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# **Effective Principalship Practice in the United Arab Emirates**

A comparative analysis of an Emirati and a British Principal

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## Abstract

The purpose of this study was to examine “effective Principalship practice in the UAE”. There are several factors that influence managerial approaches positively. This study focused on the relationship between Principals and their team members. The aim was to detect aspects that assist successful Principalship and to assess whether or not cultural backgrounds of the Principals have an impact on which elements are relevant for effective leadership. A mixed methodological approach was chosen. Study of literature reviews and statistical data, a questionnaire, semi-structured interviews and observation of body language were employed, subsequently analysed and triangulated in order to provide reliable and valid data.

The analysis of results indicated that both Principals were perceived as effective managers by their staffs. However, the managerial approaches of the two leaders revealed significant differences. These variations could be directly associated with societal norms of the two individuals. On that basis the study derived seven core Principalship characteristics that should be taken into consideration when hiring Principals for either public local or private international schools in the UAE. In addition, the paper explained its limitations and outlined further research suggestions.

### Keywords

*Effective Principalship – relationship of Principal and staff – cross-cultural implications on Principalship – distributed leadership – instructional leadership – authentic leadership – paternalistic leadership – GLOBE Project – Anglo-Saxon leadership practice – Arab leadership practice*

## Table of Contents

Abstract .....	2
List of Figures.....	5
1. Introduction.....	7
2. Literature review .....	9
2.1 Research on effective leadership .....	9
2.1.1 History .....	10
2.1.2 A selection of contemporary leadership approaches .....	12
2.2 Cross cultural implications on leadership performances .....	17
2.2.1 GLOBE (Global Leadership and Organisational Behaviour Effectiveness) project .....	18
3. Methodology .....	24
3.1 Methods of data collection .....	24
3.2 Literature review and statistical data study .....	24
3.3 Questionnaire .....	25
3.3.1 Structure of the questionnaire .....	25
3.3.2 Distribution and processing of the questionnaire.....	27
3.3.3 Constraints & limitation of the questionnaire.....	28
3.4 Research interview .....	29
3.4.1 The interview format used in this study.....	29
3.4.2 Process and categorising of the interviews.....	29
3.4.3 Constraints & limitations of the interviews.....	30
3.5 Observation of a meeting.....	30
3.5.1 The observation format used in this study.....	31
3.5.2 Process and categorising of the observations.....	32
3.5.3 Constraints & limitations of the observations.....	32
3.6 Triangulation of data .....	33
3.7 Strengths and limitations of the study .....	33
3.8 Methodology critique of existing research papers .....	34
4. Results .....	36
4.1 Statistical data study results.....	36

4.2 Questionnaire results.....	37
4.2.1 Section 1 of the questionnaire.....	37
4.2.2 Section 2 of the questionnaire.....	38
4.2.3 Section 3 of the questionnaire.....	40
4.3 Interview results .....	52
4.3.1 Interview with the Emirati Principal .....	52
4.3.2 Interview with the British Principal.....	56
4.4 Observation results .....	60
4.4.1 Observation in a local public school .....	60
4.4.2 Observation in a private non-profit school.....	62
4.5 Summary of results .....	63
5. Analysis and Discussion.....	64
5.1 Analysis .....	64
5.1.1 Analysis of questionnaires .....	64
5.1.2 Analysis of the interviews .....	69
5.1.3 Analysis of the observations .....	71
5.2 Discussion.....	72
5.2.1 Emirati Principal .....	72
5.2.2 British Principal .....	74
5.2.3 A comparison of the two Principals .....	76
5.3 Practical policy implication .....	77
5.4 Limitation of study and suggestions for further research .....	78
6. Conclusion.....	80
References .....	81
Bibliography .....	87
Appendices.....	92
Questionnaire .....	92
Interview Transcripts .....	104
Observations .....	125

## List of Figures

Figure	Title	Page
1	Eight major dimensions of instructionally focused leadership	13
2	Collaborated distribution	14
3	Coordinated distribution	15
4	Collective distribution	15
5	Authentic leadership independencies	16
6	Paternalistic leadership concept	17
7	9 cultural dimensions according to GLOBE project (2006)	18
8	6 leadership dimensions according to GLOBE project (2006)	19
9	Selection of leader behaviours according to GLOBE survey questionnaire, "Form Alpha" (2006)	26
10	Selection of questions in section three of the dissertation questionnaire	27
11	Comparison of the two Principals' backgrounds	36
12	Comparison of the two schools' backgrounds	37
13	Statistical data on 12 participants of a public school	38
14	Statistical data on 12 participants of a private non-profit school	38
15	Characteristics of Principal of local school	39
16	Characteristics of Principal of international school	39
17	Comparison of part 1 questions, "strongly agree, 5" scores	41
18	Comparison of part 1 questions, "strongly disagree, 1" scores	42
19	Pie chart of persistence of Emirati Principal	42
20	Pie chart of assertiveness of Emirati Principal	43
21	Pie chart of cross-linking ability of British Principal	43
22	Pie chart of knowledge skills of British Principal	44
23	Comparison of display of self-confidence	44
24	Comparison of part 2 questions, "strongly agree, 5" scores	45
25	Comparison of part 2 questions, "strongly disagree, 1" scores	46
26	Pie chart on reflective thinking in the local school	46
27	Pie chart on team members' successes celebrations in the international school	47

28	Comparison of Principals sharing school related values	47
29	Comparison of Principals as role models for their team members	48
30	Comparison of part 2 questions, “strongly agree, 5” scores	49
31	Comparison of part 3 questions, “strongly disagree, 1” scores	50
32	Pie chart on informal interaction of Emirati Principal	50
33	Pie chart on staff consensus of British Principal	51
34	Comparison about Principals feedbacks	51
35	Comparison of Principals abilities as a good listener	52
36	Five underlying aspects of successful leadership according to Emirati Principal	53
37	Important aspects of communication in the public school	54
38	Appreciation scheme in public school	55
39	Success factors for effective leadership according to British Principal	57
40	Communication levels of private international school	58
41	Different leadership approaches depending on the situation	59
42	Summary of how staffs perceive their Principals	68/69

## 1. Introduction

The purpose of this study is to examine “effective Principalship practice in the UAE”. Many factors, such as curricular and political aspects, budget variables, school conditions, socio-economic-statuses of students, classroom instructions and parental involvement influence leadership practice (Leithwood et al. 2004 and Heck & Hallinger 2005). Due to limitations of resources and time, this study focuses on the relationship between Principals and their team members. The aim is to detect elements that assist successful Principalship and to assess whether or not cultural backgrounds of the Principals have an impact on such elements. The research was conducted in a local public school and a private non-profit school in the United Arab Emirates.

Several Researchers (Hallinger & Heck 2002, Leithwood et al. 2004, Murphy et al. 2007 and Day et al. 2008) suggest there is a correlation between effective leadership practice and its influence on students’ academic performances. In particular, Leithwood and al. (2004, p. 5) suggest in their milestone study that “leadership practice not only matters but is second only to teaching”.

Due to the many factors influencing successful Principalship practice it is, according to Leithwood et al. (2004) Heck & Hallinger (2005), challenging to empirically link effective leadership directly to students’ performances. However, several studies (Spillane 2004, Avolio & Gardner 2005 and Murphy et al. 2008) disclose in particular a positive correlation of students’ performances and effective Principal-teacher relationships. As a result, there is nowadays a consensus (Leithwood et al. 2008) that successful leadership is measurable by the nature of the relationship between Principals and their staff. Thus, such relationship can be seen as a proxy for effective leadership (Bossert et al. and Pitner 1988, cited in Hallinger and Heck 1996 and Leithwood et al. 2008).

In addition, research on cross-cultural leadership behaviour has dramatically increased recently (Laczik 2006, Dolby & Rahman 2008, Yangping & Gopinathan 2009) and specifically, the GLOBE project (Hayden et al. 2007) examines leadership

behaviours in different regions of the world and empirically links cultural aspects with managerial practices.

Although, there has been intensive research on effective Principalship attitudes (Hallinger & Heck 2002, Leithwood et al. 2004, Murphy et al. 2007 and Day et al. 2008) and on how cultures affect effective managerial styles (Hayden et al. 2007), it appears that similarities and differences of Western and Arab leadership styles in general (Dastmalchian and Javidan 2009) and in schools in particular (House et al. 1996 and Shah 2006), have not yet been widely explored.

Taking into account the diverse nature of the UAE's society it is essential to first, explain effective leadership practices in the region. Secondly, guidelines on the specific needs of Principalship in the local and the private education sector need to be issued.

On that basis, this case study examined two schools, a local public and a non-profit private school in the UAE. The public school is managed by an Emirati whereas the private school is operated through a British Principal. This survey investigated two questions. First, what elements support relationships between the Principals and their staff? Second, are these success factors influenced through the dominant societal norms of the educational facilities, respectively their leaders and staffs?

Chapter two reviews relevant literature to this study and in particular summarises references that underpin the two hypotheses. The subsequent chapter three explains the applied methodologies and its limitations for this study. The results are presented in chapter four. A detailed analysis and discussion, as well as policy implications and suggestions for further studies are provided in chapter five. Finally, a brief summary will conclude this paper.

## 2. Literature review

This chapter presents a succinct review of research history on leadership in educational settings and explains various current doctrines on effective leadership in schools. Additionally, it summarises contemporary literature discussing cross-cultural implications on leadership styles and in particular discusses parts of the GLOBE project (Middle Eastern & Anglo Clusters) which examines the relationship of culture, organisations and leadership practice in different regions (Javidan & Dastmalchian 2009). Subsequently specific literature has been selected, reviewed and analysed with a focus on this study.

### 2.1 Research on effective leadership

Research on effective leadership is widespread (Stone and Patterson 2005) and has a long history. It attracts much interest, as manhood appears to correlate effective leadership with improved product output or performance of people. As a result, extensive research (Mc Gregor 1960, Bass 1990, Pugh & Hickson 1993, Wren 1995, Crosby 1996, Morgan 1997 and Contee-Borders 2003, all cited in Stone & Pattison 2005 and Doyle & Smith 2000, Fullan 2000 and Hough & White 2001, cited in Devine 2008) on effective leadership styles has been conducted and can be empirically linked to increased output of products (Fayol and Taylor in Wren 1994, cited in Devine 2008) and performances of people (Leithwood et al. 2004 and Cooke & Follett in Wren 1994, cited in Devine 2008).

A subcategory of general leadership research is focused on effective management styles in educational settings. As Leithwood et al. (2004, p. 5) state “the total (direct and indirect) effects of leadership on student learning account for about a quarter of total school effects”. Thus, research on effective leadership practice in schools is crucial in order to improve educational settings and the students’ performances.

However, “the complexity of extraorganisational and intraorganisational processes represents a particular challenge for researchers who study causal relationships involving leadership and school effectiveness” (Bossert et al. 1982, Boyan 1988,

Pitner 1988 and Marcoulides & Heck 1993, cited in Hallinger und Heck 1996). Due to its complexity, research on effective leadership in schools is an area that appears to produce mixed results and therefore is still a field without clear empirical evidence (Heck & Hallinger 2005).

