	1.085	.081
	Q6R	2.94	180	.799	.060
Pair 7	Q7	1.54	180	.911	.068
	Q7R	2.32	180	.621	.046
Pair 8	Q8	2.53	180	.900	.067
	Q8R	2.74	180	.741	.055
Pair 9	Q9	3.12	180	1.015	.076
	Q9R	3.11	180	.804	.060
Pair 10	Q10	2.84	180	1.009	.075
	Q10R	2.99	180	.773	.058
Pair 11	Q11	2.37	180	.985	.073
	Q11R	2.60	180	.665	.050
Pair 12	Q12	1.57	180	.928	.069
	Q12R	2.29	180	.564	.042
Pair 13	Q13	2.84	180	1.009	.075
	Q13R	2.82	180	.734	.055
Pair 14	Q14	2.87	180	.975	.073
	Q14R	2.98	180	.762	.057
Pair 15	Q15	2.27	180	1.072	.080
	Q15R	2.56	180	.778	.058
Pair 16	Q16	2.77	180	1.009	.075
	Q16R	2.95	180	.749	.056
Pair 17	Q17	2.58	180	1.128	.084
	Q17R	2.65	180	.780	.058
Pair 18	Q18	2.92	180	1.002	.075
	Q18R	3.01	180	.815	.061
Pair 19	Q19	2.97	180	1.085	.081
	Q19R	2.90	180	.846	.063
Pair 20	Q20	1.78	180	1.010	.075
	Q20R	2.31	180	.570	.042
Pair 21	Q21	3.02	180	.969	.072
	Q21R	3.19	180	.797	.059

		Mean	N	Std. Deviation	Std. Error Mean
Pair 22	Q22	2.77	180	1.020	.076
	Q22R	2.87	180	.819	.061
Pair 23	Q23	2.68	180	1.028	.077
	Q23R	2.86	180	.748	.056
Pair 24	Q24	2.44	180	1.104	.082
	Q24R	2.59	180	.775	.058
Pair 25	Q25	2.96	180	.938	.070
	Q25R	2.91	180	.779	.058
Pair 26	Q26	2.88	180	.899	.067
	Q26R	2.94	180	.778	.058
Pair 27	Q27	2.47	180	1.016	.076
	Q27R	2.64	180	.683	.051
Pair 28	Q28	1.71	180	.950	.071
	Q28R	2.25	180	.587	.044
Pair 29	Q29	2.52	180	1.005	.075
	Q29R	2.79	180	.730	.054
Pair 30	Q30	2.84	180	1.013	.075
	Q30R	2.98	180	.769	.057
Pair 31	Q31	2.84	180	.904	.067
	Q31R	2.88	180	.810	.060
Pair 32	Q32	2.71	180	.983	.073
	Q32R	2.79	180	.717	.053
Pair 33	Q33	2.14	180	1.079	.080
	Q33R	2.41	180	.683	.051
Pair 34	Q34	2.51	180	.918	.068
	Q34R	2.74	180	.727	.054
Pair 35	Q35	2.88	180	.953	.071
	Q35R	2.93	180	.781	.058
Pair 36	Q36	3.12	180	.925	.069
	Q36R	3.17	180	.773	.058
Pair 37	Q37	2.71	180	1.034	.077
	Q37R	2.63	180	.819	.061
Pair 38	Q38	2.91	180	.938	.070
	Q38R	2.99	180	.717	.053
Pair 39	Q39	2.49	180	1.017	.076
	Q39R	2.56	180	.778	.058
Pair 40	Q40	2.59	180	1.013	.075
	Q40R	2.67	180	.768	.057
Pair 41	Q41	2.98	180	.906	.068
	Q41R	3.14	180	.840	.063
Pair 42	Q42	2.88	180	.959	.071
	Q42R	2.86	180	.796	.059
Pair 43	Q43	2.65	180	1.011	.075
	Q43R	2.68	180	.773	.058
Pair 44	Q44	3.07	180	.952	.071
	Q44R	2.96	180	.844	.063
Pair 45	Q45	2.86	180	1.058	.079
	Q45R	2.87	180	.765	.057

ANNEXURE 13: T-Test (2004/5) Paired Samples Correlations

TEST
Paired Samples Correlations
STEYNVILLE SECONDARY SCHOOL

		N	Correlation	Sig.
Pair 1	Q1 & Q1R	180	.129	.084
Pair 2	Q2 & Q2R	180	.009	.904
Pair 3	Q3 & Q3R	180	.190	.011
Pair 4	Q4 & Q4R	180	-.010	.897
Pair 5	Q5 & Q5R	180	.077	.304
Pair 6	Q6 & Q6R	180	.091	.224
Pair 7	Q7 & Q7R	180	.069	.359
Pair 8	Q8 & Q8R	180	.204	.006
Pair 9	Q9 & Q9R	180	.141	.058
Pair 10	Q10 & Q10R	180	.121	.107
Pair 11	Q11 & Q11R	180	.131	.079
Pair 12	Q12 & Q12R	180	.088	.240
Pair 13	Q13 & Q13R	180	.067	.373
Pair 14	Q14 & Q14R	180	.034	.653
Pair 15	Q15 & Q15R	180	.146	.051
Pair 16	Q16 & Q16R	180	.125	.095
Pair 17	Q17 & Q17R	180	.233	.002
Pair 18	Q18 & Q18R	180	.083	.270
Pair 19	Q19 & Q19R	180	.125	.095
Pair 20	Q20 & Q20R	180	.125	.094
Pair 21	Q21 & Q21R	180	.176	.018
Pair 22	Q22 & Q22R	180	.192	.010
Pair 23	Q23 & Q23R	180	.063	.404
Pair 24	Q24 & Q24R	180	.085	.256
Pair 25	Q25 & Q25R	180	.063	.398
Pair 26	Q26 & Q26R	180	.038	.615
Pair 27	Q27 & Q27R	180	.035	.642
Pair 28	Q28 & Q28R	180	.083	.270
Pair 29	Q29 & Q29R	180	.109	.145
Pair 30	Q30 & Q30R	180	.067	.370
Pair 31	Q31 & Q31R	180	.171	.021
Pair 32	Q32 & Q32R	180	.159	.033
Pair 33	Q33 & Q33R	180	.033	.663
Pair 34	Q34 & Q34R	180	.176	.018
Pair 35	Q35 & Q35R	180	.095	.207
Pair 36	Q36 & Q36R	180	.096	.198
Pair 37	Q37 & Q37R	180	.121	.107
Pair 38	Q38 & Q38R	180	.181	.015
Pair 39	Q39 & Q39R	180	.174	.020
Pair 40	Q40 & Q40R	180	.206	.005
Pair 41	Q41 & Q41R	180	.179	.016
Pair 42	Q42 & Q42R	180	.096	.201
Pair 43	Q43 & Q43R	180	.208	.005
Pair 44	Q44 & Q44R	180	.227	.002
Pair 45	Q45 & Q45R	180	.183	.014

ANNEXURE 14: T-Test (2004/5) Paired Samples Test

**T-TEST
Paired Samples Test
STEYNVILLE SECONDARY SCHOOL**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1 - Q1R	-.033	1.118	.083	-.198	.131	-.400	179	.690
Pair 2	Q2 - Q2R	-.094	1.137	.085	-.262	.073	-1.114	179	.267
Pair 3	Q3 - Q3R	-.450	1.004	.075	-.598	-.302	-6.011	179	.000
Pair 4	Q4 - Q4R	.006	1.257	.094	-.179	.190	.059	179	.953
Pair 5	Q5 - Q5R	-.511	1.091	.081	-.672	-.351	-6.287	179	.000
Pair 6	Q6 - Q6R	-.017	1.288	.096	-.206	.173	-.174	179	.862
Pair 7	Q7 - Q7R	-.772	1.067	.080	-.929	-.615	-9.713	179	.000
Pair 28	Q8 - Q8R	-.217	1.043	.078	-.370	-.063	-2.788	179	.006
Pair 9	Q9 - Q9R	.006	1.203	.090	-.171	.182	.062	179	.951
Pair 10	Q10 - Q10R	-.156	1.195	.089	-.331	.020	-1.746	179	.082
Pair 11	Q11 - Q11R	-.233	1.114	.083	-.397	-.069	-2.810	179	.006
Pair 12	Q12 - Q12R	-.717	1.043	.078	-.870	-.563	-9.223	179	.000
Pair 13	Q13 - Q13R	.017	1.207	.090	-.161	.194	.185	179	.853
Pair 14	Q14 - Q14R	-.106	1.217	.091	-.285	.073	-1.164	179	.246
Pair 15	Q15 - Q15R	-.283	1.229	.092	-.464	-.103	-3.092	179	.002
Pair 16	Q16 - Q16R	-.183	1.179	.088	-.357	-.010	-2.086	179	.038
Pair 17	Q17 - Q17R	-.067	1.213	.090	-.245	.112	-.738	179	.462
Pair 18	Q18 - Q18R	-.089	1.239	.092	-.271	.093	-.963	179	.337
Pair 19	Q19 - Q19R	.072	1.290	.096	-.118	.262	.751	179	.454
Pair 20	Q20 - Q20R	-.522	1.096	.082	-.683	-.361	-6.394	179	.000
Pair 21	Q21 - Q21R	-.167	1.141	.085	-.334	.001	-1.960	179	.052
Pair 22	Q22 - Q22R	-.106	1.179	.088	-.279	.068	-1.201	179	.231
Pair 23	Q23 - Q23R	-.178	1.233	.092	-.359	.004	-1.934	179	.055
Pair 24	Q24 - Q24R	-.156	1.294	.096	-.346	.035	-1.613	179	.108
Pair 25	Q25 - Q25R	.044	1.181	.088	-.129	.218	.505	179	.614
Pair 26	Q26 - Q26R	-.056	1.166	.087	-.227	.116	-.639	179	.524
Pair 27	Q27 - Q27R	-.172	1.204	.090	-.349	.005	-1.918	179	.057
Pair 28	Q28 - Q28R	-.544	1.074	.080	-.702	-.386	-6.798	179	.000
Pair 29	Q29 - Q29R	-.272	1.176	.088	-.445	-.099	-3.105	179	.002
Pair 30	Q30 - Q30R	-.133	1.230	.092	-.314	.048	-1.454	179	.148
Pair 31	Q31 - Q31R	-.039	1.105	.082	-.201	.124	-.472	179	.638
Pair 32	Q32 - Q32R	-.078	1.121	.084	-.243				.353
Pair 33	Q33 - Q33R	-.267	1.258	.094	-.452				.005
Pair 34	Q34 - Q34R	-.228	1.067	.080	-.385	-.071	-2.865	179	.005
Pair 35	Q35 - Q35R	-.050	1.174	.087	-.223	.123	-.572	179	.568
Pair 36	Q36 - Q36R	-.044	1.147	.086	-.213	.124	-.520	179	.604
Pair 37	Q37 - Q37R	.078	1.239	.092	-.104	.260	.842	179	.401
Pair 38	Q38 - Q38R	-.083	1.072	.080	-.241	.074	-1.043	179	.298
Pair 39	Q39 - Q39R	-.072	1.168	.087	-.244	.100	-.830	179	.408
Pair 40	Q40 - Q40R	-.083	1.138	.085	-.251	.084	-.983	179	.327
Pair 41	Q41 - Q41R	-.161	1.119	.083	-.326	.004	-1.931	179	.055
Pair 42	Q42 - Q42R	.022	1.186	.088	-.152	.197	.251	179	.802
Pair 43	Q43 - Q43R	-.033	1.138	.085	-.201	.134	-.393	179	.695
Pair 44	Q44 - Q44R	.117	1.120	.083	-.048	.281	1.398	179	.164
Pair 45	Q45 - Q45R	-.011	1.186	.088	-.186	.163	-.126	179	.900

ANNEXURE 15: T-Test (2004/5) Paired Samples Statistics

**T-TEST
Paired Samples Statistics
SCHOONSPRUIT SECONDARY SCHOOL**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1	2.58	180	.957	.071
	Q1R	2.83	180	.766	.057
Pair 2	Q2	2.55	180	1.021	.076
	Q2R	2.75	180	.783	.058
Pair 3	Q3	1.77	180	.996	.074
	Q3R	2.23	180	.558	.042
Pair 4	Q4	2.44	180	1.079	.080
	Q4R	2.66	180	.834	.062
Pair 5	Q5	1.46	180	.848	.063
	Q5R	2.18	180	.544	.041
Pair 6	Q6	2.90	180	1.020	.076
	Q6R	3.17	180	.818	.061
Pair 7	Q7	1.22	180	.584	.044
	Q7R	2.07	180	.351	.026
Pair 8	Q8	2.87	180	.912	.068
	Q8R	3.00	180	.784	.058
Pair 9	Q9	3.26	180	.866	.065
	Q9R	3.31	180	.756	.056
Pair 10	Q10	2.97	180	1.033	.077
	Q10R	3.02	180	.832	.062
Pair 11	Q11	2.53	180	.977	.073
	Q11R	2.72	180	.800	.060
Pair 12	Q12	1.31	180	.733	.055
	Q12R	2.12	180	.464	.035
Pair 13	Q13	3.06	180	.873	.065
	Q13R	3.07	180	.767	.057
Pair 14	Q14	3.04	180	.918	.068
	Q14R	3.05	180	.779	.058
Pair 15	Q15	2.21	180	1.050	.078
	Q15R	2.59	180	.803	.060
Pair 16	Q16	3.08	180	.933	.070
	Q16R	3.11	180	.754	.056
Pair 17	Q17	2.46	180	1.115	.083
	Q17R	2.47	180	.696	.052
Pair 18	Q18	2.98	180	.980	.073
	Q18R	3.08	180	.808	.060
Pair 19	Q19	3.22	180	1.037	.077
	Q19R	3.23	180	.864	.064
Pair 20	Q20	1.58	180	.921	.069
	Q20R	2.18	180	.486	.036
Pair 21	Q21	3.29	180	.855	.064
	Q21R	3.23	180	.790	.059

		Mean	N	Std. Deviation	Std. Error Mean
Pair 22	Q22	2.91	180	.950	.071
	Q22R	2.86	180	.796	.059
Pair 23	Q23	3.13	180	.865	.065
	Q23R	3.03	180	.790	.059
Pair 24	Q24	2.45	180	1.048	.078
	Q24R	2.67	180	.776	.058
Pair 25	Q25	3.16	180	.890	.066
	Q25R	3.04	180	.794	.059
Pair 26	Q26	3.04	180	.896	.067
	Q26R	3.08	180	.808	.060
Pair 27	Q27	2.41	180	.984	.073
	Q27R	2.59	180	.683	.051
Pair 28	Q28	1.48	180	.842	.063
	Q28R	2.24	180	.575	.043
Pair 29	Q29	3.04	180	.985	.073
	Q29R	3.07	180	.888	.066
Pair 30	Q30	3.06	180	.895	.067
	Q30R	3.08	180	.794	.059
Pair 31	Q31	2.91	180	.911	.068
	Q31R	3.06	180	.749	.056
Pair 32	Q32	2.97	180	.881	.066
	Q32R	3.01	180	.744	.055
Pair 33	Q33	1.62	180	.958	.071
	Q33R	2.22	180	.488	.036
Pair 34	Q34	2.87	180	.899	.067
	Q34R	2.86	180	.851	.063
Pair 35	Q35	3.25	180	.909	.068
	Q35R	3.16	180	.818	.061
Pair 36	Q36	3.36	180	.810	.060
	Q36R	3.40	180	.665	.050
Pair 37	Q37	2.73	180	.894	.067
	Q37R	2.72	180	.854	.064
Pair 38	Q38	3.21	180	.825	.062
	Q38R	3.16	180	.771	.057
Pair 39	Q39	2.93	180	1.020	.076
	Q39R	2.97	180	.769	.057
Pair 40	Q40	2.77	180	.992	.074
	Q40R	2.87	180	.835	.062
Pair 41	Q41	3.23	180	.896	.067
	Q41R	3.32	180	.666	.050
Pair 42	Q42	3.25	180	.845	.063
	Q42R	3.19	180	.770	.057
Pair 43	Q43	2.92	180	.927	.069
	Q43R	2.94	180	.853	.064
Pair 44	Q44	3.27	180	.925	.069
	Q44R	3.25	180	.747	.056
Pair 45	Q45	3.25	180	.890	.066
	Q45R	3.33	180	.716	.053

ANNEXURE 16: T-Test (2004/5) Paired Samples Correlations

**T-TEST
Paired Samples Correlations
SCOONSPRUIT SECONDARY SCHOOL**

		N	Correlation	Sig.
Pair 1	Q1 & Q1R	180	.163	.029
Pair 2	Q2 & Q2R	180	.187	.012
Pair 3	Q3 & Q3R	180	.124	.097
Pair 4	Q4 & Q4R	180	.150	.044
Pair 5	Q5 & Q5R	180	.167	.025
Pair 6	Q6 & Q6R	180	.141	.058
Pair 7	Q7 & Q7R	180	.057	.443
Pair 8	Q8 & Q8R	180	.195	.009
Pair 9	Q9 & Q9R	180	.102	.173
Pair 10	Q10 & Q10R	180	.209	.005
Pair 11	Q11 & Q11R	180	.099	.184
Pair 12	Q12 & Q12R	180	.010	.898
Pair 13	Q13 & Q13R	180	.052	.485
Pair 14	Q14 & Q14R	180	.169	.023
Pair 15	Q15 & Q15R	180	.172	.021
Pair 16	Q16 & Q16R	180	.249	.001
Pair 17	Q17 & Q17R	180	.178	.017
Pair 18	Q18 & Q18R	180	.221	.003
Pair 19	Q19 & Q19R	180	.238	.001
Pair 20	Q20 & Q20R	180	-.081	.280
Pair 21	Q21 & Q21R	180	.142	.057
Pair 22	Q22 & Q22R	180	.130	.081
Pair 23	Q23 & Q23R	180	.100	.182
Pair 24	Q24 & Q24R	180	.203	.006
Pair 25	Q25 & Q25R	180	.316	.000
Pair 26	Q26 & Q26R	180	.119	.113
Pair 27	Q27 & Q27R	180	.042	.579
Pair 28	Q28 & Q28R	180	.112	.134
Pair 29	Q29 & Q29R	180	.201	.007
Pair 30	Q30 & Q30R	180	.245	.001
Pair 31	Q31 & Q31R	180	.286	.000
Pair 32	Q32 & Q32R	180	.171	.022
Pair 33	Q33 & Q33R	180	-.003	.966
Pair 34	Q34 & Q34R	180	.158	.034
Pair 35	Q35 & Q35R	180	.241	.001
Pair 36	Q36 & Q36R	180	.155	.037
Pair 37	Q37 & Q37R	180	.222	.003
Pair 38	Q38 & Q38R	180	.131	.080
Pair 39	Q39 & Q39R	180	.161	.031
Pair 40	Q40 & Q40R	180	.178	.017
Pair 41	Q41 & Q41R	180	.157	.035
Pair 42	Q42 & Q42R	180	.114	.128
Pair 43	Q43 & Q43R	180	.234	.002
Pair 44	Q44 & Q44R	180	.218	.003
Pair 45	Q45 & Q45R	180	.116	.120

ANNEXURE 17: T-Test (2004/5) Paired Samples Test

**T-TEST
Paired Samples Test
SCOONSPRUIT SECONDARY SCHOOL**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1 - Q1R	-.256	1.124	.084	-.421	-.090	-3.050	179	.003
Pair 2	Q2 - Q2R	-.200	1.165	.087	-.371	-.029	-2.304	179	.022
Pair 3	Q3 - Q3R	-.456	1.080	.080	-.614	-.297	-5.661	179	.000
Pair 4	Q4 - Q4R	-.217	1.261	.094	-.402	-.031	-2.306	179	.022
Pair 5	Q5 - Q5R	-.722	.928	.069	-.859	-.586	-10.443	179	.000
Pair 6	Q6 - Q6R	-.272	1.214	.090	-.451	-.094	-3.009	179	.003
Pair 7	Q7 - Q7R	-.850	.664	.050	-.948	-.752	-17.171	179	.000
Pair 8	Q8 - Q8R	-.133	1.080	.081	-.292	.026	-1.656	179	.099
Pair 9	Q9 - Q9R	-.050	1.090	.081	-.210	.110	-.616	179	.539
Pair 10	Q10 - Q10R	-.050	1.183	.088	-.224	.124	-.567	179	.571
Pair 11	Q11 - Q11R	-.189	1.200	.089	-.365	-.012	-2.113	179	.036
Pair 12	Q12 - Q12R	-.811	.864	.064	-.938	-.684	-12.597	179	.000
Pair 13	Q13 - Q13R	-.006	1.131	.084	-.172	.161	-.066	179	.948
Pair 14	Q14 - Q14R	-.011	1.098	.082	-.173	.150	-.136	179	.892
Pair 15	Q15 - Q15R	-.389	1.207	.090	-.566	-.211	-4.323	179	.000
Pair 16	Q16 - Q16R	-.028	1.043	.078	-.181	.126	-.357	179	.721
Pair 17	Q17 - Q17R	-.011	1.205	.090	-.188	.166	-.124	179	.902
Pair 18	Q18 - Q18R	-.100	1.124	.084	-.265	.065	-1.193	179	.234
Pair 19	Q19 - Q19R	-.011	1.182	.088	-.185	.163	-.126	179	.900
Pair 20	Q20 - Q20R	-.600	1.076	.080	-.758	-.442	-7.482	179	.000
Pair 21	Q21 - Q21R	.061	1.079	.080	-.098	.220	.760	179	.448
Pair 22	Q22 - Q22R	.044	1.157	.086	-.126	.215	.515	179	.607
Pair 23	Q23 - Q23R	.094	1.112	.083	-.069	.258	1.139	179	.256
Pair 24	Q24 - Q24R	-.222	1.170	.087	-.394	-.050	-2.548	179	.012
Pair 25	Q25 - Q25R	.117	.987	.074	-.029	.262	1.585	179	.115
Pair 26	Q26 - Q26R	-.033	1.133	.084	-.200	.133	-.395	179	.694
Pair 27	Q27 - Q27R	-.183	1.175	.088	-.356	-.011	-2.094	179	.038
Pair 28	Q28 - Q28R	-.761	.965	.072	-.903	-.619	-10.581	179	.000
Pair 29	Q29 - Q29R	-.022	1.186	.088	-.197	.152	-.251	179	.802
Pair 30	Q30 - Q30R	-.022	1.041	.078	-.175	.131	-.286	179	.775
Pair 31	Q31 - Q31R	-.150	1.000	.075	-.297	-.003	-2.013	179	.046
Pair 32	Q32 - Q32R	-.033	1.051	.078	-.188	.121	-.425	179	.671
Pair 33	Q33 - Q33R	-.594	1.076	.080	-.753	-.436	-7.409	179	.000
Pair 34	Q34 - Q34R	.006	1.136	.085	-.162	.173	.066	179	.948
Pair 35	Q35 - Q35R	.094	1.066	.079	-.062	.251	1.189	179	.236
Pair 36	Q36 - Q36R	-.039	.965	.072	-.181	.103	-.541	179	.589
Pair 37	Q37 - Q37R	.017	1.091	.081	-.144	.177	.205	179	.838
Pair 38	Q38 - Q38R	.050	1.053	.079	-.105	.205	.637	179	.525
Pair 39	Q39 - Q39R	-.039	1.174	.088	-.212	.134	-.444	179	.657
Pair 40	Q40 - Q40R	-.100	1.178	.088	-.273	.073	-1.139	179	.256
Pair 41	Q41 - Q41R	-.094	1.029	.077	-.246	.057	-1.232	179	.220
Pair 42	Q42 - Q42R	.056	1.077	.080	-.103	.214	.692	179	.490
Pair 43	Q43 - Q43R	-.022	1.103	.082	-.185	.140	-.270	179	.787
Pair 44	Q44 - Q44R	.017	1.054	.079	-.138	.172	.212	179	.832
Pair 45	Q45 - Q45R	-.078	1.075	.080	-.236	.080	-.971	179	.333

ANNEXURE 18: T-Test (2004/5) Paired Samples Statistics

**T-TEST
Paired Samples Statistics
WESTON HIGH SCHOOL**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1	2.26	192	.789	.057
	Q1R	3.30	192	.745	.054
Pair 2	Q2	2.36	192	.806	.058
	Q2R	3.27	192	.637	.046
Pair 3	Q3	1.98	192	.815	.059
	Q3R	3.30	192	.731	.053
Pair 4	Q4	2.31	192	.748	.054
	Q4R	3.32	192	.631	.046
Pair 5	Q5	1.66	192	.816	.059
	Q5R	3.18	192	.819	.059
Pair 6	Q6	2.46	192	.785	.057
	Q6R	3.36	192	.687	.050
Pair 7	Q7	1.39	192	.700	.050
	Q7R	3.03	192	.809	.058
Pair 8	Q8	2.37	191	.755	.055
	Q8R	3.35	191	.694	.050
Pair 9	Q9	2.49	192	.779	.056
	Q9R	3.42	192	.659	.048
Pair 10	Q10	2.57	191	.699	.051
	Q10R	3.52	191	.541	.039
Pair 11	Q11	2.31	191	.779	.056
	Q11R	3.32	191	.679	.049
Pair 12	Q12	1.39	189	.688	.050
	Q12R	3.13	189	.761	.055
Pair 13	Q13	2.52	192	.716	.052
	Q13R	3.37	192	.682	.049
Pair 14	Q14	2.48	192	.709	.051
	Q14R	3.39	192	.669	.048
Pair 15	Q15	2.25	192	.825	.060
	Q15R	3.41	192	.640	.046
Pair 16	Q16	2.52	192	.716	.052
	Q16R	3.53	192	.622	.045
Pair 17	Q17	2.05	191	.863	.062
	Q17R	3.34	191	.683	.049
Pair 18	Q18	2.45	191	.786	.057
	Q18R	3.48	191	.631	.046
Pair 19	Q19	2.65	189	.657	.048
	Q19R	3.46	189	.588	.043
Pair 20	Q20	1.63	192	.782	.056
	Q20R	3.15	192	.792	.057
Pair 21	Q21	2.60	192	.701	.051
	Q21R	3.49	192	.570	.041

		Mean	N	Std. Deviation	Std. Error Mean
Pair 22	Q22	2.37	192	.808	.058
	Q22R	3.36	192	.633	.046
Pair 23	Q23	2.52	189	.726	.053
	Q23R	3.45	189	.664	.048
Pair 24	Q24	2.21	192	.832	.060
	Q24R	3.27	192	.694	.050
Pair 25	Q25	2.61	189	.656	.048
	Q25R	3.53	189	.588	.043
Pair 26	Q26	2.52	188	.682	.050
	Q26R	3.46	188	.641	.047
Pair 27	Q27	2.24	192	.841	.061
	Q27R	3.26	192	.667	.048
Pair 28	Q28	1.58	192	.748	.054
	Q28R	3.06	192	.823	.059
Pair 29	Q29	2.51	189	.704	.051
	Q29R	3.48	189	.598	.043
Pair 30	Q30	2.60	192	.648	.047
	Q30R	3.51	192	.605	.044
Pair 31	Q31	2.52	192	.730	.053
	Q31R	3.48	192	.569	.041
Pair 32	Q32	2.49	192	.759	.055
	Q32R	3.40	192	.639	.046
Pair 33	Q33	1.67	192	.788	.057
	Q33R	3.28	192	.753	.054
Pair 34	Q34	2.39	192	.811	.058
	Q34R	3.37	192	.626	.045
Pair 35	Q35	2.52	189	.734	.053
	Q35R	3.41	189	.643	.047
Pair 36	Q36	2.64	192	.681	.049
	Q36R	3.54	192	.578	.042
Pair 37	Q37	2.48	187	.721	.053
	Q37R	3.41	187	.618	.045
Pair 38	Q38	2.63	192	.690	.050
	Q38R	3.57	192	.546	.039
Pair 39	Q39	2.37	189	.771	.056
	Q39R	3.42	189	.652	.047
Pair 40	Q40	2.40	184	.717	.053
	Q40R	3.42	184	.622	.046
Pair 41	Q41	2.74	189	.540	.039
	Q41R	3.57	189	.548	.040
Pair 42	Q42	2.54	192	.715	.052
	Q42R	3.37	192	.666	.048
Pair 43	Q43	2.52	192	.686	.050
	Q43R	3.35	192	.630	.045
Pair 44	Q44	2.69	192	.584	.042
	Q44R	3.44	192	.603	.043
Pair 45	Q45	2.59	192	.703	.051
	Q45R	3.49	192	.605	.044