As a result, widespread disagreement over the field's proper direction is increasing (Robinson 1996 and Anderson 2004, cited in Heck and Hallinger 2005) and distracts from the main challenge, of how to gain robust and validated findings on effective leadership practice in educational settings.

### 2.1.1 History

Before the 1950s, scientifically proven techniques of leadership in schools were non-existent. Nevertheless, the common belief, that Principals' behaviours affect their schools was never disputed. However, in the 1950s, a "scientific knowledge base underlying the practice of educational administration" (Heck and Hallinger 2005) was promoted but not easily achieved in practice. A review of "empirical studies in the 1950s and 60s on educational administration" (Erickson 1967, cited in Heck and Hallinger 2005) showed no evidence of progress on this important subject.

The first scientific results, which confirmed Principals' influences on schools and students' performances, appeared in the 1970s. Bergman & Mac Laughlin (1978, cited in Hallinger & Heck 1996) for example found evidence that Principals play "an important role in school-improvement efforts", whereas Brookover & Lezotte (1979, cited in Hallinger and Heck 1996) proved that "strong administrative management" influences student learning positively.

As a result of research conducted in the late 1970s, a "wave of school reforms" hit the 1980s and there was a tendency to "view Principals as key educational input" (Hallinger & Heck 1996). Further research (Fullan 1982 and Rutherford & Griffin 1982, all cited in Hallinger & Heck 1996) confirmed study results from the past decade and Bossert et al. and Pitner (1982 respectively 1988, cited in Hallinger and

Heck 1996) established empirically that “the Principal can be seen as an independent variable that influences the actions of teachers”.

In the 1990s, scholars agreed that “Principals have an impact on the lives of students and teachers” (van de Grift 1990, cited in Hallinger and Heck 1996). However, there was a widespread disagreement as to the extent of the Principals’ influence on their schools. Hallinger and Heck (1996) outlined the empirical verification of Principal-school relationship as challenging due to its complexity. In an attempt to grasp this complexity, Hallinger, Bickmann & Davis (1990, cited in Hallinger and Heck 1996) defined this relationship as “web of environmental, personal, and in-school relationships that combine to influence the organisational outcome”. As a result, Hallinger and Heck (1996), suggest development of diverse and sophisticated research methods to accommodate the complexity of the above mentioned relationship.

Hence, a review of scientific work in the last decade shows an “increased diversity in the methods (e.g. field work, case study, discourse analysis...) of investigation” (Heck and Hallinger 2005). Unfortunately, according to again Heck and Hallinger (2005), this has not brought a “greater accumulation of knowledge” as it seems impossible to gain specific evidence applicable to a wider population rather than to circumstantial facts. As a result, discussions over the field’s proper direction became the main focus (Robinson 1996 and Anderson 2004, cited in Heck and Hallinger 2005). Anderson (2004, cited in Heck and Hallinger 2005) however, stresses the importance of a “focused inquiry...demonstrating the efficacy of leadership actions taken that result in the type of social transformation that is desired.” In addition, despite the fact, that “evidence about leadership effects on student learning can be confusing to interpret...” (Leithwood et al. 2004) and the “field seems to produce conflicting data” (Heck and Hallinger 2005) there are commonly agreed parameters.

First, Digman (1990) showed that successful leaders generally display similar sets of personality traits and his “Five-Factor-Model” is widely recognised. Second,

Leithwood et al. (2004, p. 5) reveal in their milestone review on “How leadership influences student learning” that “leadership not only matters but is second only to teaching”. Furthermore, they promote seven claims about effective leadership in educational settings (Leithwood et al. 2008). These statements were validated through similar findings by Fisher & Cresswell (1998), Dimmock & Walker (2004) and Day et al. (2008). Third, research by Murphy et al. (2007) suggests, that a particular type of leadership (for further details see subsequent paragraphs on instructionally focused leadership and distributed leadership, pages 12-15) is especially visible in high performing schools. Fourth, according to Schneider et al. (2009) and Riggio & Reichard (2008) effective leaders are capable of “providing productive responses to unique demands” (further details are outlined in the subsequent paragraph authentic leadership, pages 16/17) and finally, Hallinger and Heck found in 1996 that “managers achieve their results through other people”.

### **2.1.2 A selection of contemporary leadership approaches**

The following paragraphs review several leadership styles relevant to the key findings (chapters 4 and 5) in this paper. It is therefore, not a complete review of contemporarily recognised effective leadership styles.

#### *Instructional leadership practice*

According to the research results of Murphy et al. (2007, p. 182), highly effective leaders apply a set of eight major elements in their schools. As visualised in figure 1, these eight pillars are categorised as follows: vision for learning, instructional program, curricular program, assessment program, communities of learning, resource acquisition and use, organisational culture and social advocacy. Within each of these eight key points there are three to four subcategories, which underline the basic concept of each dimension.

1. Vision for Learning
  - A. Developing vision
  - Articulating vision
  - Implementing vision
  - Stewarding vision
2. Instructional Program
  - A. Knowledge and involvement
  - B. Hiring and allocating staff
  - C. Supporting staff
  - D. Instructional time
3. Curricular Program
  - A. Knowledge and involvement
  - B. Expectations, standards
  - C. Opportunity to learn
  - C. Curriculum alignment
4. Assessment Program
  - A. Knowledge and involvement
  - B. Assessment procedures
  - C. Monitoring instruction and curriculum
  - D. Communication and use of data
5. Communities of Learning
  - A. Professional development
  - B. Communities of professional practice
  - C. Community anchored schools
6. Resource Acquisition and Use
  - A. Acquiring resources
  - B. Allocating resources
  - C. Using resources
7. Organizational Culture
  - A. Production emphasis
  - B. Learning environment
  - C. Personalized environment
  - D. Continuous improvement
8. Social Advocacy
  - A. Stakeholder engagement
  - A. Diversity
  - B. Environmental context
  - C. Ethics

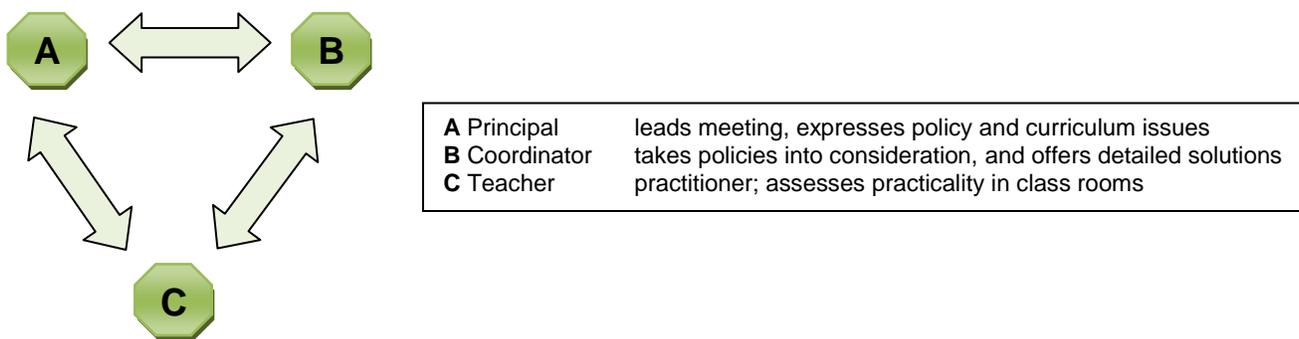
**Figure 1: Eight major dimensions of instructionally focused leadership (Murphy et al. 2007, p. 182)**

Among other aspects, in the view of Murphy et al. (2007) and supported by Heck and Hallinger (2005), first, effective Principals communicate clearly their visions through modelling. Furthermore, the managing individuals are all highly knowledgeable, especially in the area of pedagogy. As a result, such content is frequently introduced to staff and firmly supported whilst being applied in classrooms. Additionally, feedback to subordinates is regularly distributed and finally, achievements are celebrated as success of teams. Murphy et al. (2007) further observed that successful Principals skilfully develop “communities of learning”. These communities foster continuous personal growth and professional development of all involved individuals. Successful Principals also apply a

distributed leadership approach (see subsequent paragraph), in which it “is the privilege of expertise rather than role in managing the schools involvement of others when implementing important decisions” (Murphy et al. 2007). Finally, staff is regarded as professional equals and hence, treated fairly.

### *Distributed leadership practice*

The concept of distributed leadership in schools derives from the seventies (Hallinger and Heck 1996) and recognises that “leading and managing schools can involve multiple individuals, not just those at the top of the organisation or those with formal leadership designations” (Spillane & Camburn 2006, p. 6). Furthermore, Leithwood and Janzi (1990), Glickman et al. (1992), Christensen (1992), all cited in Murphy et al. (2007), concluded that “successful leaders delegate often and effectively and frequently form leadership teams to assist in shaping the vision and in managing the operations of the school”. Thus, according to Spillane (2004) “the critical issue of distributed leadership is not that leadership is distributed, but *how* it is distributed”. In his view, “interactions of people and their situations” are the key point of effectively distributed leadership practice. He (Spillane 2004) defines three different situations in which leadership practice is distributed: collaborated distribution, coordinated distribution and collective distribution. The three illustrations below (see figures 2 to 4) demonstrate different subcategories of distributed leadership practice.



**Figure 2: Collaborated distribution with reference to Spillane (2004)**

Figure 2 outlines a collaborative leadership distribution interaction. Involved members share reciprocal independencies and collaboratively create a solution.

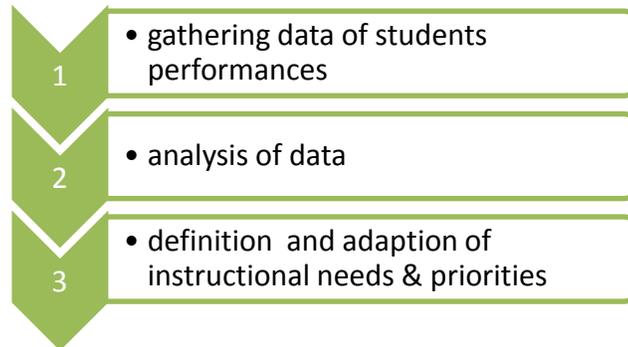


Figure 3: Coordinated distribution with reference to Spillane 2004

The above chart (figure 3) displays a coordinated leadership distribution situation. Several members are involved in a project with a previously defined sequence of different responsibilities. Finally, through shared efforts a result will be obtained.