ANNEXURE 19: T-Test (2004/5) Paired Samples Correlations

**T-TEST
Paired Samples Correlations
WESTON HIGH SCHOOL**

		N	Correlation	Sig.
Pair 1	Q1 & Q1R	192	.055	.450
Pair 2	Q2 & Q2R	192	-.054	.454
Pair 3	Q3 & Q3R	192	-.027	.707
Pair 4	Q4 & Q4R	192	-.023	.754
Pair 5	Q5 & Q5R	192	-.042	.567
Pair 6	Q6 & Q6R	192	.062	.394
Pair 7	Q7 & Q7R	192	-.055	.450
Pair 8	Q8 & Q8R	191	.185	.010
Pair 9	Q9 & Q9R	192	.116	.110
Pair 10	Q10 & Q10R	191	.049	.503
Pair 11	Q11 & Q11R	191	.008	.909
Pair 12	Q12 & Q12R	189	-.126	.084
Pair 13	Q13 & Q13R	192	.026	.724
Pair 14	Q14 & Q14R	192	.101	.163
Pair 15	Q15 & Q15R	192	-.253	.000
Pair 16	Q16 & Q16R	192	.134	.064
Pair 17	Q17 & Q17R	191	.006	.937
Pair 18	Q18 & Q18R	191	.144	.047
Pair 19	Q19 & Q19R	189	-.140	.055
Pair 20	Q20 & Q20R	192	-.082	.261
Pair 21	Q21 & Q21R	192	.003	.970
Pair 22	Q22 & Q22R	192	.052	.471
Pair 23	Q23 & Q23R	189	-.083	.256
Pair 24	Q24 & Q24R	192	.180	.012
Pair 25	Q25 & Q25R	189	.181	.013
Pair 26	Q26 & Q26R	188	.087	.235
Pair 27	Q27 & Q27R	192	.047	.518
Pair 28	Q28 & Q28R	192	.120	.098
Pair 29	Q29 & Q29R	189	.092	.207
Pair 30	Q30 & Q30R	192	-.055	.451
Pair 31	Q31 & Q31R	192	.014	.851
Pair 32	Q32 & Q32R	192	-.050	.493
Pair 33	Q33 & Q33R	192	-.021	.777
Pair 34	Q34 & Q34R	192	.110	.129
Pair 35	Q35 & Q35R	189	.035	.636
Pair 36	Q36 & Q36R	192	.087	.229
Pair 37	Q37 & Q37R	187	-.074	.311
Pair 38	Q38 & Q38R	192	.045	.534
Pair 39	Q39 & Q39R	189	.033	.648
Pair 40	Q40 & Q40R	184	.165	.025
Pair 41	Q41 & Q41R	189	.006	.940
Pair 42	Q42 & Q42R	192	.153	.034
Pair 43	Q43 & Q43R	192	.084	.247
Pair 44	Q44 & Q44R	192	-.036	.618
Pair 45	Q45 & Q45R	192	-.078	.284

ANNEXURE 20: T-Test (2004/5) Paired Samples Test

**T-TEST
Paired Samples Test
WESTON HIGH SCHOOL**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1 - Q1R	-1.036	1.055	.076	-1.187	-.886	-13.608	191	.000
Pair 2	Q2 - Q2R	-.906	1.054	.076	-1.056	-.756	-11.910	191	.000
Pair 3	Q3 - Q3R	-1.313	1.110	.080	-1.470	-1.155	-16.387	191	.000
Pair 4	Q4 - Q4R	-1.016	.989	.071	-1.156	-.875	-14.224	191	.000
Pair 5	Q5 - Q5R	-1.521	1.180	.085	-1.689	-1.353	-17.860	191	.000
Pair 6	Q6 - Q6R	-.901	1.011	.073	-1.045	-.757	-12.353	191	.000
Pair 7	Q7 - Q7R	-1.641	1.098	.079	-1.797	-1.484	-20.707	191	.000
Pair 8	Q8 - Q8R	-.984	.926	.067	-1.116	-.852	-14.689	190	.000
Pair 9	Q9 - Q9R	-.932	.960	.069	-1.069	-.796	-13.453	191	.000
Pair 10	Q10 - Q10R	-.948	.863	.062	-1.071	-.824	-15.177	190	.000
Pair 11	Q11 - Q11R	-1.005	1.029	.074	-1.152	-.858	-13.507	190	.000
Pair 12	Q12 - Q12R	-1.735	1.089	.079	-1.892	-1.579	-21.918	188	.000
Pair 13	Q13 - Q13R	-.854	.976	.070	-.993	-.715	-12.128	191	.000
Pair 14	Q14 - Q14R	-.901	.924	.067	-1.033	-.769	-13.510	191	.000
Pair 15	Q15 - Q15R	-1.156	1.165	.084	-1.322	-.990	-13.750	191	.000
Pair 16	Q16 - Q16R	-1.005	.883	.064	-1.131	-.879	-15.770	191	.000
Pair 17	Q17 - Q17R	-1.283	1.097	.079	-1.439	-1.126	-16.157	190	.000
Pair 18	Q18 - Q18R	-1.031	.934	.068	-1.165	-.898	-15.259	190	.000
Pair 19	Q19 - Q19R	-.815	.941	.068	-.950	-.680	-11.902	188	.000
Pair 20	Q20 - Q20R	-1.516	1.158	.084	-1.680	-1.351	-18.142	191	.000
Pair 21	Q21 - Q21R	-.885	.902	.065	-1.014	-.757	-13.598	191	.000
Pair 22	Q22 - Q22R	-.995	1.000	.072	-1.137	-.852	-13.784	191	.000
Pair 23	Q23 - Q23R	-.926	1.024	.074	-1.073	-.779	-12.436	188	.000
Pair 24	Q24 - Q24R	-1.057	.982	.071	-1.197	-.917	-14.911	191	.000
Pair 25	Q25 - Q25R	-.921	.798	.058	-1.035	-.806	-15.854	188	.000
Pair 26	Q26 - Q26R	-.947	.894	.065	-1.075	-.818	-14.521	187	.000
Pair 27	Q27 - Q27R	-1.021	1.048	.076	-1.170	-.872	-13.493	191	.000
Pair 28	Q28 - Q28R	-1.484	1.043	.075	-1.633	-1.336	-19.712	191	.000
Pair 29	Q29 - Q29R	-.968	.881	.064	-1.095	-.842	-15.115	188	.000
Pair 30	Q30 - Q30R	-.906	.910	.066	-1.036	-.777	-13.793	191	.000
Pair 31	Q31 - Q31R	-.958	.920	.066	-1.089	-.827	-14.434	191	.000
Pair 32	Q32 - Q32R	-.901	1.016	.073	-1.046	-.756	-12.290	191	.000
Pair 33	Q33 - Q33R	-1.609	1.101	.079	-1.766	-1.453	-20.247	191	.000
Pair 34	Q34 - Q34R	-.984	.968	.070	-1.122	-.847	-14.092	191	.000
Pair 35	Q35 - Q35R	-.889	.958	.070	-1.026	-.751	-12.751	188	.000
Pair 36	Q36 - Q36R	-.901	.853	.062	-1.023	-.780	-14.629	191	.000
Pair 37	Q37 - Q37R	-.930	.984	.072	-1.072	-.789	-12.931	186	.000
Pair 38	Q38 - Q38R	-.948	.861	.062	-1.070	-.825	-15.261	191	.000
Pair 39	Q39 - Q39R	-1.053	.993	.072	-1.195	-.910	-14.573	188	.000
Pair 40	Q40 - Q40R	-1.022	.868	.064	-1.148	-.895	-15.965	183	.000
Pair 41	Q41 - Q41R	-.831	.767	.056	-.941	-.721	-14.890	188	.000
Pair 42	Q42 - Q42R	-.833	.900	.065	-.961	-.705	-12.832	191	.000
Pair 43	Q43 - Q43R	-.839	.892	.064	-.966	-.712	-13.025	191	.000
Pair 44	Q44 - Q44R	-.755	.855	.062	-.877	-.634	-12.245	191	.000
Pair 45	Q45 - Q45R	-.901	.963	.069	-1.038	-.764	-12.965	191	.000

ANNEXURE 21: T-Test (2004/5) Paired Samples Statistics

**T-TEST
Paired Samples Statistics
DIAZVILLE SECONDARY SCHOOL**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1	2.48	184	.935	.069
	Q1R	2.95	184	.607	.045
Pair 2	Q2	2.43	184	.989	.073
	Q2R	2.94	184	.593	.044
Pair 3	Q3	1.89	184	1.004	.074
	Q3R	2.79	184	.662	.049
Pair 4	Q4	2.53	184	1.029	.076
	Q4R	2.91	184	.633	.047
Pair 5	Q5	1.76	184	1.028	.076
	Q5R	2.59	184	.671	.049
Pair 6	Q6	2.83	184	.986	.073
	Q6R	3.16	184	.638	.047
Pair 7	Q7	1.58	184	.889	.066
	Q7R	2.42	184	.605	.045
Pair 8	Q8	2.52	184	1.002	.074
	Q8R	3.03	184	.600	.044
Pair 9	Q9	2.88	184	.987	.073
	Q9R	3.17	184	.718	.053
Pair 10	Q10	2.70	184	1.089	.080
	Q10R	3.02	184	.735	.054
Pair 11	Q11	2.48	184	.969	.071
	Q11R	2.93	184	.588	.043
Pair 12	Q12	1.64	184	.948	.070
	Q12R	2.52	184	.661	.049
Pair 13	Q13	2.76	184	1.044	.077
	Q13R	3.07	184	.578	.043
Pair 14	Q14	2.71	184	.986	.073
	Q14R	3.09	184	.607	.045
Pair 15	Q15	2.21	184	1.003	.074
	Q15R	2.91	184	.655	.048
Pair 16	Q16	2.74	184	.978	.072
	Q16R	3.13	184	.592	.044
Pair 17	Q17	2.39	184	1.061	.078
	Q17R	2.85	184	.657	.048
Pair 18	Q18	2.73	184	1.003	.074
	Q18R	3.04	184	.660	.049
Pair 19	Q19	2.72	184	1.100	.081
	Q19R	3.18	184	.731	.054
Pair 20	Q20	1.89	184	1.071	.079
	Q20R	2.66	184	.650	.048
Pair 21	Q21	2.94	184	.993	.073
	Q21R	3.24	184	.653	.048

		Mean	N	Std. Deviation	Std. Error Mean
Pair 22	Q22	2.54	184	.985	.073
	Q22R	2.98	184	.665	.049
Pair 23	Q23	2.54	184	1.024	.075
	Q23R	3.03	184	.673	.050
Pair 24	Q24	2.36	184	1.068	.079
	Q24R	2.90	184	.645	.048
Pair 25	Q25	2.79	184	.930	.069
	Q25R	3.14	184	.629	.046
Pair 26	Q26	2.65	184	.880	.065
	Q26R	3.04	184	.634	.047
Pair 27	Q27	2.36	184	.999	.074
	Q27R	2.82	184	.552	.041
Pair 28	Q28	1.71	184	.924	.068
	Q28R	2.58	184	.648	.048
Pair 29	Q29	2.55	184	1.044	.077
	Q29R	3.07	184	.615	.045
Pair 30	Q30	2.73	184	.969	.071
	Q30R	3.20	184	.631	.047
Pair 31	Q31	2.82	184	.903	.067
	Q31R	3.10	184	.592	.044
Pair 32	Q32	2.72	184	.978	.072
	Q32R	3.12	184	.607	.045
Pair 33	Q33	1.85	184	1.016	.075
	Q33R	2.69	184	.714	.053
Pair 34	Q34	2.52	184	1.003	.074
	Q34R	2.91	184	.570	.042
Pair 35	Q35	2.87	184	.989	.073
	Q35R	2.99	184	.705	.052
Pair 36	Q36	3.04	184	.937	.069
	Q36R	3.23	184	.657	.048
Pair 37	Q37	2.67	184	.954	.070
	Q37R	3.05	184	.638	.047
Pair 38	Q38	2.73	184	.936	.069
	Q38R	3.18	184	.608	.045
Pair 39	Q39	2.44	184	1.064	.078
	Q39R	2.95	184	.711	.052
Pair 40	Q40	2.66	184	.968	.071
	Q40R	2.93	184	.686	.051
Pair 41	Q41	2.72	184	1.037	.076
	Q41R	3.11	184	.677	.050
Pair 42	Q42	2.76	184	1.012	.075
	Q42R	3.18	184	.649	.048
Pair 43	Q43	2.51	184	1.019	.075
	Q43R	3.04	184	.590	.043
Pair 44	Q44	2.90	184	.953	.070
	Q44R	3.08	184	.705	.052
Pair 45	Q45	2.91	184	.968	.071
	Q45R	3.24	184	.616	.045

ANNEXURE 22: T-Test (2004/5) Paired Samples Correlations

**T-TEST
Paired Samples Correlations
DIAZVILLE SECONDARY SCHOOL**

		N	Correlation	Sig.
Pair 1	Q1 & Q1R	184	.036	.624
Pair 2	Q2 & Q2R	184	-.003	.972
Pair 3	Q3 & Q3R	184	.071	.337
Pair 4	Q4 & Q4R	184	.084	.255
Pair 5	Q5 & Q5R	184	-.063	.397
Pair 6	Q6 & Q6R	184	-.088	.235
Pair 7	Q7 & Q7R	184	.098	.186
Pair 8	Q8 & Q8R	184	.108	.145
Pair 9	Q9 & Q9R	184	.146	.047
Pair 10	Q10 & Q10R	184	.122	.098
Pair 11	Q11 & Q11R	184	-.031	.673
Pair 12	Q12 & Q12R	184	.101	.172
Pair 13	Q13 & Q13R	184	.144	.052
Pair 14	Q14 & Q14R	184	-.074	.318
Pair 15	Q15 & Q15R	184	.202	.006
Pair 16	Q16 & Q16R	184	.103	.166
Pair 17	Q17 & Q17R	184	.028	.706
Pair 18	Q18 & Q18R	184	.026	.727
Pair 19	Q19 & Q19R	184	.127	.087
Pair 20	Q20 & Q20R	184	.111	.133
Pair 21	Q21 & Q21R	184	-.011	.882
Pair 22	Q22 & Q22R	184	.264	.000
Pair 23	Q23 & Q23R	184	.002	.974
Pair 24	Q24 & Q24R	184	.266	.000
Pair 25	Q25 & Q25R	184	.060	.422
Pair 26	Q26 & Q26R	184	.066	.371
Pair 27	Q27 & Q27R	184	.103	.164
Pair 28	Q28 & Q28R	184	.010	.892
Pair 29	Q29 & Q29R	184	.173	.019
Pair 30	Q30 & Q30R	184	.121	.101
Pair 31	Q31 & Q31R	184	.084	.256
Pair 32	Q32 & Q32R	184	-.018	.813
Pair 33	Q33 & Q33R	184	.088	.237
Pair 34	Q34 & Q34R	184	.017	.819
Pair 35	Q35 & Q35R	184	.117	.115
Pair 36	Q36 & Q36R	184	.048	.521
Pair 37	Q37 & Q37R	184	.044	.550
Pair 38	Q38 & Q38R	184	.002	.975
Pair 39	Q39 & Q39R	184	.079	.286
Pair 40	Q40 & Q40R	184	.005	.951
Pair 41	Q41 & Q41R	184	.082	.268
Pair 42	Q42 & Q42R	184	.066	.376
Pair 43	Q43 & Q43R	184	-.037	.616
Pair 44	Q44 & Q44R	184	.117	.114
Pair 45	Q45 & Q45R	184	.129	.081