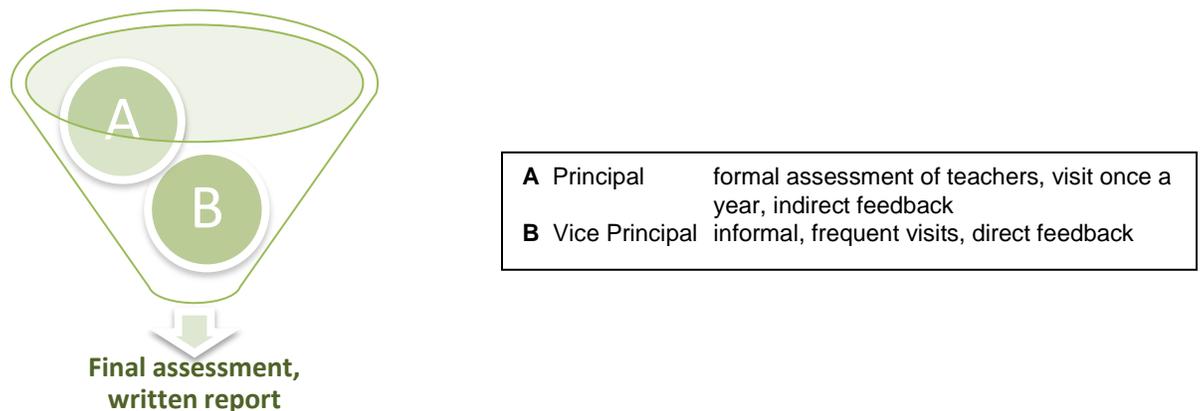


Figure 4: Collective distribution with reference to Spillane 2004

Figure 4 illustrates a situation in which collective distributed leadership is applied. Through interdependent, but different approaches a holistic outcome will be achieved.

Distributed leadership is also defined as “shared” (Doyle & Smith 2009), “collaborative” (Durrant & Bartholomew 2006), “participative” (Bush 2003) or “team orientated” (Hayden 2007) leadership.

*Authentic leadership practice*

In 2004, the concept of authentic leadership emerged in the sociological and educational fields. As Avolio & Gardner (2005) express, there is still need for agreement on the definition as scholars provide different suggestions. For example, Avolio et al. (2004; cited in Avolio & Gardner 2005) believe that “those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others” are authentic leaders. On the other hand, Luthans and Avolio found in 2003 (cited in Avolio & Gardner 2005) that authentic leadership is “a process that draws from both positive psychological capacities and a highly developed organisational context which results in both greater self-awareness and self-regulated positive behaviours on the part of leaders and associates, fostering self-development”.

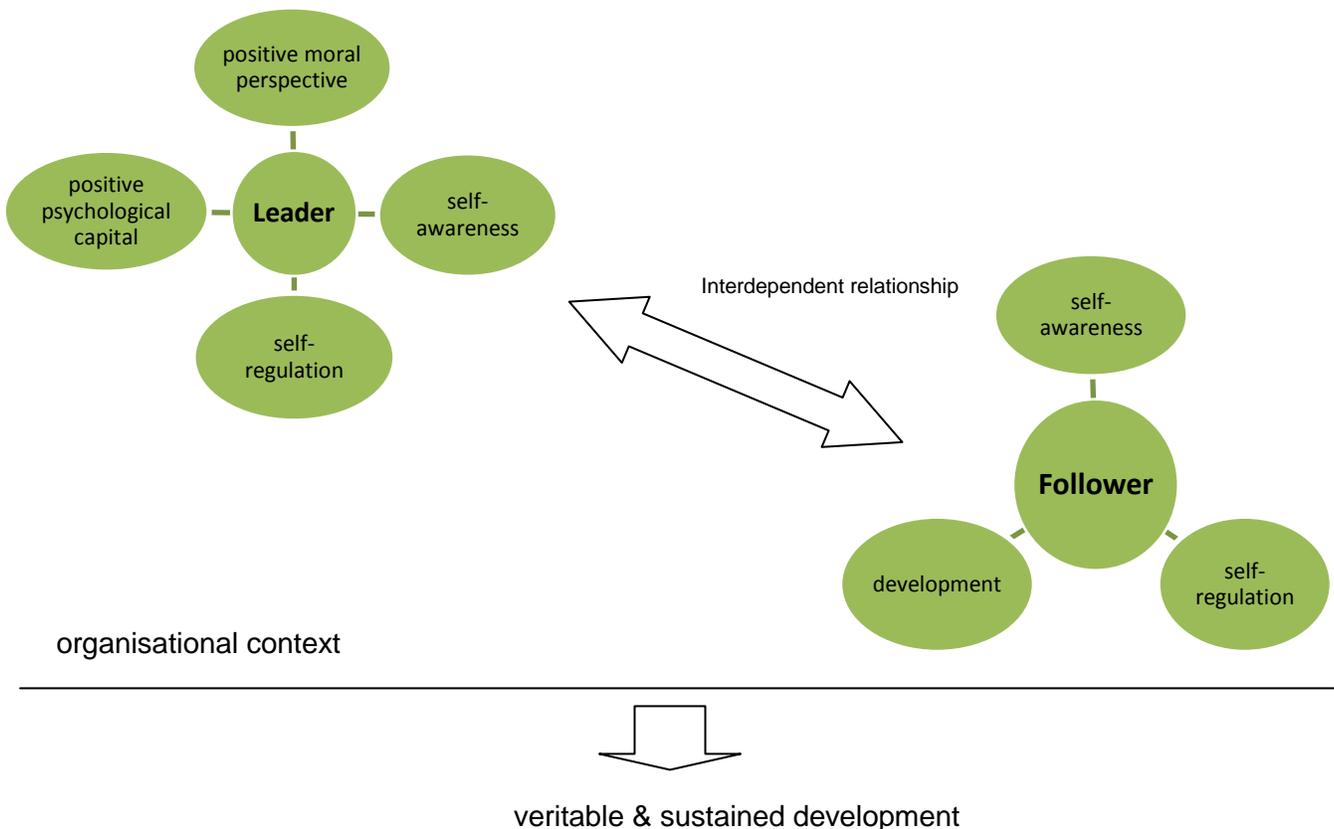


Figure 5: Authentic leadership independencies with reference to Avolio & Gardner 2005

However, whilst reviewing significant papers on authentic leadership, Avolio and Garner (2005) discovered several components mentioned. There are several aspects that form part of the concept. As illustrated above in figure 5, these various facets act reciprocal and are interdependent to each other and lead to high performing organisations over a sustained period.

### *Paternalistic leadership practice*

In the opinion of Cheng et al. (2004) paternalistic leadership practice can be summarised by three aspects: authority and discipline, fatherly benevolence and moral integrity. As showed in figure 6 below, several elements are comprised in the three main pillars.

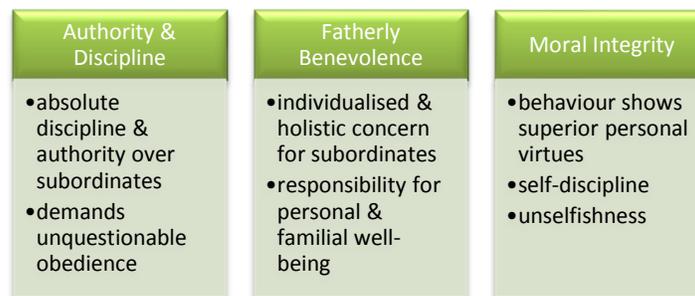


Figure 6: Paternalistic leadership concept with reference to Cheng et al. 2004

## 2.2 Cross cultural implications on leadership performances

As outlined earlier, leadership practice is interrelated with its peoples, the organisational structure and it is embedded within its society and region (Abdalla & Al-Homoud 2001). Hence, each individual's leadership performance is influenced by its cultural context, religious believes and moral values. As a result, and in line with contemporary research (Laczik 2006, Rappleye 2006 and Yanping & Gopinathan 2009), these factors have to be taken into account when comparing and contrasting leadership practice across cultures.

Research on cross cultural leadership is a young field and as Yanping & Gopinathan (2009) note, there is still a "limitedness of the research framework guiding large-scale international studies on education". Hence, there is a need for further in depth

research analysis in order to understand cross cultural implications in leadership and derive systematic solutions from its findings.

### 2.2.1 GLOBE (Global Leadership and Organisational Behaviour Effectiveness) project

The GLOBE project examines “the interrelationship between societal culture, organisational culture, leadership and societal achievements” (Javidan & Dastmalchian 2009). It is unique not only in regards to its content but also in regards to its size, phases and used methods. Over 170 scientists in 62 countries have so far contributed data and the goal is to generate validated theories that “describe understand and predict the impact of specific cultural variables on leadership effectiveness” (Javidan & Dastmalchian 2009).

The GLOBE project methodology distinguishes between nine cultural (see figure 7 below) and six leadership (shown in illustration in figure 8 below) dimensions.



Figure 7: 9 cultural dimensions according to GLOBE project (2006)

According to Javidan & Dastmalchian (2009), these dimensions should help to understand cultural and managerial idiosyncrasies of each participating country.



Figure 8: 6 leadership dimensions according to GLOBE project (2006)

### *Middle Eastern cluster*

An overview of the GLOBE project in regards to findings for the Middle Eastern cluster revealed that participating countries feature high scores on in-group collectivism and received low results on future orientation, gender egalitarianism and uncertainty avoidance. The preferred leadership style in this cluster is either team orientated or charismatic/value based. Finally, the Middle Eastern social norms and its practice feature several similarities such as religion, history and socio-cultural characteristics (Hayden et al. 2007).

Outstanding leaders in the Middle East are perceived as individuals who initiate change and improvement (Javidan & Dastmalchian 2009) embedded within the traditional values of the countries (Abdalla & Al Homoud 2001). Hence, on one hand, these persons are practicing paternalism (Kabasakal & Bodur 2002), with a strong emphasis on personal relationships, as “getting along is considered more important than getting ahead” (Abdalla & Al Homoud 2001), whereas simultaneously, they introduce Western practice and values that generate change (Javidan &

Dastmalchian 2009). Smith et al. (2006) additionally hypothesised that “maybe, due to extreme amounts of expats, Arab leadership values and practice are influenced by them and thus not typical Arabic anymore”. Furthermore, Smith et al. (2006), found that the desired Arab leadership styles (team-orientated & charismatic/value based) are in line with the Islamic leadership profile. Hence, “Islamic beliefs and Islamic work ethic provide core basis for understanding Arab leadership” (Smith et al. 2006).

With respect to the above, however, it needs to be noted that Abdalla & Al Homoud (2001) found that Arab scientists only “pay little attention to the study of leadership in the Arabian Gulf cultural context” and as a result, empirically validated “Arab leadership and management theory” is sparse and weak.

#### Team orientated leadership style

This leadership style accommodates the dominant regional societal culture (family and in-group orientated society) and therefore, it is perceived as the most effective managerial approach in this cluster (Javidan & Dastmalchian 2009).

Middle Eastern leaders that practice a team oriented managing approach feature according to Kabasakal & Bodur (2002) first of all, a certain set of attributes, such as honesty, reliability, friendliness and equilibrium. Second, these individuals are administratively skilled and well organised. Third, whilst interacting with their teams they favour a diplomatic approach in which conflicts are avoided and win-win situations promoted. Fourth, through regular consultation of staff opinions collaboration is achieved and creates a feeling of belonging among the members.

Middle Eastern leaders who practice team orientated managerial styles also coordinate and integrate activities of others and are of a collaborative, consultative and loyal nature to their group members (Javidan and Dastmalchian 2009).

### Charismatic/value based leadership style

In line with Islamic beliefs (Smith et al. 2006 & Shah 2006), charismatic/value based leadership style is seen as a preferable managerial attitude (Javidan and Dastmalchian 2009). It features several similarities with the leadership behaviour of the regional leaders, as it reflects Prophet Mohammed's style (Shah 2006).

According to Javidan and Dastmalchian (2009), Arab leaders act with integrity, show honesty and are often self-sacrificial. Furthermore, these inspirational individuals communicate a clear vision for the future, are decisive risk-takers and performance orientated. Finally, through their enthusiasm they are able to motivate their subordinates and build up confidence.

Charismatic Arab leaders display desired characteristics as promoted in Islam (Smith et al. 2006 and Shah 2006) thus, serve as a role model for their subordinates.

### *Anglo cluster*

A general analysis of the GLOBE project in relation to the Anglo cluster showed that participating countries score high on performance orientation but low in group collectivism. Charismatic/value based leadership style is favoured, even though team orientated leadership practice is also perceived as effective and aspects of humane orientated approaches are favoured as well. Finally, results revealed that effective leaders are expected to deliver result by operating as a part of a team or a clan (Hayden et al. 2007).

In this cluster, brilliant managers are persons who facilitate change and accommodate "a positive action orientation" (Booth 2007) through "authentic behaviours" (Hoppe and Bhagat 2007). Thus, effective leaders feature on one hand, all similar attributes (Hayden et al. 2007) but simultaneously display also a set of individualistic behaviours (Hoppe and Bhagat 2007).

Hayden et al (2007) found that collaborative practice is considered crucial in all participating countries of this cluster, but the practical implications of collaboration vary significantly from one county to another. For example being “one of the boys” (Ashkanasy 2004) or everyone is seen as equal, practising “consensual decision making” (Keating and Martin 2007), displaying “participative style and authentic behaviours” (Kennedy 2007), being “self-sacrificial” (Booth 2007) or modelling a “hero-based leader that consults his subordinates” (Hoppe and Bhagat 2007), illustrate all collaborative elements that are seen as effective in one but not necessarily the other Anglo countries. As Ashkanasy (2004) explains, these differences, and in some cases contradictions, are typical for societies that have traditionally British roots but display nowadays a cultural and ethnically diverse population. As a result, heterogeneous and individualistic leadership styles are supported as long as they accommodate the specific needs of the organisations and its employees (Hoppe and Bhagat 2007).

Finally, the elements of self-protective leadership and autocratic managerial styles are, according to Hayden et al. (2007), not accepted as effective leadership practice.

#### Charismatic/value based leadership style

This leadership style accommodates best the needs of the various Anglo countries as it features among others, elements of authentic and individual leadership practice (Hayden 2007 and Hoppe & Bhagat 2007)

Charismatic Anglo leaders are, according to Hoppe and Bhagat (2007), inspirational, trustworthy individuals that strive for excellence and act quickly. Moreover, their energetic and dynamic communication style leads members to buy into their visions (Keating and Martin 2007). Finally, Booth (2007) found that these individuals employ a future orientated direction which focuses on achieving an increase in performance.

To conclude, the charismatic Anglo leader is an energetic, visionary go-getter (Booth 2007) who drives for excellence. As a result, he motivates staff through his dynamic and flexible actions.

#### Team orientated leadership style

In line with literature (Hayden et al. 2007) the collaborative managerial style is also perceived as effective in this cluster.

Individuals who apply a team orientated approach encourage participation and care about their people (Hoppe and Bhagat 2007). Additionally they prefer a flat hierarchy (Booth 2007) and practice consensual decision making (Keating and Martin 2007). Finally, through feedback from subordinates these leaders are accustomed to a significant degree of criticism (Booth 2007).

In summary, collaboratively orientated leaders practice strong collectivism (Keating and Martin 2007) that empowers individuals (Booth 2007) and fosters team spirit (Hoppe and Bharat 2007) within organisations.

## 3. Methodology

### 3.1 Methods of data collection

As “today’s research world is becoming increasingly inter-disciplinary, complex and dynamic” (Johnsons & Onwuegbuzie 2004) and specifically explaining “the complexity of relationships between individuals in organisations” (Heck & Hallinger 2005, Dolby & Rahman 2008) is challenging, a mixed methodological approach (quantitative and qualitative) was chosen to collect the data.

In addition to a well-rounded methodological approach, Heck & Hallinger (2005) and Yangping & Gopinathan (2009) advocate the implementation of creativity as part of the chosen procedures. And finally, the goal of choosing a mixed method approach was not only to confirm or refute findings and introduce some creativity, but also to expand and deepen knowledge about the two chosen samples. This is consistent with Onwuegenbuzie and Leech (2004, cited in Johnson and Onwuegenbuzie 2004).

As a result and in line with current theory (Johnsons & Onwuegbuzie 2004, Heck & Hallinger 2005, Dolby & Rahman 2008 and Yangping & Gopinathan 2009), in this study literature reviews and statistical data study, a questionnaire, semi-structured interviews and observation of body language were employed, subsequently analysed and triangulated in order to provide reliable and valid data that supports the results of this study, which are presented in chapter 4.

More details of the applied research methods are discussed consecutively in this chapter. Every participant (Principals, Head teachers, Head of departments and staff) has the possibility to read the dissertation results of the written report.

### 3.2 Literature review and statistical data study

Heterogeneous samples and samples of unequal size negatively affect the outcome of a study (House et al. 1996). Therefore it was crucial to study statistical data to

ensure the leadership practice of the Principals of the two selected schools is similarly effective.

The first sample school is a local public school managed by an Emirati Principal. The second sample school is a private non-profit school in the UAE managed by a British Principal.

Both chosen sample schools outperform their counterparts. The public local school was in 2009 the highest scoring MAG school in the UAE (Kanan 2009), and the private international school received an 'outstanding' (4), when inspected by the KHDA appointed inspectors (KHDA 2009). Thus, as recent literature indicates (Leithwood et al. 2004, Murphy et al. 2007 and Day et al. 2008) it can be assumed that the effective leadership practice of the Principal of each of the two sample schools is one of the schools' success factors.

### 3.3 Questionnaire

The purpose of using a questionnaire is to gain data that explains causes and facts through objective measurement and quantitative analysis (Firestone 1987). Thus, the applied questionnaire for this case study was used to obtain factual data and information on aspects of the relationship between the Principal and her/his team. Every team member had to fill in the questionnaire and the answers reflect the team members' assessments of their Principal as a leader.

#### 3.3.1 Structure of the questionnaire

The questionnaire distributed for this study is based on the following surveys and questionnaires: a) GLOBE (Global Leadership and Organizational Behaviour Effectiveness) project questionnaire 'Form Alpha' used in the survey developed by the GLOBE Foundation (2006), b) Leadership Traits Questionnaire (LTQ) designed by Northouse (2007), c) Leadership Trait Questionnaire (LTQ) by the Office of Student Life at the University of La Verne, California (2009) and d) Leadership traits,

Questionnaire produced by Zanin Fankhauser (2009). The GLOBE survey is validated through studies in 62 different societies. Both LTQ -Questionnaires are built on Digmans (1990) robust “Five-Factor-Model” and finally, Zanin Fankhausers (2009) questionnaire is based on the latter two mentioned surveys.

The above mentioned questionnaires assess either different aspects of leadership or cultural implications on managerial attitudes. In order to accommodate the specific needs for this dissertation, parts of each questionnaire were combined and further developed.

The questionnaire for this dissertation is divided into four sections. The whole questionnaire used in this dissertation is attached in the appendices (see pages 92-103) for detailed study.

The first section asks 13 questions about the participant and her/his educational background.

Section two displays a sample of characteristic combinations based on the GLOBE Foundation questionnaire (2006, ‘Form Alpha’, sections two and four) and each of these attitudes can be linked to a leadership style behaviour (team orientated, charismatic/value-based, self-protective, humane orientated, autonomous, autocratic/non-participative) as defined by the GLOBE Foundation (2006) and attains to ascertain each Principal’s behavioural pattern. Each of the six blocks shown in figure 9, displays six characteristics. The participant had to choose in each block the characteristic that matches best his/her Principal’s attitude.

<b>Team orientated</b>	<b>Charismatic / value-based</b>	<b>Self-protective</b>	<b>Humane orientated</b>	<b>Autonomous</b>	<b>Non participative / autocratic</b>
Mediator	Inspirational	Formal	Generous	Unique	Ruler
Loyal	Sincere	Secretive	Calm	Independent	Bossy
Collaborative	Risk taker	Indirect	Compassionate	Individualistic	Domineering
Consultative	Decisive	Cautious	Patient	Autonomous	Autocratic
Communicative	Visionary	Procedural	Modest	Inimitable	Non egalitarian
Coordinator	Intuitive	Normative	Self-effacing	Unaffiliated	Non delegator

**Figure 9: Selection of leader behaviours according to GLOBE survey questionnaire, ‘Form Alpha’ (2006)**

The questions in the third section were created after reviewing the two established LTD tests (Northouse 2007 & the Office of Student Life at the University of La Verne, California 2009) and sections one and three of the GLOBE survey questionnaire, 'Form Alpha' (2006). The questions help to determine various elements of the relationship between the Principal and her/his team. There are three sub-sections, which measure the Principals performance, the work environment provided for team members and communication strategies. Each of the three sub-sections consists of 12 scale-based questions which indicate the strength of the participant's opinions. (1= strongly disagree to 5 = strongly agree).

Your Principal backs you up as a professional, if necessary	1	2	3	4	5
Your Principal acts according to a plan	1	2	3	4	5
Your Principal shares school related values	1	2	3	4	5
Your Principal drives for staff consensus	1	2	3	4	5

**Figure 10: Selection of questions in section three of the dissertation questionnaire**

Finally, the fourth and last section asks for a personal opinion in reference to the Principal's leadership capability. The participants answer the three questions with a few sentences.

### **3.3.2 Distribution and processing of the questionnaire**

Before distributing the questionnaire to the participants, a first version was administered among a selected group of BUiD students for pre-testing. According to Robson (2002) using "respondents of a group of interest" can help to improve question wording and other aspects of the questionnaire. As a result, feedback was taken into consideration and the preliminary version was revised. The final version of the questionnaire was also translated into Arabic.

The English and Arabic versions of the questionnaire were distributed among teachers in the first sample school, a public school in Sharjah, and the equivalent questionnaire in English was distributed to teachers in the second sample school, a private non-profit school in Dubai.

12 questionnaires were handed out during a meeting with the English department staff in the first sample school. The participants could choose between the Arabic and English version. All completed the English version. 12 questionnaires were handed back. Each questionnaire was filled in correctly.

In the second sample school 32 questionnaires were distributed among primary team members. 25 returned the questionnaire of which one was empty (except for the statistical data section). 24 questionnaires were filled in correctly. In line with literature (House et al. 1996), equal sample sizes were considered more important than a rich data display. Thus, 12 of the 24 questionnaires were randomly chosen and processed.

The questionnaire data was coded and subsequently processed through Excel. Data was then further assessed on its significance through different sets of t-tests with the software of SPSS.