ANNEXURE 23: T-Test (2004/5) Paired Samples

**T-TEST
Paired Samples Test
DIAZVILLE SECONDARY SCHOOL**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1 – Q1R	-.467	1.096	.081	-.627	-.308	-5.785	183	.000
Pair 2	Q2 – Q2R	-.511	1.155	.085	-.679	-.343	-6.002	183	.000
Pair 3	Q3 – Q3R	-.908	1.163	.086	-1.077	-.738	-10.588	183	.000
Pair 4	Q4 – Q4R	-.375	1.162	.086	-.544	-.206	-4.377	183	.000
Pair 5	Q5 – Q5R	-.832	1.263	.093	-1.015	-.648	-8.933	183	.000
Pair 6	Q6 – Q6R	-.326	1.220	.090	-.504	-.149	-3.625	183	.000
Pair 7	Q7 – Q7R	-.842	1.025	.076	-.992	-.693	-11.143	183	.000
Pair 8	Q8 – Q8R	-.511	1.111	.082	-.673	-.349	-6.236	183	.000
Pair 9	Q9 – Q9R	-.299	1.132	.083	-.464	-.134	-3.581	183	.000
Pair 10	Q10 -Q10R	-.321	1.237	.091	-.501	-.141	-3.516	183	.001
Pair 11	Q11 -Q11R	-.457	1.149	.085	-.624	-.289	-5.389	183	.000
Pair 12	Q12 -Q12R	-.880	1.100	.081	-1.040	-.720	-10.859	183	.000
Pair 13	Q13 -Q13R	-.304	1.119	.082	-.467	-.142	-3.691	183	.000
Pair 14	Q14 -Q14R	-.380	1.195	.088	-.554	-.207	-4.318	183	.000
Pair 15	Q15 -Q15R	-.707	1.082	.080	-.864	-.549	-8.859	183	.000
Pair 16	Q16 -Q16R	-.380	1.090	.080	-.539	-.222	-4.735	183	.000
Pair 17	Q17 -Q17R	-.462	1.232	.091	-.641	-.283	-5.087	183	.000
Pair 18	Q18 -Q18R	-.310	1.186	.087	-.482	-.137	-3.544	183	.001
Pair 19	Q19 -Q19R	-.467	1.241	.091	-.648	-.287	-5.109	183	.000
Pair 20	Q20 -Q20R	-.766	1.190	.088	-.939	-.593	-8.738	183	.000
Pair 21	Q21 -Q21R	-.304	1.194	.088	-.478	-.131	-3.457	183	.001
Pair 22	Q22 -Q22R	-.440	1.033	.076	-.590	-.290	-5.780	183	.000
Pair 23	Q23 -Q23R	-.489	1.224	.090	-.667	-.311	-5.423	183	.000
Pair 24	Q24 -Q24R	-.538	1.091	.080	-.697	-.379	-6.691	183	.000
Pair 25	Q25 -Q25R	-.348	1.091	.080	-.506	-.189	-4.325	183	.000
Pair 26	Q26 -Q26R	-.391	1.050	.077	-.544	-.239	-5.054	183	.000
Pair 27	Q27 -Q27R	-.451	1.090	.080	-.610	-.292	-5.612	183	.000
Pair 28	Q28 -Q28R	-.870	1.123	.083	-1.033	-.706	-10.502	183	.000
Pair 29	Q29 -Q29R	-.511	1.116	.082	-.673	-.349	-6.209	183	.000
Pair 30	Q30 -Q30R	-.462	1.091	.080	-.621	-.303	-5.745	183	.000
Pair 31	Q31 -Q31R	-.277	1.037	.076	-.428	-.126	-3.625	183	.000
Pair 32	Q32 -Q32R	-.397	1.160	.085	-.565	-.228	-4.641	183	.000
Pair 33	Q33 -Q33R	-.837	1.190	.088	-1.010	-.664	-9.541	183	.000
Pair 34	Q34 -Q34R	-.391	1.145	.084	-.558	-.225	-4.637	183	.000
Pair 35	Q35 -Q35R	-.125	1.145	.084	-.292	.042	-1.480	183	.141
Pair 36	Q36 -Q36R	-.196	1.119	.082	-.358	-.033	-2.373	183	.019
Pair 37	Q37 -Q37R	-.375	1.124	.083	-.538	-.212	-4.526	183	.000
Pair 38	Q38 -Q38R	-.457	1.115	.082	-.619	-.294	-5.552	183	.000
Pair 39	Q39 -Q39R	-.511	1.232	.091	-.690	-.332	-5.623	183	.000
Pair 40	Q40 -Q40R	-.272	1.184	.087	-.444	-.100	-3.114	183	.002
Pair 41	Q41 -Q41R	-.386	1.191	.088	-.559	-.213	-4.395	183	.000
Pair 42	Q42 -Q42R	-.418	1.166	.086	-.588	-.249	-4.869	183	.000
Pair 43	Q43 -Q43R	-.533	1.196	.088	-.707	-.359	-6.040	183	.000
Pair 44	Q44 -Q44R	-.174	1.117	.082	-.336	-.011	-2.111	183	.036
Pair 45	Q45 -Q45R	-.332	1.078	.079	-.488	-.175	-4.170	183	.000

WESBANK SECONDARY SCHOOL

2004 - AVERAGES										2005 - AVERAGES									
Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Standard Error	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	Standard Error	Difference					
Q1	120	2.341667	1.000000	4.000000	0.613375	0.783183	Q1R	120	3.141667	2.000000	4.000000	0.223459	0.472715	0.043153					
Q2	120	2.308333	1.000000	4.000000	0.954552	0.977012	Q2R	120	3.166667	1.000000	4.000000	0.308123	0.555089	0.050672					
Q3	120	1.991667	1.000000	4.000000	1.033543	1.016633	Q3R	120	3.158333	1.000000	4.000000	0.336064	0.579711	0.052920					
Q4	120	2.625000	1.000000	4.000000	0.908613	0.953212	Q4R	120	3.358333	1.000000	4.000000	0.332703	0.576804	0.052655					
Q5	120	2.025000	1.000000	4.000000	1.167437	1.080480	Q5R	120	3.333333	1.000000	4.000000	0.492997	0.702138	0.064096					
Q6	120	2.725000	1.000000	4.000000	0.789286	0.888418	Q6R	120	3.366667	1.000000	4.000000	0.335014	0.578804	0.052837					
Q7	120	1.833333	1.000000	4.000000	1.198880	1.094934	Q7R	120	3.225000	1.000000	4.000000	0.461555	0.679378	0.062018					
Q8	120	2.441667	1.000000	4.000000	0.803291	0.896265	Q8R	120	3.383333	2.000000	4.000000	0.322409	0.567811	0.051834					
Q9	120	2.658333	1.000000	4.000000	1.033543	1.016633	Q9R	120	3.441667	3.000000	4.000000	0.248669	0.498668	0.045522					
Q10	120	2.416667	1.000000	4.000000	0.934174	0.966527	Q10R	120	3.300000	2.000000	4.000000	0.329412	0.573944	0.052394					
Q11	120	2.450000	1.000000	4.000000	0.821008	0.906095	Q11R	120	3.250000	2.000000	4.000000	0.256303	0.506263	0.046215					
Q12	120	1.908333	1.000000	4.000000	1.025140	1.012492	Q12R	120	3.191667	1.000000	4.000000	0.425140	0.652028	0.059522					
Q13	120	2.633333	1.000000	4.000000	0.956863	0.978194	Q13R	120	3.400000	2.000000	4.000000	0.275630	0.525005	0.047926					
Q14	120	2.500000	1.000000	4.000000	0.672269	0.819920	Q14R	120	3.391667	2.000000	4.000000	0.273880	0.523335	0.047774					
Q15	120	2.108333	1.000000	4.000000	0.988165	0.994065	Q15R	120	3.341667	2.000000	4.000000	0.260434	0.510328	0.046586					
Q16	120	2.583333	1.000000	4.000000	0.766106	0.875275	Q16R	120	3.200000	2.000000	4.000000	0.228571	0.478091	0.043644					
Q17	119	2.151261	1.000000	4.000000	0.892181	0.944553	Q17R	120	3.166667	1.000000	4.000000	0.274510	0.523937	0.047829					
Q18	120	2.508333	1.000000	4.000000	0.991527	0.995754	Q18R	120	3.300000	2.000000	4.000000	0.228571	0.478091	0.043644					
Q19	120	2.650000	1.000000	4.000000	1.103361	1.050410	Q19R	120	3.441667	3.000000	4.000000	0.248669	0.498668	0.045522					
Q20	120	2.108333	1.000000	4.000000	1.072199	1.035470	Q20R	120	3.358333	1.000000	4.000000	0.500770	0.707651	0.064599					
Q21	120	2.766667	1.000000	4.000000	1.003922	1.001959	Q21R	120	3.300000	1.000000	4.000000	0.363025	0.602516	0.055002					
Q22	120	2.600000	1.000000	4.000000	1.065546	1.032253	Q22R	120	3.416667	3.000000	4.000000	0.245098	0.495074	0.045194					
Q23	120	2.550000	1.000000	4.000000	0.938655	0.968842	Q23R	120	3.358333	2.000000	4.000000	0.265476	0.515244	0.047035					
Q24	120	2.458333	1.000000	4.000000	0.804972	0.897202	Q24R	120	3.308333	1.000000	4.000000	0.349510	0.591194	0.053968					
Q25	120	2.700000	1.000000	4.000000	0.732773	0.856022	Q25R	120	3.416667	3.000000	4.000000	0.245098	0.495074	0.045194					

WESBANK SECONDARY SCHOOL

		2004 - AVERAGES										2005 - AVERAGES									
Q26	120	2.516667	1.000000	4.000000	0.806443	0.898021	0.081978					Q26R	120	3.291667	2.000000	4.000000	0.258754	0.508678	0.046436		
Q27	120	2.416667	1.000000	4.000000	0.766106	0.875275	0.079901					Q27R	120	3.258333	2.000000	4.000000	0.260434	0.510328	0.046586		
Q28	120	1.833333	1.000000	4.000000	0.946779	0.973026	0.088825					Q28R	120	3.358333	1.000000	4.000000	0.500770	0.707651	0.064599		
Q29	120	2.458333	1.000000	4.000000	0.922619	0.960531	0.087684					Q29R	120	3.341667	2.000000	4.000000	0.310854	0.557543	0.050896		
Q30	120	2.766667	1.000000	4.000000	0.903081	0.950306	0.086751					Q30R	120	3.400000	2.000000	4.000000	0.258824	0.508747	0.046442		
Q31	120	2.550000	1.000000	4.000000	0.736975	0.858472	0.078367					Q31R	120	3.166667	3.000000	4.000000	0.140056	0.374241	0.034163		
Q32	120	2.683333	1.000000	4.000000	0.739216	0.859777	0.078487					Q32R	120	3.258333	3.000000	4.000000	0.193207	0.439554	0.040126		
Q33	120	2.158333	1.000000	4.000000	1.025140	1.012492	0.092427					Q33R	120	3.175000	1.000000	4.000000	0.565756	0.752168	0.068663		
Q34	120	2.275000	1.000000	4.000000	0.856513	0.925480	0.084484					Q34R	120	3.383333	1.000000	4.000000	0.406443	0.637528	0.058198		
Q35	120	2.758333	1.000000	4.000000	0.840266	0.916660	0.083679					Q35R	120	3.425000	3.000000	4.000000	0.246429	0.496416	0.045316		
Q36	120	2.833333	1.000000	4.000000	0.929972	0.964351	0.088033					Q36R	120	3.258333	2.000000	4.000000	0.210014	0.458273	0.041834		
Q37	120	2.466667	1.000000	4.000000	0.889636	0.943205	0.086102					Q37R	120	3.241667	2.000000	4.000000	0.285644	0.534457	0.048789		
Q38	120	2.566667	1.000000	4.000000	0.936695	0.967830	0.088350					Q38R	119	3.361345	2.000000	4.000000	0.283578	0.532520	0.048816		
Q39	120	2.450000	1.000000	4.000000	0.972269	0.986037	0.090012					Q39R	120	3.258333	1.000000	4.000000	0.378081	0.614883	0.056131		
Q40	120	2.533333	1.000000	4.000000	0.956863	0.978194	0.089296					Q40R	120	3.333333	1.000000	4.000000	0.358543	0.598785	0.054661		
Q41	120	2.758333	1.000000	4.000000	0.873880	0.934815	0.085337					Q41R	120	3.275000	2.000000	4.000000	0.251471	0.501468	0.045778		
Q42	120	2.583333	1.000000	4.000000	1.085434	1.041842	0.095107					Q42R	120	3.391667	3.000000	4.000000	0.240266	0.490169	0.044746		
Q43	120	2.591667	1.000000	4.000000	0.798249	0.893448	0.081560					Q43R	120	3.308333	2.000000	4.000000	0.299090	0.546691	0.049924		
Q44	120	2.650000	1.000000	4.000000	0.817647	0.904238	0.082545					Q44R	120	3.375000	3.000000	4.000000	0.236345	0.486153	0.044379		
Q45	120	2.875000	1.000000	4.000000	0.967437	0.983584	0.089789					Q45R	120	3.450000	3.000000	4.000000	0.249580	0.499580	0.045605		

-0.775000
-0.841667
-1.525000
-0.883333
-0.633333
-0.616667
-0.575000
-1.016667
-1.108333
-0.666667
-0.425000
-0.775000
-0.794678
-0.808333
-0.800000
-0.516667
-0.808333
-0.716667
-0.725000
-0.575000

ANNEXURE 25: T-Test (2004/5) Averages

SWARTLAND HIGH SCHOOL

2004 - AVERAGES

2005 - AVERAGES

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError
Q1	180	2.605556	1.000000	4.000000	1.167567	1.080540	0.080539
Q2	180	2.833333	1.000000	4.000000	0.899441	0.948389	0.070689
Q3	180	1.644444	1.000000	4.000000	0.755556	0.869227	0.064788
Q4	180	2.288889	1.000000	4.000000	0.999876	0.999938	0.074531
Q5	180	1.344444	1.000000	4.000000	0.461701	0.679486	0.050646
Q6	180	2.855556	1.000000	4.000000	1.129857	1.062947	0.079227
Q7	180	1.133333	1.000000	4.000000	0.250279	0.500279	0.037289
Q8	180	2.761111	1.000000	4.000000	0.797362	0.892951	0.066557
Q9	180	3.133333	1.000000	4.000000	0.797765	0.893177	0.066573
Q10	180	3.172222	1.000000	4.000000	0.914308	0.956194	0.071271
Q11	180	2.550000	1.000000	4.000000	0.852235	0.923166	0.068809
Q12	180	1.272222	1.000000	4.000000	0.389168	0.623833	0.046498
Q13	180	3.150000	1.000000	4.000000	0.642179	0.801361	0.059730
Q14	180	3.038889	1.000000	4.000000	0.629764	0.793577	0.059150
Q15	180	2.238889	1.000000	4.000000	0.953786	0.976620	0.072793
Q16	180	2.816667	1.000000	4.000000	0.977374	0.988622	0.073688
Q17	180	2.277778	1.000000	4.000000	1.073246	1.035976	0.077217
Q18	180	3.088889	1.000000	4.000000	0.763004	0.873501	0.065107
Q19	180	3.438889	1.000000	4.000000	0.638703	0.799189	0.059568
Q20	180	1.361111	1.000000	4.000000	0.500155	0.707217	0.052713
Q21	180	3.238889	1.000000	4.000000	0.775016	0.880350	0.065617
Q22	180	2.588889	1.000000	4.000000	1.070267	1.034537	0.077110

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError	Difference
Q1R	180	3.083333	1.000000	4.000000	0.423184	0.650526	0.048487	-0.477778
Q2R	180	2.983333	2.000000	4.000000	0.508101	0.712812	0.053130	-0.150000
Q3R	180	2.694444	1.000000	4.000000	0.403321	0.635076	0.047336	-1.050000
Q4R	180	2.844444	1.000000	4.000000	0.344382	0.586841	0.043741	-0.555556
Q5R	180	2.794444	1.000000	4.000000	0.242427	0.492369	0.036699	-1.450000
Q6R	180	3.033333	2.000000	4.000000	0.490503	0.700359	0.052202	-0.177778
Q7R	180	2.877778	1.000000	4.000000	0.174922	0.418237	0.031174	-1.744444
Q8R	180	2.961111	2.000000	4.000000	0.439820	0.663189	0.049431	-0.200000
Q9R	180	3.255556	2.000000	4.000000	0.537678	0.733266	0.054654	-0.122222
Q10R	180	3.255556	1.000000	4.000000	0.582371	0.763132	0.056881	-0.083333
Q11R	180	2.827778	2.000000	4.000000	0.512073	0.715593	0.053337	-0.277778
Q12R	180	2.861111	1.000000	4.000000	0.310211	0.556966	0.041514	-1.588889
Q13R	180	3.100000	1.000000	4.000000	0.492737	0.701953	0.052320	0.050000
Q14R	180	3.083333	1.000000	4.000000	0.534916	0.731380	0.054514	-0.044444
Q15R	180	2.750000	1.000000	4.000000	0.579609	0.761321	0.056745	-0.511111
Q16R	180	2.977778	1.000000	4.000000	0.535816	0.731995	0.054560	-0.161111
Q17R	180	2.816667	1.000000	4.000000	0.496927	0.704931	0.052542	-0.538889
Q18R	180	3.077778	1.000000	4.000000	0.429671	0.655493	0.048858	0.011111
Q19R	180	3.300000	1.000000	4.000000	0.591061	0.768805	0.057303	0.138889
Q20R	180	2.777778	1.000000	4.000000	0.374922	0.612309	0.045639	-1.416667
Q21R	180	3.283333	2.000000	4.000000	0.394134	0.627801	0.046794	-0.044444
Q22R	180	2.916667	1.000000	4.000000	0.445531	0.667481	0.049751	-0.327778

SWARTLAND HIGH SCHOOL

2004 - AVERAGES

Q23	180	3.100000	1.000000	4.000000	0.693855	0.832979	0.062087
Q24	180	2.016667	1.000000	4.000000	1.022067	1.010973	0.075354
Q25	180	2.922222	1.000000	4.000000	0.854252	0.924258	0.068890
Q26	180	2.866667	1.000000	4.000000	0.909497	0.953676	0.071083
Q27	180	2.244444	1.000000	4.000000	1.034885	1.017293	0.075825
Q28	180	1.366667	1.000000	4.000000	0.579888	0.761504	0.056759
Q29	180	3.027778	1.000000	4.000000	0.753414	0.867994	0.064696
Q30	180	2.877778	1.000000	4.000000	0.744755	0.862992	0.064324
Q31	180	2.888889	1.000000	4.000000	0.769708	0.877330	0.065392
Q32	180	2.755556	1.000000	4.000000	0.733209	0.856276	0.063823
Q33	180	1.366667	1.000000	4.000000	0.535196	0.731571	0.054528
Q34	180	2.638889	1.000000	4.000000	0.958256	0.978905	0.072963
Q35	180	3.200000	1.000000	4.000000	0.686034	0.828271	0.061736
Q36	180	3.194444	1.000000	4.000000	0.660304	0.812591	0.060567
Q37	180	2.738889	1.000000	4.000000	0.842055	0.917635	0.068397
Q38	180	2.983333	1.000000	4.000000	0.753911	0.868280	0.064718
Q39	180	2.666667	1.000000	4.000000	1.027933	1.013870	0.075569
Q40	180	2.727778	1.000000	4.000000	0.981347	0.990630	0.073837
Q41	180	3.311111	1.000000	4.000000	0.573060	0.757007	0.056424
Q42	180	2.972222	1.000000	4.000000	0.898665	0.947980	0.070658
Q43	180	3.033333	1.000000	4.000000	0.803352	0.896299	0.066806
Q44	180	2.994444	1.000000	4.000000	0.865891	0.930533	0.069358
Q45	180	3.038889	1.000000	4.000000	0.864401	0.929732	0.069298

2005 - AVERAGES

Q23R	180	3.038889	1.000000	4.000000	0.551552	0.742665	0.055355
Q24R	180	2.777778	1.000000	4.000000	0.430788	0.656345	0.048921
Q25R	180	3.066667	1.000000	4.000000	0.509497	0.713791	0.053203
Q26R	180	2.900000	1.000000	4.000000	0.615642	0.784629	0.058483
Q27R	180	2.733333	1.000000	4.000000	0.520670	0.721575	0.053783
Q28R	180	2.877778	1.000000	4.000000	0.197269	0.444149	0.033105
Q29R	180	3.116667	1.000000	4.000000	0.617598	0.785874	0.058576
Q30R	180	2.922222	1.000000	4.000000	0.541403	0.735801	0.054843
Q31R	180	2.955556	1.000000	4.000000	0.511980	0.715528	0.053332
Q32R	180	3.038889	1.000000	4.000000	0.495686	0.704050	0.052477
Q33R	180	2.905556	1.000000	4.000000	0.264773	0.514561	0.038353
Q34R	180	2.894444	1.000000	4.000000	0.497176	0.705107	0.052556
Q35R	180	3.066667	1.000000	4.000000	0.688268	0.829619	0.061836
Q36R	180	3.327778	2.000000	4.000000	0.445034	0.667109	0.049723
Q37R	180	2.855556	1.000000	4.000000	0.481813	0.694127	0.051737
Q38R	180	3.111111	1.000000	4.000000	0.512725	0.716048	0.053371
Q39R	180	2.911111	1.000000	4.000000	0.673619	0.820743	0.061175
Q40R	180	2.855556	1.000000	4.000000	0.660583	0.812763	0.060580
Q41R	180	3.350000	1.000000	4.000000	0.418715	0.647082	0.048231
Q42R	180	3.111111	1.000000	4.000000	0.657976	0.811157	0.060460
Q43R	180	3.100000	1.000000	4.000000	0.537430	0.733096	0.054642
Q44R	180	3.122222	1.000000	4.000000	0.666543	0.816421	0.060852
Q45R	180	3.177778	1.000000	4.000000	0.549224	0.741097	0.055238

ANNEXURE 26: T-Test (2004/5) Averages

STEYNVILLE SECONDARY SCHOOL

2004 - AVERAGES

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError
Q1	180	2.572222	1.000000	4.000000	0.938889	0.968963	0.072222
Q2	180	2.522222	1.000000	4.000000	0.787213	0.887250	0.066132
Q3	180	1.838889	1.000000	4.000000	0.918032	0.958140	0.071416
Q4	180	2.711111	1.000000	4.000000	0.999876	0.999938	0.074531
Q5	180	1.816667	1.000000	4.000000	0.932682	0.965754	0.071983
Q6	180	2.922222	1.000000	4.000000	1.178274	1.085483	0.080907
Q7	180	1.544444	1.000000	4.000000	0.830416	0.911272	0.067922
Q8	180	2.527778	1.000000	4.000000	0.809280	0.899600	0.067052
Q9	180	3.116667	1.000000	4.000000	1.031006	1.015384	0.075682
Q10	180	2.838889	1.000000	4.000000	1.018591	1.009253	0.075225
Q11	180	2.366667	1.000000	4.000000	0.970950	0.985368	0.073445
Q12	180	1.572222	1.000000	4.000000	0.860677	0.927727	0.069149
Q13	180	2.838889	1.000000	4.000000	1.018591	1.009253	0.075225
Q14	180	2.872222	1.000000	4.000000	0.950062	0.974711	0.072651
Q15	180	2.272222	1.000000	4.000000	1.148945	1.071888	0.079894
Q16	180	2.766667	1.000000	4.000000	1.017877	1.008899	0.075199
Q17	180	2.583333	1.000000	4.000000	1.272346	1.127983	0.084075
Q18	180	2.916667	1.000000	4.000000	1.004190	1.002093	0.074692
Q19	180	2.972222	1.000000	4.000000	1.177995	1.085355	0.080898
Q20	180	1.783333	1.000000	4.000000	1.019832	1.009868	0.075271
Q21	180	3.022222	1.000000	4.000000	0.938051	0.968530	0.072190
Q22	180	2.766667	1.000000	4.000000	1.040223	1.019913	0.076020
Q23	180	2.677778	1.000000	4.000000	1.057604	1.028399	0.076662

2005 - AVERAGES

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError	Difference
Q1R	180	2.605556	2.000000	4.000000	0.486002	0.697139	0.051962	-0.033333
Q2R	180	2.616667	1.000000	4.000000	0.517039	0.719054	0.053595	-0.094444
Q3R	180	2.288889	2.000000	4.000000	0.284792	0.533659	0.039777	-0.450000
Q4R	180	2.705556	2.000000	4.000000	0.566449	0.752628	0.056098	0.005556
Q5R	180	2.327778	2.000000	4.000000	0.344475	0.586920	0.043746	-0.511111
Q6R	180	2.938889	2.000000	4.000000	0.638703	0.799189	0.059568	-0.016667
Q7R	180	2.316667	2.000000	4.000000	0.385196	0.620641	0.046260	-0.772222
Q8R	180	2.744444	2.000000	4.000000	0.548852	0.740845	0.055219	-0.216667
Q9R	180	3.111111	1.000000	4.000000	0.646803	0.804241	0.059945	0.005556
Q10R	180	2.994444	1.000000	4.000000	0.597734	0.773133	0.057626	-0.155556
Q11R	180	2.600000	2.000000	4.000000	0.442458	0.665175	0.049579	-0.233333
Q12R	180	2.288889	2.000000	4.000000	0.318312	0.564191	0.042052	-0.716667
Q13R	180	2.822222	2.000000	4.000000	0.538051	0.733520	0.054673	0.016667
Q14R	180	2.977778	2.000000	4.000000	0.580509	0.761911	0.056790	-0.105556
Q15R	180	2.555556	1.000000	4.000000	0.605835	0.778354	0.058015	-0.283333
Q16R	180	2.950000	1.000000	4.000000	0.561732	0.749488	0.055864	-0.183333
Q17R	180	2.650000	2.000000	4.000000	0.608659	0.780166	0.058150	-0.066667
Q18R	180	3.005556	1.000000	4.000000	0.664773	0.815336	0.060772	-0.088889
Q19R	180	2.900000	1.000000	4.000000	0.716201	0.846287	0.063078	0.072222
Q20R	180	2.305556	2.000000	4.000000	0.325109	0.570183	0.042499	-0.522222
Q21R	180	3.188889	2.000000	4.000000	0.634513	0.796563	0.059372	-0.166667
Q22R	180	2.872222	2.000000	4.000000	0.670732	0.818983	0.061043	-0.105556
Q23R	180	2.855556	2.000000	4.000000	0.560025	0.748348	0.055779	-0.177778