All questionnaires were kept anonymous throughout the whole evaluation process. Test result details and the successive discussion can be found in chapters 4 and 5 (see pages 36-63 and 64-79).

### **3.3.3 Constraints & limitation of the questionnaire**

According to Robson (2002), the reliability and validity depend considerably on the technical proficiency of the one running the questionnaire. In order to guarantee the robustness of the questionnaire a preliminary test sample was distributed and subsequently, the final version was revised and improved. Secondly, the degree of involvement heavily influences the outcome (Robson 2002). Due to small sample sizes participants were closely associated with the study and interest among them was high. On the other hand, the size of the chosen samples is relatively small and accordingly, generalizability to a larger population is problematic. As this dissertation is a case study it is not the aim to gain general findings applicable to a larger population, but rather to get an insight of a specific situation. Finally, again, with reference to Robson (2002), participants often prefer to be seen in a good light

rather than expressing their true feelings. Such social bias is difficult to detect and could not be fully eliminated for the purpose of this case study.

### **3.4 Research interview**

As Robson (2002) points out ‘interviews are a flexible and adaptable way of finding things out’. Thus, the reasons for conducting interviews were to gather profound information about how each Principal sees her/his role in the school and to determine how they perceive the relationships between them and their teams.

#### **3.4.1 The interview format used in this study**

As it was the aim of the interviews to gain in-depth information, or as Jarvis (2008) points out, of “explorative rather than measurement nature”, the method of semi-structured interviews was chosen. The purpose of using this structure was to run interviews as flexible as possible and to allow Principals to express their thoughts freely. Nevertheless, a detailed structure of open and closed end questions was prepared in advance. If necessary, this “shopping list” (Robson 2002) would help the interviewer to lead the Principals through the interview in order to gain relevant data of their self-perception about her/his leading the school and how s/he sees her/his relationships with team members.

#### **3.4.2 Process and categorising of the interviews**

Both interviews were recorded after getting permission in doing so. As Robson (2002) summarises, the advantage of recording is first’ to get a permanent record and second’ one can concentrate on the interview rather than taking notes.

The interview with the first sample school’s Principal lasted for 31 minutes whereas the duration of the interview with the Principal of the second sample school was 30 minutes.

Both interviews were transcribed and can be found in the appendices (see pp 104-124). As the Principal of the first sample school started talking about her leadership style immediately and without any introduction the first part of this interview was not recorded. Therefore, this part was summarised and added to the transcript. In order to ensure anonymity, recorded references to team members and the schools were changed in the transcriptions.

Subsequently, both interviews were categorised and analysed in detail. Results of the interviews and the subsequent discussion can be found in chapters 4 and 5.

### **3.4.3 Constraints & limitations of the interviews**

Interviews are a time consuming method of gathering data (Robson 2002) and it was a challenge to find comparable sample schools whose Principals were willing to offer some of their precious time. Secondly, Bassegy (1999, cited in Jarvis 2008) suggests 'that respondents may not have previously reflected on the issues and were thus constructing their positions during the interviews.' As both schools are highly effective, they have defined positions and roles within their organisations. As such, both Principals, which are very experienced, are aware of their roles and are used to reflect on and express such positions. Finally, Robson (2002) draws attention to the fact that interviews lack standardisation and categorisation. As a consequence, the interpretation of the interview, however carefully planned and analysed, and as such the reliability of the findings, is, at last to a certain degree, always disputable.

### **3.5 Observation of a meeting**

Jarvis (2008) sees observations as a useful epistemological addition to other methodological approaches and Robson (2002) states that it is a "supplementary or supportive method to complement information in a very direct way" gathered by any other technique (qualitative and quantitative). In addition, Mehrabian and Birdwhistell (cited in Pease, 1988) estimated that approximately 55 to 65% of communication between individuals is expressed non-verbally. As a result, the third procedure to

collect data was observing the application of body language of each participant during a teacher conference.

### 3.5.1 The observation format used in this study

Initially, it was the intention to record a Principal-teacher meeting and subsequently analyse the record in regards to “gesture clusters” as defined by Pease (1988). Furthermore, as permission for filming was denied by the Principal of one sample school due to religious reasons, and to ensure the same data collection procedure was applied in regards to both sample schools, the observation format, “coded schedules” (Robson 2002), had to be chosen. However, it was impossible to observe Principal-teacher meetings as Principals do not hold staff meetings throughout the year. As both Principals practice distributed leadership (as explained in chapter 2, pages 14/15), their Department heads, respectively Head teachers run staff meetings instead. As a result, one of these meetings at each sample school was observed. Due to distributed leadership practice in both schools, it can be assumed the Head of Department as well as the Head teacher were acting as the Principals substitutes.

The developed body language observation sheet 1 (see appendices pages 125-128 and 133-136) consists of eight general body language signs (sitting/standing position, arms/hands, legs, trunk, face, eyes & mouth) which are based on Peases (1988) framework of body language. The combination of these signs is the foundation of “gesture clusters” as defined by Pease (1988) and will thus validate the interpretation of observations made during the staff meetings. The leaders and each teacher were observed with a focus on these eight categories in order to get a general impression of each participant’s body language.

Secondly, several interactions between the Department head, respectively Head teacher, and a member of the team were watched and recorded in the body language observation sheet 2 (see appendices pages 129-132 and 137-139). Again and in line with body language observation sheet 1, it consists of eight categories of

body language signs (sitting/standing position, arms/hands, legs, trunk, face, eyes & mouth) which are based on Peases (1988) framework of body language.

Each of the made observations were embedded into its frameworks which are in line with Norwicky et al. (1994) conclusion of the “importance of standardised instruments to measure...nonverbal means”.

### **3.5.2 Process and categorising of the observations**

The observed meeting in a local public school was 60 minutes. 11 teachers and the Head of the English Department attended the meeting. Each participant was labelled with a number to ensure anonymity and her observed body language clues were noted in body language observations sheet 1. Furthermore, seven interactive situations between the Head of the English Department and a teacher were detected and recorded on body language observations sheet 2.

Similarly, the 40 minute - meeting held in an international school, consisted of 32 team members and the Head teacher. Again, participants were labelled with a number and body language clues of each were noted in body language observations sheet 1. Also, five interactions between different participants and the Head teacher were observed and reported in body language observations sheet 2.

Subsequently, the conducted observations were analysed and categorised in detail. Results of the observations and the consecutive discussion can be found in chapters 4 and 5. The filled in observation sheets of both meetings can be found in the appendices (see pages 125-139).

### **3.5.3 Constraints & limitations of the observations**

Lacey (1976, cited in Jarvis 2008) pointed out that “observations of incidents are not always readily interpretable”. Therefore, “getting a permanent record” (Robson 2002) of the conferences helps to bypass this problem as every interaction can be seen as

many times as needed and subsequently accurately analysed. However, due to religious reasons, permission of recording a conference in the first sample school was denied and a coded schedule format (Robson 2002) had to be used to collect the data. In order to ensure similar observation conditions (Robson 2002) the same format was applied during the meeting in the second sample school. Secondly, interpreting body language can be a challenge as accurate interpretation looks for a combination of gestures clusters, rather than solitary signs (Pease 1988). Thus, the used observation tools (see appendices pages 125-139) were developed to assist detecting such clusters as opposed to single clues.

### **3.6 Triangulation of data**

Collected and analysed data of each sample school (the interviews with the questionnaire and the observations) was triangulated in order to clarify and enhance interpretability. These findings were then compared and contrasted and an analysis and discussion of the results can be found in chapter 5.

Several goals underlie the choice of a mixed method approach. First, data collected with different methodologies shed light onto various angles and helps to enhance the understanding of a situation in a holistic way (Heck & Hallinger 2005, Dolby & Rahman 2008). Furthermore, with reference to House et al. (1996) and Robson (2002), it is suggested to use two or three different methods of data collection to assess and to validate findings.

### **3.7 Strengths and limitations of the study**

Contemporary Scholars (Firestone 1987, House et al. 1996, Robson 2002, Johnsons & Onwuegbuzie 2004, Heck & Hallinger 2005 and Dolby & Rahman 2008) promote the use of different research methodologies to achieve robust and valid results. Therefore, the main strength of this study is its combination of qualitative and quantitative research methodologies. Especially the epistemological study of

body language adds to the findings in a creative way, which is desirable in complex research settings (Heck & Hallinger 2005 and Yangping & Gopinathan 2009).

However, one of the problems is the small sample frame (Hallinger and Heck 1996). As a result, transfer of findings onto a wider population is delicate, if not impossible (Robson 2002). Due to religious reasons, permission for recording the Principal – teacher meeting was denied and notes of observed body language were taken instead. But as Robson (2002) states, it is desirable to record sessions as it allows the observer to concentrate on the content rather than taking notes. Finally, as Principals do not hold staff meetings, their substitutes were observed instead. Thus, a comparison of the interviews answered by the Principals with the observations made during the staff meetings, held by the Principals substitutes, might feature some constraints.

### **3.8 Methodology critique of existing research papers**

The research tools for this paper are based on robust and widely recognised contemporary data and its research methods (Dolby & Rahman 2008, GLOBE Foundation 2006, Heck & Hallinger 2005, Robson 2002, House et al. 1996 and Pease 1988). However, despite the fact these papers are recognised as being robust, some weaknesses were discovered in the course of a thorough review for the purpose of this case study.

First, the GLOBE studies (2006) are widely recognised as they were conducted in 62 countries with adequate sample sizes. However, the reports from each country display different sample sizes. As mentioned earlier, unequal sample sizes and heterogeneous groups can influence study results (House et al. 1996). Secondly, each study conducted in a different country consisted of a different set of researchers. As Robson already outlined in 2002, interpretation through different individuals can lead to various interpretations of the same facts or observations. Thirdly, according to Dastmalchian et al. (2001, cited in Smith et al. 2007), the

original GLOBE questionnaire was not accommodating local culture and beliefs. Thus, questions were added to the original GLOBE questionnaire of 2001 (e.g. in the study conducted in Iran (Smith et al. 2007)). As a result, comparing the reports with each other and drawing conclusions might be difficult.

Moreover, Pease (1988) and his highly recognised studies about body language are mainly based on Caucasian behaviour patterns. Even though there are repeatedly references to other cultures (e.g. Japanese behaviour gestures, see Pease 1988, p. 16) there is no reference to typical body language signs within the Arab population. Therefore, interpretation of Arab body language in accordance with Peases framework might be, to a certain degree, disputable.

## 4. Results

This chapter sets out the result of the collected data. In the subsequent chapter these results will be discussed.

### 4.1 Statistical data study results

The chosen sample schools and its Principals display a set of substantial similarities. As shown in figure 11 below, the background of the two Principals is rather analogical. Both individuals are experienced leaders and their educational background includes several degrees. This fact accounts for continuous and consistent professional development and indicates both leaders practise life long learning.

	<b>BACKGROUND INFORMATION ON PRINCIPALS</b>	
	<b>Principal of the Local School</b>	<b>Principal of the Int. School</b>
<b>Gender</b>	Female	Male
<b>Age</b>	40-45	54
<b>Citizenship</b>	Emirati	British
<b>Professional Experience</b>	Over 20 years in schools <ul style="list-style-type: none"> <li>• 9 years as a Principal</li> <li>• 3<sup>rd</sup> year in the current MAG school</li> </ul>	Over 30 years in schools <ul style="list-style-type: none"> <li>• 26 years leading schools</li> <li>• 11 years at current school</li> </ul>
<b>Educational Background</b>	<ul style="list-style-type: none"> <li>• Bachelor in Business Administration</li> <li>• High Diploma in School Administration</li> <li>• Diploma on Leadership (Zayed University)</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor as Geography teacher</li> <li>• Re-trained as Maths teacher</li> <li>• Master in Education (Change Management)</li> <li>• Further professional education</li> </ul>

Figure 11: Comparison of the two Principals' backgrounds

The table below (figure 12) summarises statistical information about the two sample schools. Again, there are several similarities to be outlined. First, both schools outperform other schools in the UAE, secondly, they are non-profit facilities, third, both follow a set curriculum with adaptations (MAG and IB) and fourth, staff allocation per student is almost identical.

<b>BACKGROUND INFORMATION ON SCHOOLS</b>		
	<b>Local School</b>	<b>International School</b>
<b>Private / public</b>	Public MAG Secondary School, Sharjah	Private non- profit, Primary & Secondary School, Dubai
<b>Age group</b>	15 to 19 years	3 to 18 years
<b>Sex</b>	Girls only	Boys and girls mixed
<b>Curriculum</b>	Curriculum issued by MoE & MAG project	British (up to 16) & IB-Curriculum (last 2 years)
<b>Size of school</b>	630 students	1900 students in total
<b>Teachers &amp; admin staff</b>	70 (1 staff member per 9 students)	225 (1 staff member per 8,5 students)
<b>Performance Academic year 2008/09</b>	Highest ranking MAG school in the UAE	KHDA ranking 4 (outstanding)

Figure 12: Comparison of the two schools' backgrounds

## 4.2 Questionnaire results

A general review of the collected data revealed fairly homogenous answers from participants of the local school. This is in contrast to the international school, where respondents' answers were rather heterogeneous.

### 4.2.1 Section 1 of the questionnaire

A statistical data review of all the participants was conducted and the results are displayed in figures 13 and 14. The table in figure 13 illustrates details about 12 participants of the first sample school, whereas information of 12 participants of the second sample school is summarized in figure 14.

Participant	1	2	3	4	5	6	7	8	9	10	11	12
Sex	f	f	f	f	f	f	f	f	f	f	f	f
Age	5	6	5	4	7	1	4	2	7	4	4	6
Ethnic b'ground	1	1	1	1	1	1	1	1	1	1	1	1
Work experience	8	8	8	8	8	2	8	7	8	7	8	8
Ed. b'ground	2	2	2	2	2	2	2	2	2	3	2	3

Figure 13: Statistical data on 12 participants of a public school

Participant	1	2	3	4	5	6	7	8	9	10	11	12
Sex	f	f	f	m	f	f	f	f	f	f	f	f
Age	6	8	7	5	6	2	5	7	4	5	6	5
Ethnic b'ground	2	2	2	2	2	2	2	2	2	2	2	2
Work experience	8	8	8	8	8	7	8	8	8	8	8	8
Edu. b'ground	3	5	5	2	2	2	2	2	2	2	2	2

Figure 14: Statistical data on 12 participants of a private non-profit school

The legend for the two graphs can be found in the appendices, on pages 98-103 in 'Coded version for SPSS'.

#### 4.2.2 Section 2 of the questionnaire

First, an independent, two-tailed t-test was conducted. This t-test compared the means of answers of the participants of the first sample school with the means of the second sample school participants' responses. The test determined whether or not there are significant variances between the leadership traits of the two assessed Principals.

T-test 1: Are there any significant differences between leadership traits of the two Principals?

Results of t-test 1 revealed that four out of six personality blocks showed a significant difference. Block A ( $t=3.19$ ,  $df=21$ ,  $p=.004$ , equal variances assumed), C ( $t=5.07$ ,  $df=21$ ,  $p=.000$ , equal variances assumed), D ( $t=-2.47$ ,  $df=19$ ,  $p=.032$ , equal variances not assumed) and F ( $t=-4.33$ ,  $df=20$ ,  $p=.001$ , equal variances not assumed) disclosed a considerable distinction. Block A and C displayed a positive correlation between the groups whereas D and F revealed a negative correlation.

Figure 15: Characteristics of Principal of local school

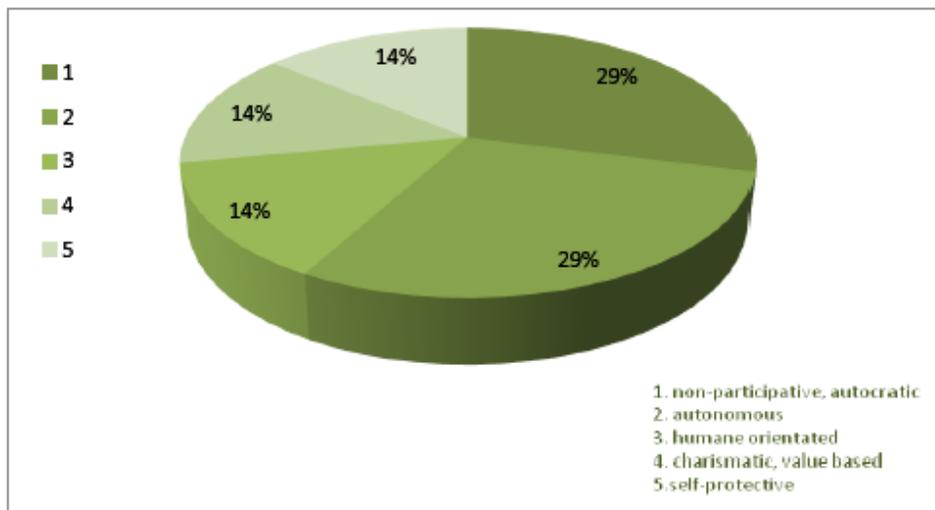
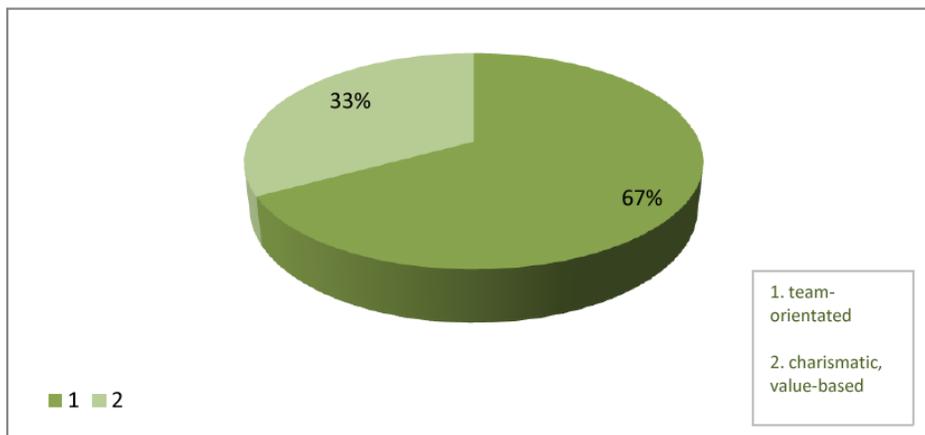


Figure 16: Characteristics of Principal of international school

Second, the reflection of the participants' opinion of their Principals leadership traits according to the six GLOBE study (GLOBE Foundation, 2006) categories are displayed in the graphs in figures 15 and 16 above.

#### 4.2.3 Section 3 of the questionnaire

Again, first of all, three independent, two-tailed t-tests were conducted, with respect to the data collected by section 3 of the questionnaire, aiming to disclose possible fundamental differences. Furthermore, raw data was reviewed in regards of degrees of homogeneity respectively heterogeneity, amounts of “strongly agree” (5) and “strongly disagree” (1) scores and whether or not there were any out of the ordinary occurrences.

In the graphs under this heading 4.2.3, Series 1 stands for the local school, respectively the Emirati Principal, and Series 2 refers to the international school, respectively the British Principal.

##### *Part 1: Your Principal*

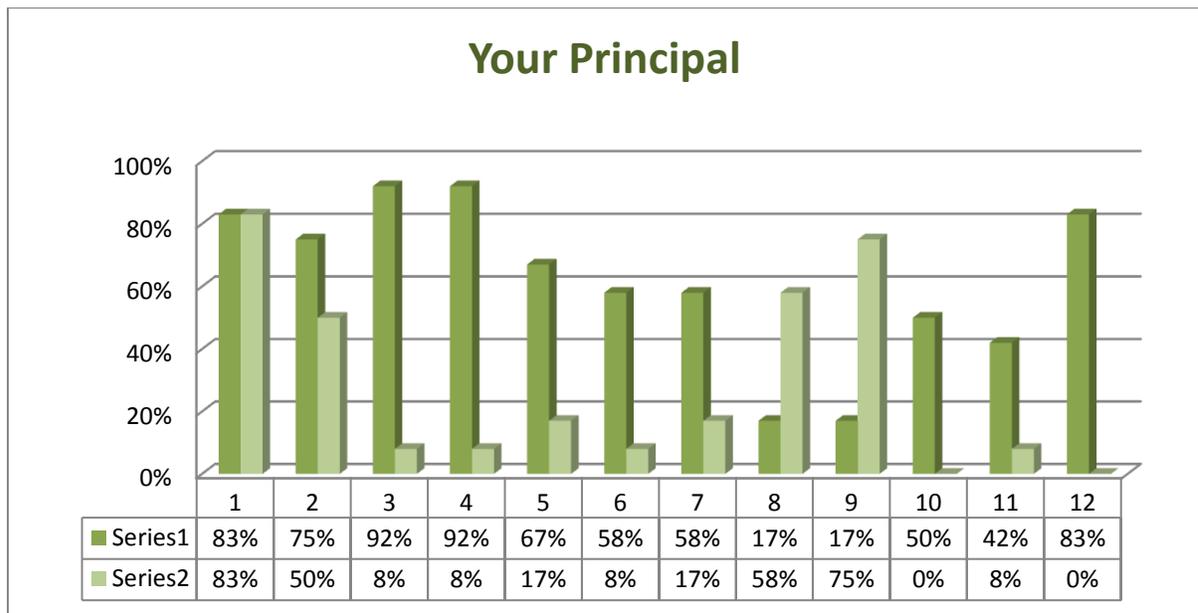
T-test 2: *Are there any significant differences between the ‘attitudes’ of the two Principals?*

T-test 2 disclosed that ten out of twelve distributed questions outlined a considerable distinction. Only two questions showed no significant differences. Question 1, “Your Principal believes in him/herself”, ( $t=.39$ ,  $df=22$ ,  $p=.698$ , equal variances assumed) showed a positive correlation while question 2, “Your Principal acts with certainty”, ( $t=-1.77$ ,  $df=22$ ,  $p=.090$ , equal variances assumed) displayed a negative correlation.