STEYNVILLE SECONDARY SCHOOL

2004 - AVERAGES

2005 - AVERAGES

Q24	180	2.438889	1.000000	4.000000	1.219708	1.104404	0.082317
Q25	180	2.955556	1.000000	4.000000	0.880695	0.938454	0.069948
Q26	180	2.883333	1.000000	4.000000	0.807542	0.898633	0.066980
Q27	180	2.466667	1.000000	4.000000	1.032402	1.016072	0.075734
Q28	180	1.705556	1.000000	4.000000	0.901645	0.949550	0.070775
Q29	180	2.522222	1.000000	4.000000	1.010677	1.005324	0.074932
Q30	180	2.844444	1.000000	4.000000	1.025947	1.012890	0.075496
Q31	180	2.838889	1.000000	4.000000	0.817474	0.904142	0.067391
Q32	180	2.711111	1.000000	4.000000	0.966356	0.983034	0.073271
Q33	180	2.144444	1.000000	4.000000	1.163377	1.078599	0.080394
Q34	180	2.511111	1.000000	4.000000	0.843451	0.918396	0.068453
Q35	180	2.863333	1.000000	4.000000	0.908101	0.952943	0.071028
Q36	180	3.122222	1.000000	4.000000	0.856487	0.925466	0.068980
Q37	180	2.705556	1.000000	4.000000	1.069243	1.034042	0.077073
Q38	180	2.905556	1.000000	4.000000	0.879299	0.937709	0.069893
Q39	180	2.488889	1.000000	4.000000	1.033395	1.016561	0.075770
Q40	180	2.588889	1.000000	4.000000	1.025574	1.012706	0.075483
Q41	180	2.983333	1.000000	4.000000	0.820950	0.906063	0.067534
Q42	180	2.883333	1.000000	4.000000	0.919274	0.958788	0.071464
Q43	180	2.650000	1.000000	4.000000	1.022067	1.010973	0.075354
Q44	180	3.072222	1.000000	4.000000	0.905369	0.951509	0.070921
Q45	180	2.855556	1.000000	4.000000	1.118684	1.057679	0.078835

Q24R	180	2.594444	1.000000	4.000000	0.599969	0.774577	0.057734
Q25R	180	2.911111	1.000000	4.000000	0.606580	0.778832	0.058051
Q26R	180	2.938889	2.000000	4.000000	0.605183	0.777935	0.057984
Q27R	180	2.638889	2.000000	4.000000	0.466636	0.683107	0.050916
Q28R	180	2.250000	2.000000	4.000000	0.344972	0.587343	0.043778
Q29R	180	2.794444	2.000000	4.000000	0.532930	0.730020	0.054413
Q30R	180	2.977778	2.000000	4.000000	0.591682	0.789209	0.057333
Q31R	180	2.877778	1.000000	4.000000	0.655369	0.809549	0.060340
Q32R	180	2.788889	2.000000	4.000000	0.513842	0.716828	0.053429
Q33R	180	2.411111	1.000000	4.000000	0.466915	0.683312	0.050931
Q34R	180	2.738889	2.000000	4.000000	0.529205	0.727465	0.054222
Q35R	180	2.933333	1.000000	4.000000	0.610056	0.781061	0.058217
Q36R	180	3.166667	2.000000	4.000000	0.597765	0.773153	0.057627
Q37R	180	2.627778	1.000000	4.000000	0.670732	0.818983	0.061043
Q38R	180	2.988889	2.000000	4.000000	0.513842	0.716828	0.053429
Q39R	180	2.561111	1.000000	4.000000	0.605183	0.777935	0.057984
Q40R	180	2.672222	1.000000	4.000000	0.590286	0.768300	0.057266
Q41R	180	3.144444	1.000000	4.000000	0.705276	0.839807	0.062596
Q42R	180	2.861111	2.000000	4.000000	0.634233	0.796388	0.059359
Q43R	180	2.683333	1.000000	4.000000	0.597486	0.772972	0.057614
Q44R	180	2.955556	1.000000	4.000000	0.713097	0.844451	0.062942
Q45R	180	2.866667	1.000000	4.000000	0.585475	0.765163	0.057032

-0.155556
0.044444
-0.055556
-0.172222
-0.544444
-0.272222
-0.133333
-0.038889
-0.077778
-0.266667
-0.227778
-0.050000
-0.044444
0.077778
-0.083333
-0.072222
-0.161111
0.022222
-0.033333
0.116667
-0.011111

SCHOONSPRUIT SECONDARY SCHOOL

2004 - AVERAGES

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError
Q1	180	2.577778	1.000000	4.000000	0.915705	0.956925	0.071325
Q2	180	2.550000	1.000000	4.000000	1.042179	1.020872	0.076091
Q3	180	1.772222	1.000000	4.000000	0.992520	0.996253	0.074256
Q4	180	2.438889	1.000000	4.000000	1.163842	1.078815	0.080410
Q5	180	1.461111	1.000000	4.000000	0.719150	0.848027	0.063208
Q6	180	2.900000	1.000000	4.000000	1.040223	1.019913	0.076020
Q7	180	1.222222	1.000000	4.000000	0.341403	0.584297	0.043551
Q8	180	2.866667	1.000000	4.000000	0.831285	0.911748	0.067958
Q9	180	3.255556	1.000000	4.000000	0.749969	0.866007	0.064548
Q10	180	2.972222	1.000000	4.000000	1.066263	1.032600	0.076965
Q11	180	2.527778	1.000000	4.000000	0.954531	0.977001	0.072821
Q12	180	1.305556	1.000000	4.000000	0.537399	0.733075	0.054640
Q13	180	3.061111	1.000000	4.000000	0.761608	0.872701	0.065047
Q14	180	3.038889	1.000000	4.000000	0.842055	0.917635	0.068397
Q15	180	2.205556	1.000000	4.000000	1.102762	1.050125	0.078272
Q16	180	3.083333	1.000000	4.000000	0.870112	0.932798	0.069527
Q17	180	2.455556	1.000000	4.000000	1.243824	1.115268	0.083127
Q18	180	2.977778	1.000000	4.000000	0.960397	0.979999	0.073045
Q19	180	3.216667	1.000000	4.000000	1.075698	1.037159	0.077305
Q20	180	1.577778	1.000000	4.000000	0.848665	0.921230	0.068664
Q21	180	3.288889	1.000000	4.000000	0.731719	0.855406	0.063758
Q22	180	2.905556	1.000000	4.000000	0.901645	0.949550	0.070775
Q23	180	3.127778	1.000000	4.000000	0.748945	0.865416	0.064504
Q24	180	2.450000	1.000000	4.000000	1.098045	1.047876	0.078104

2005 - AVERAGES

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError	Difference
Q1R	180	2.833333	2.000000	4.000000	0.586592	0.765893	0.057086	0.255556
Q2R	180	2.750000	1.000000	4.000000	0.613128	0.783025	0.058363	0.200000
Q3R	180	2.227778	1.000000	4.000000	0.310956	0.557634	0.041564	0.455556
Q4R	180	2.655556	1.000000	4.000000	0.696338	0.834469	0.062198	0.216667
Q5R	180	2.183333	1.000000	4.000000	0.295810	0.543884	0.040539	0.722222
Q6R	180	3.172222	2.000000	4.000000	0.668498	0.817617	0.060942	0.272222
Q7R	180	2.072222	1.000000	4.000000	0.123246	0.351065	0.026167	0.850000
Q8R	180	3.000000	1.000000	4.000000	0.614525	0.783917	0.058430	0.133333
Q9R	180	3.305556	2.000000	4.000000	0.570919	0.755592	0.056318	0.050000
Q10R	180	3.022222	1.000000	4.000000	0.692241	0.832010	0.062014	0.050000
Q11R	180	2.716667	1.000000	4.000000	0.639944	0.799965	0.059626	0.188889
Q12R	180	2.116667	1.000000	4.000000	0.215363	0.464072	0.034590	0.811111
Q13R	180	3.066667	2.000000	4.000000	0.587709	0.766622	0.057141	0.005556
Q14R	180	3.050000	2.000000	4.000000	0.606425	0.778733	0.058043	0.011111
Q15R	180	2.594444	1.000000	4.000000	0.644662	0.802908	0.059845	0.388889
Q16R	180	3.111111	2.000000	4.000000	0.568591	0.754050	0.056204	0.027778
Q17R	180	2.466667	1.000000	4.000000	0.484916	0.696359	0.051904	0.011111
Q18R	180	3.077778	2.000000	4.000000	0.653135	0.808167	0.060237	0.100000
Q19R	180	3.227778	1.000000	4.000000	0.746710	0.864124	0.064408	0.011111
Q20R	180	2.177778	1.000000	4.000000	0.236375	0.486184	0.036238	0.600000
Q21R	180	3.227778	1.000000	4.000000	0.623805	0.789813	0.058869	-0.061111
Q22R	180	2.861111	2.000000	4.000000	0.634233	0.796388	0.059359	-0.044444
Q23R	180	3.033333	2.000000	4.000000	0.624581	0.790304	0.058906	-0.094444
Q24R	180	2.672222	1.000000	4.000000	0.601459	0.775538	0.057805	0.222222

SCHOONSPRUIT SECONDARY SCHOOL

2004 - AVERAGES

Q25	180	3.155556	1.000000	4.000000	0.791310	0.889556	0.066304
Q26	180	3.044444	1.000000	4.000000	0.802483	0.895814	0.066770
Q27	180	2.405556	1.000000	4.000000	0.968684	0.984217	0.073359
Q28	180	1.483333	1.000000	4.000000	0.709218	0.842151	0.062770
Q29	180	3.044444	1.000000	4.000000	0.970081	0.984927	0.073412
Q30	180	3.055556	1.000000	4.000000	0.801366	0.895190	0.066724
Q31	180	2.911111	1.000000	4.000000	0.830043	0.911067	0.067907
Q32	180	2.972222	1.000000	4.000000	0.775760	0.880773	0.065649
Q33	180	1.622222	1.000000	4.000000	0.917939	0.958091	0.071412
Q34	180	2.866667	1.000000	4.000000	0.808939	0.899410	0.067038
Q35	180	3.250000	1.000000	4.000000	0.825419	0.908526	0.067718
Q36	180	3.361111	1.000000	4.000000	0.656580	0.810296	0.060396
Q37	180	2.733333	1.000000	4.000000	0.800000	0.894427	0.066667
Q38	180	3.211111	1.000000	4.000000	0.681440	0.825494	0.061529
Q39	180	2.927778	1.000000	4.000000	1.039448	1.019533	0.075992
Q40	180	2.766667	1.000000	4.000000	0.984358	0.992148	0.073950
Q41	180	3.227778	1.000000	4.000000	0.802576	0.895866	0.066774
Q42	180	3.250000	1.000000	4.000000	0.713687	0.844800	0.062968
Q43	180	2.916667	1.000000	4.000000	0.858939	0.926789	0.069079
Q44	180	3.266667	1.000000	4.000000	0.855866	0.925130	0.068955
Q45	180	3.250000	1.000000	4.000000	0.791899	0.889887	0.066328

2005 - AVERAGES

Q25R	180	3.038889	1.000000	4.000000	0.629764	0.793577	0.059150
Q26R	180	3.077778	2.000000	4.000000	0.653135	0.808167	0.060237
Q27R	180	2.588889	2.000000	4.000000	0.466915	0.683312	0.050931
Q28R	180	2.244444	2.000000	4.000000	0.330975	0.575304	0.042881
Q29R	180	3.066667	1.000000	4.000000	0.788827	0.888159	0.066199
Q30R	180	3.077778	1.000000	4.000000	0.630788	0.794222	0.059198
Q31R	180	3.061111	2.000000	4.000000	0.560490	0.748659	0.055802
Q32R	180	3.005556	2.000000	4.000000	0.553042	0.743668	0.055430
Q33R	180	2.216667	1.000000	4.000000	0.237709	0.487555	0.036340
Q34R	180	2.861111	1.000000	4.000000	0.723619	0.850658	0.063404
Q35R	180	3.155556	1.000000	4.000000	0.668405	0.817560	0.060937
Q36R	180	3.400000	2.000000	4.000000	0.442458	0.665175	0.049579
Q37R	180	2.716667	1.000000	4.000000	0.729330	0.854008	0.063654
Q38R	180	3.161111	2.000000	4.000000	0.594010	0.770720	0.057446
Q39R	180	2.966667	2.000000	4.000000	0.591061	0.768805	0.057303
Q40R	180	2.866667	1.000000	4.000000	0.697207	0.834989	0.062236
Q41R	180	3.322222	2.000000	4.000000	0.443079	0.665642	0.049614
Q42R	180	3.194444	1.000000	4.000000	0.593265	0.770237	0.057410
Q43R	180	2.938889	1.000000	4.000000	0.728088	0.853281	0.063600
Q44R	180	3.250000	1.000000	4.000000	0.557263	0.746500	0.055641
Q45R	180	3.327778	2.000000	4.000000	0.512073	0.715593	0.053337

-0.116667
0.033333
0.183333
0.761111
0.022222
0.022222
0.150000
0.033333
0.594444
-0.005556
-0.094444
0.038889
-0.016667
-0.050000
0.038889
0.100000
0.094444
-0.055556
0.022222
-0.016667
0.077778

WESTON HIGH SCHOOL

2004 - AVERAGES

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError
Q1	192	2.260417	1.000000	3.000000	0.622928	0.789258	0.056960
Q2	192	2.359375	1.000000	3.000000	0.650278	0.806398	0.058197
Q3	192	1.984375	1.000000	3.000000	0.664676	0.815277	0.058838
Q4	192	2.307292	1.000000	3.000000	0.559528	0.748016	0.053983
Q5	192	1.656250	1.000000	3.000000	0.666558	0.816430	0.058921
Q6	192	2.458333	1.000000	3.000000	0.616056	0.784892	0.056645
Q7	192	1.385417	1.000000	3.000000	0.489420	0.699585	0.050488
Q8	192	2.369792	1.000000	3.000000	0.569344	0.754549	0.054455
Q9	192	2.489583	1.000000	3.000000	0.607221	0.779244	0.056237
Q10	192	2.572917	1.000000	3.000000	0.486802	0.697712	0.050363
Q11	192	2.307292	1.000000	3.000000	0.611884	0.782230	0.056453
Q12	192	1.390625	1.000000	3.000000	0.469650	0.685310	0.049458
Q13	192	2.515625	1.000000	3.000000	0.512844	0.716131	0.051682
Q14	192	2.484375	1.000000	3.000000	0.502372	0.708782	0.051152
Q15	192	2.250000	1.000000	3.000000	0.680628	0.825002	0.059539
Q16	192	2.520833	1.000000	3.000000	0.512653	0.715998	0.051673
Q17	192	2.052083	1.000000	3.000000	0.740729	0.860656	0.062112
Q18	192	2.453125	1.000000	3.000000	0.615592	0.784597	0.056623
Q19	192	2.630208	1.000000	3.000000	0.454161	0.673915	0.048636
Q20	192	1.630208	1.000000	3.000000	0.611229	0.781812	0.056422
Q21	192	2.604167	1.000000	3.000000	0.491710	0.701221	0.050606
Q22	192	2.369792	1.000000	3.000000	0.653114	0.808155	0.058324
Q23	192	2.510417	1.000000	3.000000	0.544394	0.737830	0.053248