Raw data analysis

The following two graphs (figures 17 and 18) outline the achieved percentages of the highest (5, strongly agree) and the lowest (1, strongly disagree) scores given for each question in regards to each Principals attitudes.

Team members of the Emirati Principal (Series 1) frequently assigned a 5. As a result, the graph in figure 17 reflects this assessment with high percentages. The British Principal (Series 2) on the other hand, obtained a more heterogeneous result as team members rated his attitudes rather different. Thus, his percentages vary as shown in figure 17.



**Figure 17: Comparison of part 1 questions, “strongly agree, 5” scores**

Conversely, the British Principal received no “strongly disagree” scores, whereas the Emirati Principal team members expressed their strong disagreement with questions 8 and 9 (see figures 19 and 20).

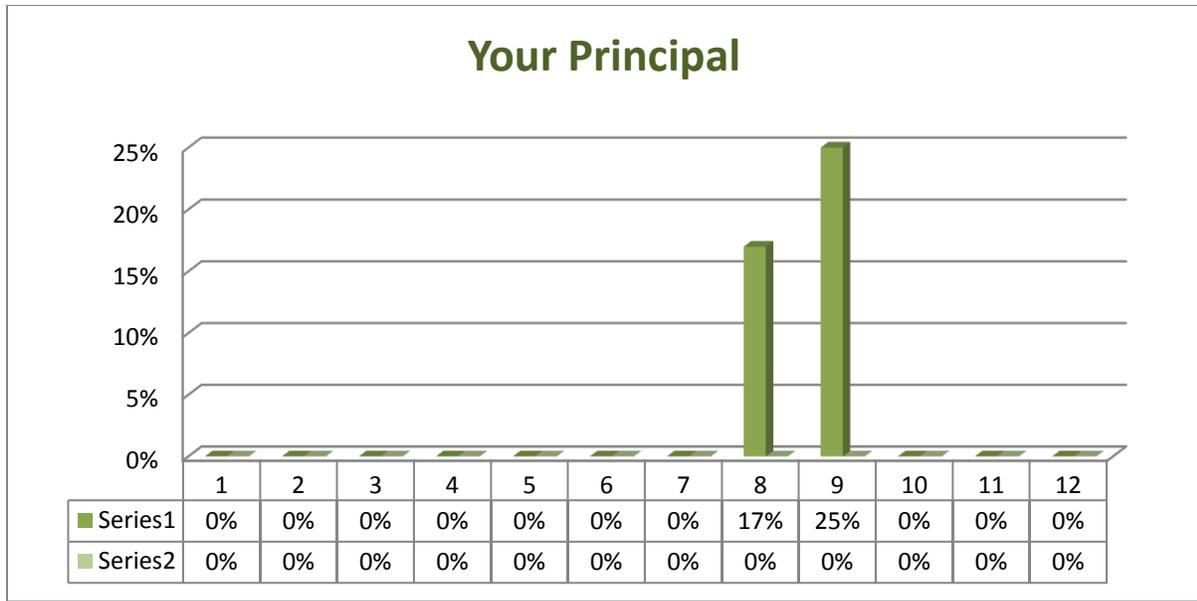


Figure 18: Comparison of part 1 questions, “strongly disagree, 1” scores

In the following, more details are given on results with respect to specific questions relating to the Principal of either sample school that are particularly relevant in the context of the discussion of this case study:

As pointed out in figure 19, team members assessed the Emirati Principal’s persistence rather heterogeneously.

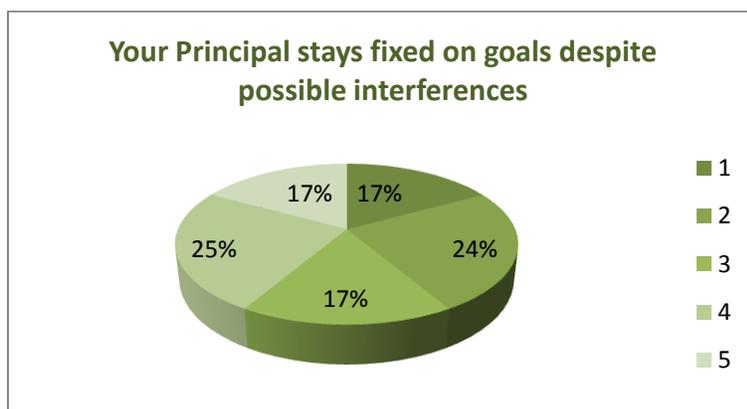


Figure 19: Pie chart of persistence of Emirati Principal

Furthermore, her assertiveness' result indicates a similar result as outlined above.

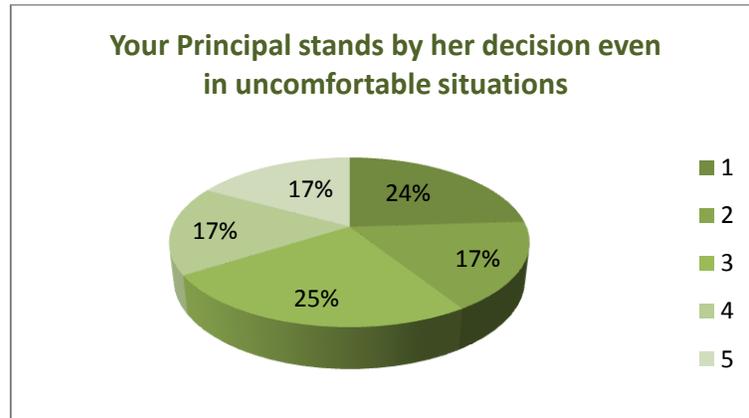


Figure 20: Pie chart of assertiveness of Emirati Principal

The British Principal received only 8% of “strongly agree” for his cross-linking ability. However, a more detailed look (see figure 21) reveals that half of the team members’ assessments were positive or neutral.

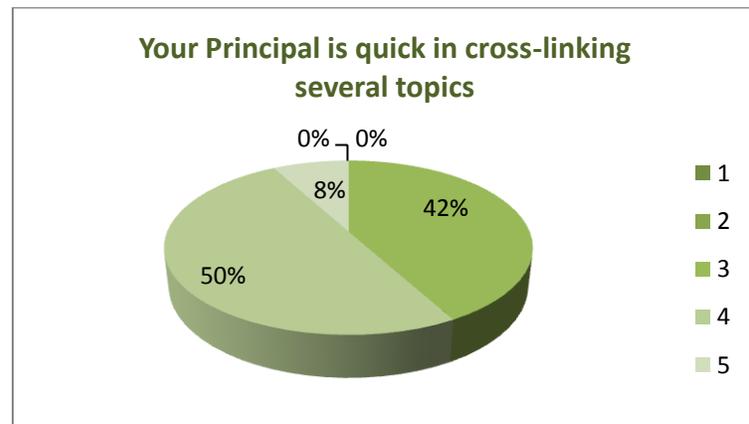


Figure 21: Pie chart of cross-linking ability of British Principal

As displayed in figure 22, a similar result was achieved in respect to the British Principals knowledge skills. 17% gave the highest possible mark, and more than half of the participants of the second sample school (58%) agreed that their British Principal was highly knowledgeable. No-one raised any concerns about the intelligence of their leader.

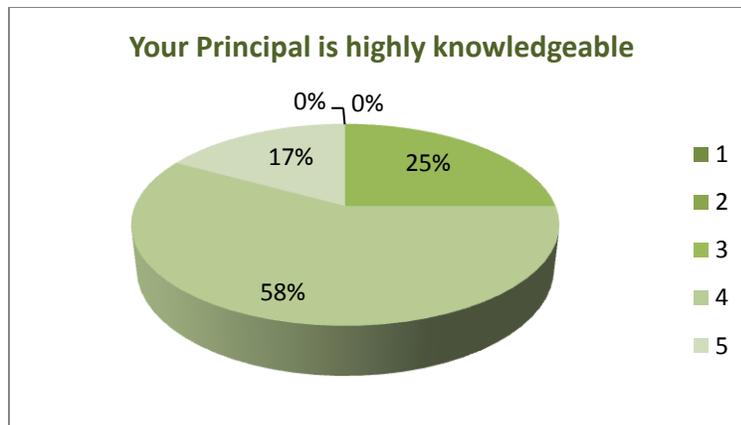


Figure 22: Pie chart of knowledge skills of British Principal

Finally, figure 23 shows that three quarters of the teachers of each sample school “agreed” or “strongly agreed” when asked whether their Principal acted with self-confidence.