2005 - AVERAGES

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError	Difference
Q1R	192	3.296875	2.000000	4.000000	0.555383	0.745240	0.053783	-1.036458
Q2R	192	3.265625	2.000000	4.000000	0.405514	0.638800	0.045957	-0.906250
Q3R	192	3.296875	2.000000	4.000000	0.534440	0.731054	0.052759	-1.312500
Q4R	192	3.322917	2.000000	4.000000	0.397797	0.630711	0.045518	-1.015625
Q5R	192	3.177083	2.000000	4.000000	0.670048	0.818565	0.059075	-1.520833
Q6R	192	3.359375	2.000000	4.000000	0.472268	0.687217	0.049596	-0.901042
Q7R	192	3.026042	2.000000	4.000000	0.653769	0.808560	0.058353	-1.640625
Q8R	191	3.350785	2.000000	4.000000	0.481565	0.693949	0.050212	-0.980994
Q9R	192	3.421875	2.000000	4.000000	0.433655	0.658525	0.047525	-0.932292
Q10R	191	3.518325	2.000000	4.000000	0.293083	0.541372	0.039172	-0.945408
Q11R	191	3.319372	2.000000	4.000000	0.460623	0.678692	0.049108	-1.012080
Q12R	189	3.126984	2.000000	4.000000	0.579534	0.761271	0.055374	-1.736359
Q13R	192	3.369792	2.000000	4.000000	0.464632	0.681640	0.049193	-0.854167
Q14R	192	3.385417	2.000000	4.000000	0.447535	0.668980	0.048280	-0.901042
Q15R	192	3.406250	2.000000	4.000000	0.410013	0.640323	0.046211	-1.156250
Q16R	192	3.526042	2.000000	4.000000	0.386753	0.621895	0.044881	-1.005208
Q17R	191	3.335079	2.000000	4.000000	0.466079	0.682700	0.049398	-1.282995
Q18R	191	3.481675	2.000000	4.000000	0.398347	0.631147	0.045668	-1.028550
Q19R	189	3.460317	2.000000	4.000000	0.345491	0.587785	0.042755	-0.830109
Q20R	192	3.145833	2.000000	4.000000	0.627836	0.792361	0.057184	-1.515625
Q21R	192	3.489583	2.000000	4.000000	0.324498	0.569647	0.041111	-0.885417
Q22R	192	3.364583	2.000000	4.000000	0.400414	0.632783	0.045667	-0.994792
Q23R	189	3.449735	2.000000	4.000000	0.440279	0.663535	0.048265	-0.939319

WESTON HIGH SCHOOL

2004 - AVERAGES

Q24	192	2.213542	1.000000	3.000000	0.692381	0.832094	0.060051
Q25	192	2.593750	1.000000	3.000000	0.451898	0.672234	0.048514
Q26	192	2.494792	1.000000	3.000000	0.481648	0.694009	0.050086
Q27	192	2.239583	1.000000	3.000000	0.706697	0.840653	0.060669
Q28	192	1.578125	1.000000	3.000000	0.559310	0.747870	0.053973
Q29	192	2.505208	1.000000	3.000000	0.502591	0.708936	0.051163
Q30	192	2.598958	1.000000	3.000000	0.419475	0.647669	0.046741
Q31	192	2.520833	1.000000	3.000000	0.533595	0.730476	0.052718
Q32	192	2.494792	1.000000	3.000000	0.575889	0.758873	0.054767
Q33	192	1.666667	1.000000	3.000000	0.621291	0.788220	0.056885
Q34	192	2.385417	1.000000	3.000000	0.656959	0.810530	0.058495
Q35	192	2.500000	1.000000	3.000000	0.554974	0.744966	0.053763
Q36	192	2.635417	1.000000	3.000000	0.463242	0.680619	0.049119
Q37	192	2.473958	1.000000	3.000000	0.522878	0.723103	0.052185
Q38	192	2.625000	1.000000	3.000000	0.476440	0.690246	0.049814
Q39	192	2.359375	1.000000	3.000000	0.597922	0.773254	0.055805
Q40	192	2.390625	1.000000	3.000000	0.532477	0.729710	0.052662
Q41	192	2.718750	1.000000	3.000000	0.307919	0.554904	0.040047
Q42	192	2.536458	1.000000	3.000000	0.511753	0.715369	0.051627
Q43	192	2.515625	1.000000	3.000000	0.470959	0.686264	0.049527
Q44	192	2.687500	1.000000	3.000000	0.341623	0.584485	0.042182
Q45	192	2.588542	1.000000	3.000000	0.494737	0.703376	0.050762

2005 - AVERAGES

Q24R	192	3.270833	2.000000	4.000000	0.481239	0.693714	0.050064	-1.057292
Q25R	189	3.529101	2.000000	4.000000	0.346223	0.588407	0.042800	-0.935351
Q26R	188	3.462766	2.000000	4.000000	0.410371	0.640602	0.046721	-0.967974
Q27R	192	3.260417	2.000000	4.000000	0.444917	0.667021	0.048138	-1.020833
Q28R	192	3.062500	2.000000	4.000000	0.676702	0.822619	0.059367	-1.484375
Q29R	189	3.481481	2.000000	4.000000	0.357368	0.597803	0.043484	-0.976273
Q30R	192	3.505208	2.000000	4.000000	0.366465	0.605363	0.043688	-0.906250
Q31R	192	3.479167	2.000000	4.000000	0.324171	0.569360	0.041090	-0.958333
Q32R	192	3.395833	2.000000	4.000000	0.407941	0.638702	0.046094	-0.901042
Q33R	192	3.276042	2.000000	4.000000	0.567381	0.753247	0.054361	-1.609375
Q34R	192	3.369792	2.000000	4.000000	0.391334	0.625567	0.045146	-0.984375
Q35R	189	3.407407	2.000000	4.000000	0.412924	0.642591	0.046742	-0.907407
Q36R	192	3.536458	2.000000	4.000000	0.333742	0.577704	0.041692	-0.901042
Q37R	187	3.406417	2.000000	4.000000	0.382324	0.618324	0.045216	-0.932459
Q38R	192	3.572917	2.000000	4.000000	0.298320	0.546187	0.039418	-0.947917
Q39R	189	3.417989	2.000000	4.000000	0.425419	0.652242	0.047444	-1.058614
Q40R	184	3.418478	2.000000	4.000000	0.386761	0.621901	0.045847	-1.027853
Q41R	189	3.566138	2.000000	4.000000	0.300124	0.547836	0.039849	-0.847388
Q42R	192	3.369792	2.000000	4.000000	0.443690	0.666101	0.048072	-0.833333
Q43R	192	3.354167	2.000000	4.000000	0.397469	0.630452	0.045499	-0.838542
Q44R	192	3.442708	2.000000	4.000000	0.363193	0.602655	0.043493	-0.755208
Q45R	192	3.489583	2.000000	4.000000	0.366383	0.605296	0.043683	-0.901042

ANNEXURE 29: T-Test (2004/5) Averages

DIAZVILLE HIGH SCHOOL

AVERAGES 2004

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError
Q1	184	2.478261	1.000000	4.000000	0.873842	0.934795	0.068914
Q2	184	2.429348	1.000000	4.000000	0.978588	0.989236	0.072927
Q3	184	1.885870	1.000000	4.000000	1.008761	1.004371	0.074043
Q4	184	2.532609	1.000000	4.000000	1.059040	1.029097	0.075866
Q5	184	1.760870	1.000000	4.000000	1.057258	1.028231	0.075802
Q6	184	2.831522	1.000000	4.000000	0.971460	0.985627	0.072661
Q7	184	1.581522	1.000000	4.000000	0.791132	0.889456	0.065572
Q8	184	2.521739	1.000000	4.000000	1.004989	1.002492	0.073905
Q9	184	2.875000	1.000000	4.000000	0.973361	0.986590	0.072732
Q10	184	2.695652	1.000000	4.000000	1.185555	1.088832	0.080270
Q11	184	2.478261	1.000000	4.000000	0.939416	0.969235	0.071453
Q12	184	1.635870	1.000000	4.000000	0.899471	0.948405	0.069917
Q13	184	2.760870	1.000000	4.000000	1.090045	1.044052	0.076969
Q14	184	2.711957	1.000000	4.000000	0.971222	0.985506	0.072652
Q15	184	2.206522	1.000000	4.000000	1.006296	1.003143	0.073953
Q16	184	2.744565	1.000000	4.000000	0.956254	0.977883	0.072090
Q17	184	2.391304	1.000000	4.000000	1.124733	1.060534	0.078184
Q18	184	2.733696	1.000000	4.000000	1.005197	1.002595	0.073912
Q19	184	2.717391	1.000000	4.000000	1.209313	1.099688	0.081070
Q20	184	1.891304	1.000000	4.000000	1.146591	1.070790	0.078940
Q21	184	2.940217	1.000000	4.000000	0.985478	0.992712	0.073184
Q22	184	2.543478	1.000000	4.000000	0.970777	0.985280	0.072636
Q23	184	2.538043	1.000000	4.000000	1.047725	1.023584	0.075460
Q24	184	2.364130	1.000000	4.000000	1.139909	1.067665	0.078709

AVERAGES 2005

	Valid N	Mean	Minimum	Maximum	Variance	Std.Dev.	StandardError	Difference
Q1R	184	2.945652	2.000000	4.000000	0.368615	0.607137	0.044759	-0.467391
Q2R	184	2.940217	1.000000	4.000000	0.351598	0.592957	0.043713	-0.510870
Q3R	184	2.793478	2.000000	4.000000	0.437990	0.661808	0.048789	-0.907609
Q4R	184	2.907609	1.000000	4.000000	0.401253	0.633446	0.046698	-0.375000
Q5R	184	2.592391	2.000000	4.000000	0.450434	0.671143	0.049477	-0.831522
Q6R	184	3.157609	2.000000	4.000000	0.406718	0.637744	0.047015	-0.326087
Q7R	184	2.423913	2.000000	4.000000	0.365764	0.604784	0.044585	-0.842391
Q8R	184	3.032609	1.000000	4.000000	0.359587	0.599655	0.044207	-0.510870
Q9R	184	3.173913	1.000000	4.000000	0.516037	0.718357	0.052958	-0.298913
Q10R	184	3.016304	1.000000	4.000000	0.540716	0.735334	0.054210	-0.320652
Q11R	184	2.934783	1.000000	4.000000	0.345450	0.587750	0.043330	-0.456522
Q12R	184	2.516304	1.000000	4.000000	0.436891	0.660977	0.048728	-0.880435
Q13R	184	3.065217	2.000000	4.000000	0.334521	0.578378	0.042639	-0.304348
Q14R	184	3.092391	2.000000	4.000000	0.368466	0.607014	0.044750	-0.380435
Q15R	184	2.913043	1.000000	4.000000	0.429556	0.655405	0.048317	-0.706522
Q16R	184	3.125000	2.000000	4.000000	0.350410	0.591954	0.043639	-0.380435
Q17R	184	2.853261	1.000000	4.000000	0.431902	0.657192	0.048449	-0.461957
Q18R	184	3.043478	1.000000	4.000000	0.435258	0.659741	0.048637	-0.309783
Q19R	184	3.184783	1.000000	4.000000	0.533975	0.730736	0.053871	-0.467391
Q20R	184	2.657609	2.000000	4.000000	0.423111	0.650470	0.047953	-0.766304
Q21R	184	3.244565	2.000000	4.000000	0.426200	0.652840	0.048128	-0.304348
Q22R	184	2.983696	2.000000	4.000000	0.442356	0.665098	0.049032	-0.440217
Q23R	184	3.027174	1.000000	4.000000	0.452809	0.672911	0.049608	-0.489130
Q24R	184	2.902174	2.000000	4.000000	0.416607	0.645451	0.047583	-0.538043

DIAZVILLE HIGH SCHOOL

AVERAGES 2004

Q25	184	2.793478	1.000000	4.000000	0.864220	0.929634	0.068534
Q26	184	2.652174	1.000000	4.000000	0.774531	0.880074	0.064880
Q27	184	2.364130	1.000000	4.000000	0.997832	0.998915	0.073641
Q28	184	1.706522	1.000000	4.000000	0.853291	0.923737	0.068099
Q29	184	2.554348	1.000000	4.000000	1.089926	1.043995	0.076964
Q30	184	2.733696	1.000000	4.000000	0.939623	0.969342	0.071461
Q31	184	2.820652	1.000000	4.000000	0.814653	0.902581	0.066539
Q32	184	2.722826	1.000000	4.000000	0.955542	0.977518	0.072064
Q33	184	1.853261	1.000000	4.000000	1.032995	1.016364	0.074927
Q34	184	2.516304	1.000000	4.000000	1.005197	1.002595	0.073912
Q35	184	2.869565	1.000000	4.000000	0.977429	0.988650	0.072884
Q36	184	3.038043	1.000000	4.000000	0.878326	0.937191	0.069091
Q37	184	2.673913	1.000000	4.000000	0.909480	0.953666	0.070305
Q38	184	2.728261	1.000000	4.000000	0.876574	0.936255	0.069022
Q39	184	2.440217	1.000000	4.000000	1.133019	1.064433	0.078471
Q40	184	2.657609	1.000000	4.000000	0.936772	0.967870	0.071352
Q41	184	2.722826	1.000000	4.000000	1.075760	1.037189	0.076463
Q42	184	2.760870	1.000000	4.000000	1.024471	1.012162	0.074618
Q43	184	2.510870	1.000000	4.000000	1.038133	1.018888	0.075113
Q44	184	2.902174	1.000000	4.000000	0.908411	0.953106	0.070264
Q45	184	2.907609	1.000000	4.000000	0.936772	0.967870	0.071352

AVERAGES 2005

Q25R	184	3.141304	1.000000	4.000000	0.395225	0.628669	0.046346
Q26R	184	3.043478	1.000000	4.000000	0.402471	0.634406	0.046769
Q27R	184	2.815217	1.000000	4.000000	0.304467	0.551785	0.040678
Q28R	184	2.576087	2.000000	4.000000	0.420409	0.648389	0.047800
Q29R	184	3.065217	1.000000	4.000000	0.378237	0.615010	0.045339
Q30R	184	3.195652	2.000000	4.000000	0.398670	0.631403	0.046548
Q31R	184	3.097826	1.000000	4.000000	0.351033	0.592481	0.043678
Q32R	184	3.119565	1.000000	4.000000	0.368140	0.606745	0.044730
Q33R	184	2.690217	1.000000	4.000000	0.510068	0.714190	0.052651
Q34R	184	2.907609	1.000000	4.000000	0.324751	0.569869	0.042011
Q35R	184	2.994565	1.000000	4.000000	0.497238	0.705151	0.051984
Q36R	184	3.233696	2.000000	4.000000	0.431427	0.656831	0.048422
Q37R	184	3.048913	1.000000	4.000000	0.407431	0.638303	0.047056
Q38R	184	3.184783	2.000000	4.000000	0.370040	0.608309	0.044845
Q39R	184	2.951087	1.000000	4.000000	0.505791	0.711190	0.052430
Q40R	184	2.929348	1.000000	4.000000	0.470391	0.685850	0.050562
Q41R	184	3.108696	1.000000	4.000000	0.458066	0.676806	0.049895
Q42R	184	3.179348	2.000000	4.000000	0.421211	0.649007	0.047845
Q43R	184	3.043478	1.000000	4.000000	0.347826	0.589768	0.043478
Q44R	184	3.076087	1.000000	4.000000	0.496911	0.704919	0.051967
Q45R	184	3.239130	2.000000	4.000000	0.379663	0.616168	0.045424

-0.347826
-0.391304
-0.451087
-0.869565
-0.510870
-0.461957
-0.277174
-0.396739
-0.836957
-0.391304
-0.125000
-0.195652
-0.375000
-0.456522
-0.510870
-0.271739
-0.385870
-0.418478
-0.532609
-0.173913
-0.331522

ALL SCHOOLS

AVERAGES 2004						
	N	Mean	Minimum	Maximum	Standard Deviation	
Q1	1036	2.477799	1.000000	4.000000	0.937923	
Q2	1036	2.509653	1.000000	4.000000	0.950415	
Q3	1036	1.846525	1.000000	4.000000	0.946184	
Q4	1036	2.473938	1.000000	4.000000	0.983092	
Q5	1036	1.657336	1.000000	4.000000	0.924886	
Q6	1036	2.781853	1.000000	4.000000	0.991119	
Q7	1036	1.427606	1.000000	4.000000	0.813872	
Q8	1036	2.586873	1.000000	4.000000	0.910052	
Q9	1036	2.931467	1.000000	4.000000	0.962150	
Q10	1036	2.796332	1.000000	4.000000	0.991766	
Q11	1036	2.444981	1.000000	4.000000	0.928280	
Q12	1036	1.490347	1.000000	4.000000	0.844936	
Q13	1036	2.833977	1.000000	4.000000	0.931180	
Q14	1036	2.786680	1.000000	4.000000	0.900808	
Q15	1036	2.220077	1.000000	4.000000	0.986783	
Q16	1036	2.759653	1.000000	4.000000	0.938265	
Q17	1035	2.325604	1.000000	4.000000	1.045054	
Q18	1036	2.791506	1.000000	4.000000	0.965574	
Q19	1036	2.949807	1.000000	4.000000	1.008845	
Q20	1036	1.702703	1.000000	4.000000	0.948140	
Q21	1036	2.984556	1.000000	4.000000	0.929263	
Q22	1036	2.627413	1.000000	4.000000	0.983036	
Q23	1036	2.758687	1.000000	4.000000	0.946732	
Q24	1036	2.314672	1.000000	4.000000	1.012681	
Q25	1036	2.859073	1.000000	4.000000	0.889784	
Q26	1036	2.752896	1.000000	4.000000	0.891582	

AVERAGES 2005						
	N	Mean	Minimum	Maximum	Standard Deviation	
Q1R	1036	2.970704	1.000000	4.000000	0.709857	
Q2R	1036	2.944981	1.000000	4.000000	0.711441	
Q3R	1036	2.725869	1.000000	4.000000	0.739596	
Q4R	1036	2.946911	1.000000	4.000000	0.730350	
Q5R	1036	2.704633	1.000000	4.000000	0.758601	
Q6R	1036	3.162162	1.000000	4.000000	0.729474	
Q7R	1036	2.627413	1.000000	4.000000	0.718413	
Q8R	1035	3.063768	1.000000	4.000000	0.717151	
Q9R	1036	3.277027	1.000000	4.000000	0.719295	
Q10R	1035	3.180676	1.000000	4.000000	0.741955	
Q11R	1035	2.927536	1.000000	4.000000	0.721033	
Q12R	1033	2.657309	1.000000	4.000000	0.733136	
Q13R	1036	3.124517	1.000000	4.000000	0.702609	
Q14R	1036	3.152510	1.000000	4.000000	0.708747	
Q15R	1036	2.908301	1.000000	4.000000	0.780368	
Q16R	1036	3.149614	1.000000	4.000000	0.697691	
Q17R	1035	2.869565	1.000000	4.000000	0.745970	
Q18R	1035	3.159420	1.000000	4.000000	0.713706	
Q19R	1033	3.242982	1.000000	4.000000	0.759954	
Q20R	1036	2.705598	1.000000	4.000000	0.757065	
Q21R	1036	3.290541	1.000000	4.000000	0.687745	
Q22R	1036	3.052124	1.000000	4.000000	0.729758	
Q23R	1033	3.116167	1.000000	4.000000	0.731397	
Q24R	1036	2.902510	1.000000	4.000000	0.746750	
Q25R	1033	3.173282	1.000000	4.000000	0.715270	
Q26R	1032	3.111434	1.000000	4.000000	0.735800	

Difference
-0.500965
-0.435328
-0.879344
-0.472973
-1.047297
-0.380309
-1.199807
-0.476896
-0.345560
-0.384344
-0.482556
-1.166961
-0.290541
-0.365830
-0.688224
-0.389961
-0.543961
-0.367914
-0.293175
-1.002896
-0.305985
-0.424710
-0.357479
-0.587838
-0.314208
-0.358538

ALL SCHOOLS

AVERAGES 2004						
	N	Mean	Minimum	Maximum	Standard Deviation	
Q27	1036	2.351351	1.000000	4.000000	0.963141	
Q28	1036	1.599421	1.000000	4.000000	0.874082	
Q29	1036	2.695946	1.000000	4.000000	0.962697	
Q30	1036	2.812741	1.000000	4.000000	0.901781	
Q31	1036	2.764479	1.000000	4.000000	0.877267	
Q32	1036	2.722973	1.000000	4.000000	0.899540	
Q33	1036	1.779923	1.000000	4.000000	0.971986	
Q34	1036	2.545367	1.000000	4.000000	0.939147	
Q35	1036	2.914093	1.000000	4.000000	0.926973	
Q36	1036	3.037645	1.000000	4.000000	0.884396	
Q37	1036	2.639961	1.000000	4.000000	0.917203	
Q38	1036	2.849421	1.000000	4.000000	0.893622	
Q39	1036	2.558880	1.000000	4.000000	0.998263	
Q40	1036	2.612934	1.000000	4.000000	0.952894	
Q41	1036	2.961390	1.000000	4.000000	0.887082	
Q42	1036	2.841699	1.000000	4.000000	0.946919	
Q43	1036	2.706564	1.000000	4.000000	0.931881	
Q44	1036	2.942085	1.000000	4.000000	0.903309	
Q45	1036	2.917954	1.000000	4.000000	0.943847	

AVERAGES 2005						
	N	Mean	Minimum	Maximum	Standard Deviation	Difference
Q27R	1036	2.864865	1.000000	4.000000	0.699952	-0.513514
Q28R	1036	2.694981	1.000000	4.000000	0.749630	-1.095560
Q29R	1033	3.135528	1.000000	4.000000	0.743855	-0.439582
Q30R	1036	3.170849	1.000000	4.000000	0.720145	-0.358108
Q31R	1036	3.107143	1.000000	4.000000	0.690241	-0.342664
Q32R	1036	3.095560	1.000000	4.000000	0.686333	-0.372587
Q33R	1036	2.761583	1.000000	4.000000	0.757641	-0.981660
Q34R	1036	3.008687	1.000000	4.000000	0.734861	-0.463320
Q35R	1033	3.150048	1.000000	4.000000	0.753379	-0.235956
Q36R	1036	3.326255	2.000000	4.000000	0.659180	-0.288610
Q37R	1031	2.970902	1.000000	4.000000	0.761403	-0.330941
Q38R	1035	3.226087	1.000000	4.000000	0.686352	-0.376666
Q39R	1033	3.000000	1.000000	4.000000	0.781323	-0.441120
Q40R	1028	2.995136	1.000000	4.000000	0.777593	-0.382202
Q41R	1033	3.297193	1.000000	4.000000	0.678977	-0.335803
Q42R	1036	3.174710	1.000000	4.000000	0.735161	-0.333012
Q43R	1036	3.060811	1.000000	4.000000	0.736337	-0.354247
Q44R	1036	3.195946	1.000000	4.000000	0.738992	-0.253861
Q45R	1036	3.250000	1.000000	4.000000	0.700759	-0.332046

ANNEXURE 31: T-Test: Paired Differences

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Q1 - Q1R	-0.501	1.137	0.035	-0.570	-0.432	-14.176	1,035	0.000
Q2 - Q2R	-0.435	1.188	0.037	-0.508	-0.363	-11.795	1,035	0.000
Q3 - Q3R	-0.879	1.135	0.035	-0.949	-0.810	-24.931	1,035	0.000
Q4 - Q4R	-0.473	1.205	0.037	-0.546	-0.400	-12.636	1,035	0.000
Q5 - Q5R	-1.047	1.159	0.036	-1.118	-0.977	-29.081	1,035	0.000
Q6 - Q6R	-0.380	1.208	0.038	-0.454	-0.307	-10.134	1,035	0.000
Q7 - Q7R	-1.200	1.048	0.033	-1.264	-1.136	-36.835	1,035	0.000
Q8 - Q8R	-0.477	1.099	0.034	-0.544	-0.410	-13.976	1,034	0.000
Q9 - Q9R	-0.346	1.167	0.036	-0.417	-0.274	-9.528	1,035	0.000
Q10 - Q10R	-0.385	1.185	0.037	-0.457	-0.312	-10.436	1,034	0.000
Q11 - Q11R	-0.481	1.144	0.036	-0.551	-0.411	-13.525	1,034	0.000
Q12 - Q12R	-1.167	1.089	0.034	-1.233	-1.100	-34.435	1,032	0.000
Q13 - Q13R	-0.291	1.148	0.036	-0.361	-0.221	-8.147	1,035	0.000
Q14 - Q14R	-0.366	1.145	0.036	-0.436	-0.296	-10.286	1,035	0.000
Q15 - Q15R	-0.688	1.198	0.037	-0.761	-0.615	-18.485	1,035	0.000
Q16 - Q16R	-0.390	1.121	0.035	-0.458	-0.322	-11.198	1,035	0.000
Q17 - Q17R	-0.544	1.259	0.039	-0.620	-0.467	-13.886	1,033	0.000
Q18 - Q18R	-0.368	1.177	0.037	-0.440	-0.296	-10.061	1,034	0.000
Q19 - Q19R	-0.289	1.213	0.038	-0.364	-0.215	-7.669	1,032	0.000
Q20 - Q20R	-1.003	1.166	0.036	-1.074	-0.932	-27.686	1,035	0.000
Q21 - Q21R	-0.306	1.127	0.035	-0.375	-0.237	-8.741	1,035	0.000
Q22 - Q22R	-0.425	1.179	0.037	-0.497	-0.353	-11.593	1,035	0.000
Q23 - Q23R	-0.354	1.198	0.037	-0.427	-0.281	-9.508	1,032	0.000
Q24 - Q24R	-0.588	1.186	0.037	-0.660	-0.516	-15.947	1,035	0.000
Q25 - Q25R	-0.311	1.089	0.034	-0.377	-0.244	-9.174	1,032	0.000
Q26 - Q26R	-0.354	1.146	0.036	-0.424	-0.284	-9.915	1,031	0.000
Q27 - Q27R	-0.514	1.162	0.036	-0.584	-0.443	-14.228	1,035	0.000
Q28 - Q28R	-1.096	1.116	0.035	-1.164	-1.028	-31.591	1,035	0.000
Q29 - Q29R	-0.438	1.148	0.036	-0.508	-0.367	-12.250	1,032	0.000
Q30 - Q30R	-0.358	1.129	0.035	-0.427	-0.289	-10.206	1,035	0.000
Q31 - Q31R	-0.343	1.062	0.033	-0.407	-0.278	-10.385	1,035	0.000
Q32 - Q32R	-0.373	1.096	0.034	-0.439	-0.306	-10.938	1,035	0.000
Q33 - Q33R	-0.982	1.237	0.038	-1.057	-0.906	-25.535	1,035	0.000
Q34 - Q34R	-0.463	1.158	0.036	-0.534	-0.393	-12.879	1,035	0.000
Q35 - Q35R	-0.231	1.128	0.035	-0.300	-0.162	-6.591	1,032	0.000
Q36 - Q36R	-0.289	1.061	0.033	-0.353	-0.224	-8.757	1,035	0.000
Q37 - Q37R	-0.330	1.175	0.037	-0.402	-0.258	-9.012	1,030	0.000
Q38 - Q38R	-0.377	1.087	0.034	-0.443	-0.311	-11.156	1,034	0.000
Q39 - Q39R	-0.439	1.212	0.038	-0.514	-0.365	-11.653	1,032	0.000
Q40 - Q40R	-0.379	1.170	0.036	-0.451	-0.308	-10.396	1,027	0.000
Q41 - Q41R	-0.332	1.068	0.033	-0.397	-0.267	-9.993	1,032	0.000
Q42 - Q42R	-0.333	1.165	0.036	-0.404	-0.262	-9.203	1,035	0.000
Q43 - Q43R	-0.354	1.129	0.035	-0.423	-0.285	-10.100	1,035	0.000
Q44 - Q44R	-0.254	1.095	0.034	-0.321	-0.187	-7.464	1,035	0.000
Q45 - Q45R	-0.332	1.103	0.034	-0.399	-0.265	-9.687	1,035	0.000

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