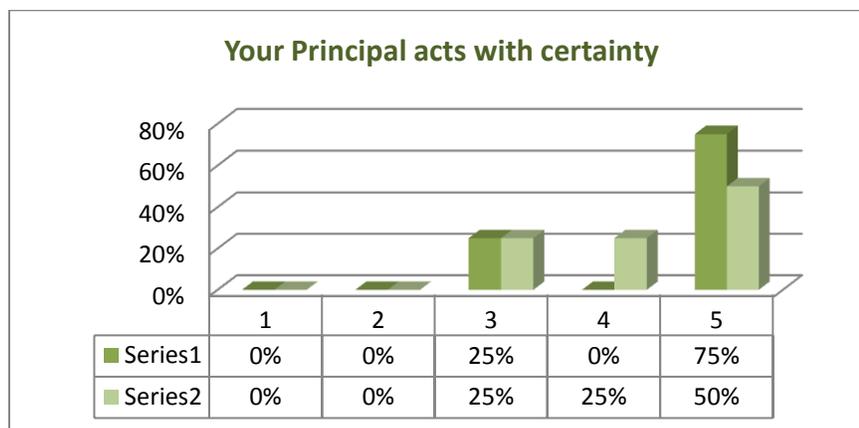


Figure 23: Comparison of display of self-confidence

*Part 2: The Principal and his/her team*

**T-test 3:** *Are there any significant differences between the relationship manners of the two Principals?*

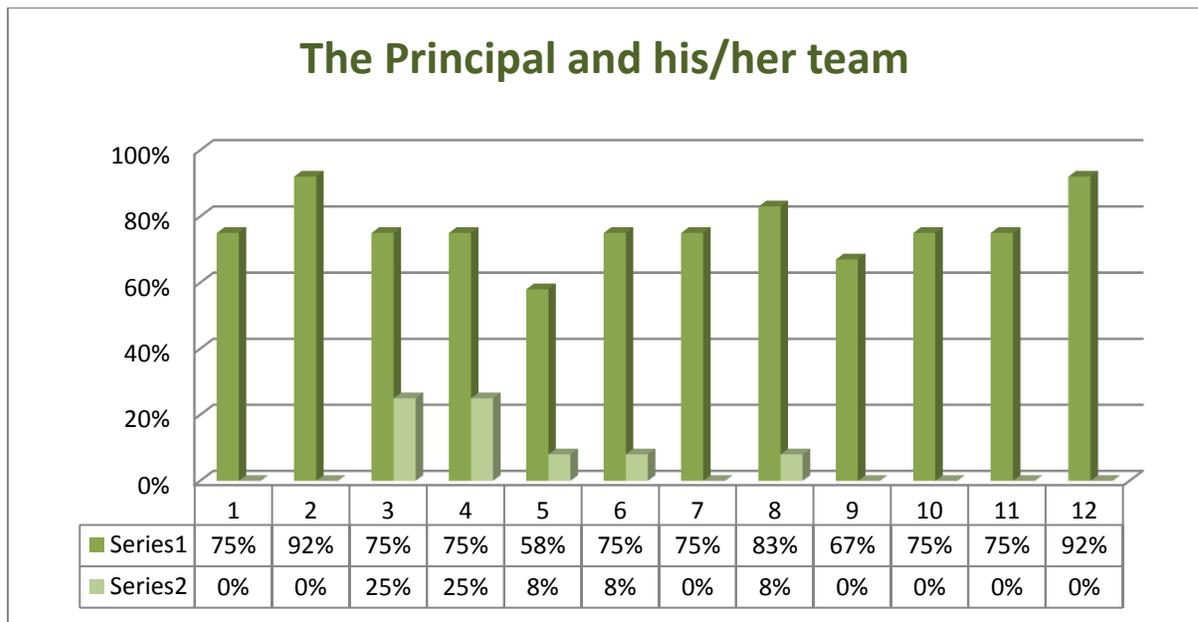
T-test 3 showed that twelve out of twelve asked questions outlined a significant contradiction with all negative correlations. Questions three ( $t=-3.16$ ,  $df=22$ ,  $p=.005$ , equal variances assumed) and six ( $t=-3.17$ ,  $df=22$ ,  $p=.004$ , equal variances assumed) showed p-values close to .000, whereas questions 1, 2, 4, 7 and 8 -12 all revealed a significant p-value of .000, equal variances assumed. Question five ( $t=-$

2.34,  $df=22$ ,  $p=.029$ , equal variances assumed), on the other hand, has a p-value (.029) that differs slightly from the other eleven results.

Raw data analysis

Again, the following two graphs (figures 24 and 25) display percentages of the highest (5, strongly agree) and the lowest (1, strongly disagree) scores given for each of the twelve questions in regards to the relationship between the Principals and their teams.

The Emirati Principal (Series 1) achieved very high scores in 11 out of 12 questions, whereas the British Principal (Series 2) frequently received little or no 5 scores.



**Figure 24: Comparison of part 2 questions, “strongly agree, 5” scores**

No “strongly disagree” scores were issued for the Emirati Principal, whilst members of the British Principal assigned in 9 out of 12 questions the lowest possible score. 42% of the international school team members ticked at question 12 “strongly disagree”. More detailed information on this finding is illustrated in figure 29 below.

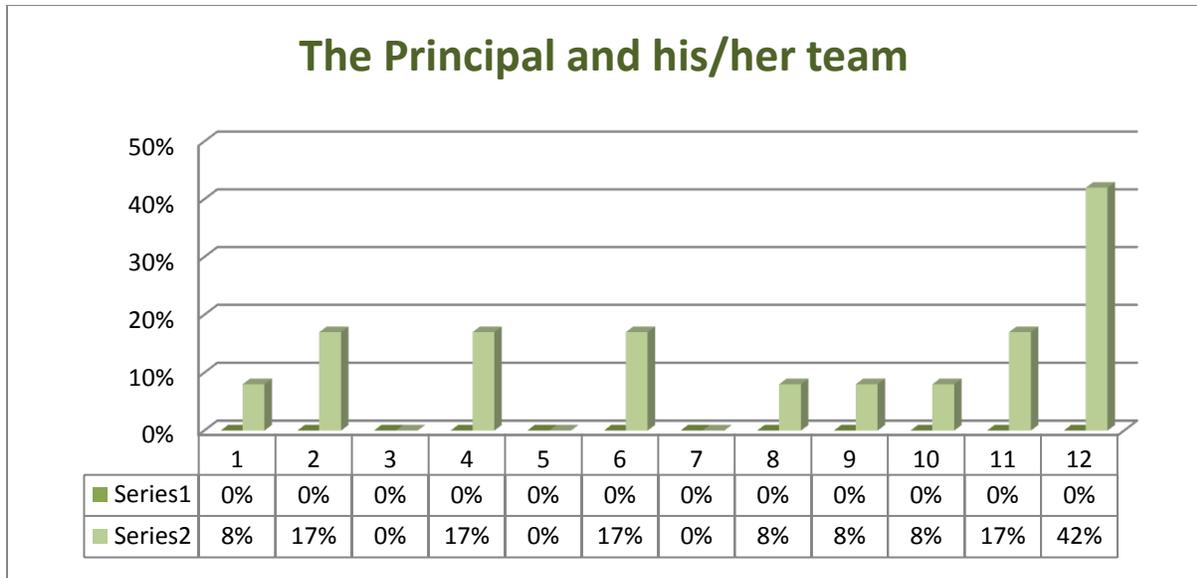


Figure 25: Comparison of part 2 questions, “strongly disagree, 1” scores

Again, more details are given in the following on results with respect to specific questions of part 2 of the questionnaire that are particularly relevant in the context of the discussion of this case study:

Question five, creating situations for reflective thinking, only 58% of the participants of the first sample school assigned a “strongly agree” in respect to the Emirati Principal, which is considerably less, compared to the result in respect of any other question issued. Nevertheless, as pointed out in figure 26, 92% of the participants are still satisfied with the Emirati Principals performance.

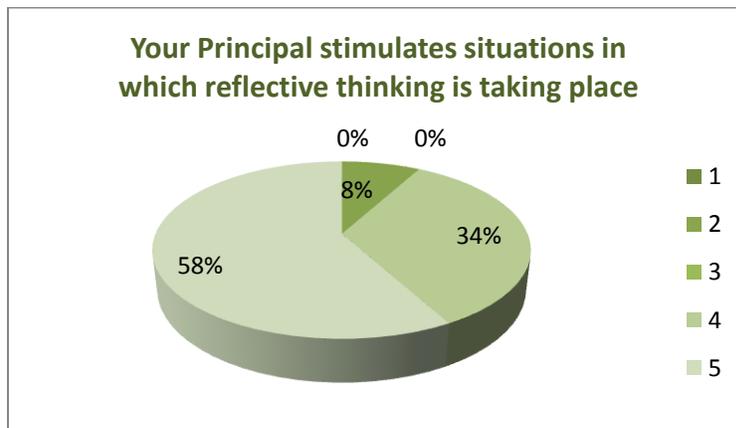


Figure 26: Pie chart on reflective thinking in the local school

75% of the team members of the international school found, that their Principal celebrates achievements of team members as their success (see figure 27).



Figure 27: Pie chart on team members' successes celebrations in the international school

A comparison of the two Principals revealed that both share school related values. As displayed in figure 28, the Emirati Principal (Series 1) achieved 100% of agreement on this question, whilst 67% of the participants of the international school (Series 2) gave a positive feedback and 33% responded neutrally.

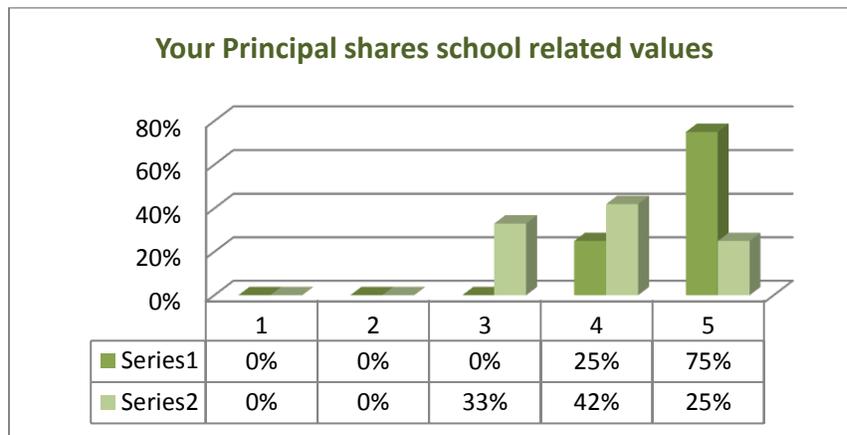
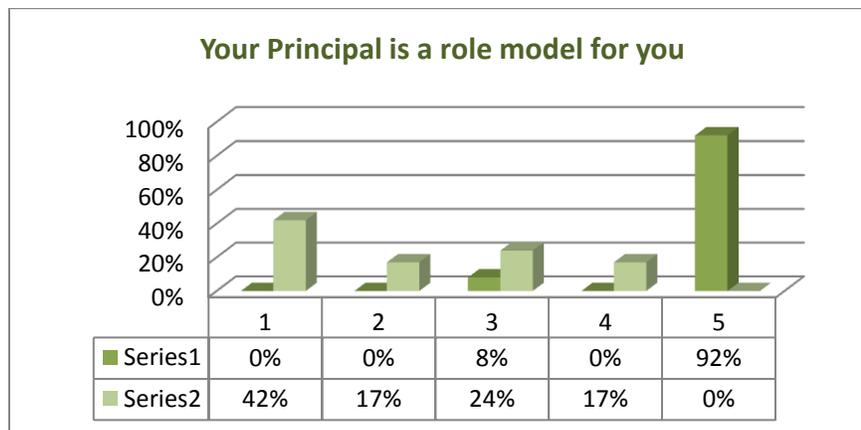


Figure 28: Comparison of Principals sharing school related values

The comparison of the results on the question whether the participants see their Principal as a role model displays a large discrepancy between the two tested groups (see figure 29). The participants of the local school (Series 1) answered the

question rather homogeneous, 92% strongly agreed that their Principal is their role model. Conversely, in the international school, scores (Series 2) were distributed rather heterogeneously. More than half of the team members (59%) “disagreed” or even “strongly disagreed” when asked whether their Principal also acted as a role model for them.



**Figure 29: Comparison of Principals as role models for their team members**

### *Part 3: Communication*

T-test 4: *Are there any significant differences between the ‘communication styles’ of the two Principals?*

Results outlined that twelve out of twelve asked questions revealed all negative correlation and a fundamental distinction. A p-value of .000 was disclosed for more than half of the asked questions (1, 2, 6, 7, 9, 10, all equal variances assumed and 12, equal variances not assumed). Furthermore, questions 4 ( $t=-3.65$ ,  $df=22$ ,  $p=.001$ , equal variances assumed) and 8 ( $t=-4.02$ ,  $df=22$ ,  $p=.001$ , equal variances assumed) display a p-value near to .000, whilst data of questions 3 ( $t=-2.38$ ,  $df=22$ ,  $p=.026$ , equal variances assumed) and 11 ( $t=-2.83$ ,  $df=22$ ,  $p=.010$ , equal variances assumed) shows a slightly higher p-value.

### Raw data analysis

Similarly to various graphs (17/18 & 25/26) in part one and two, the subsequent two graphs (figures 30 and 31) illustrate percentages of the highest (5, strongly agree)

and the lowest (1, strongly disagree) possible scores given for each of the twelve questions asked in relation to each Principal’s practiced communication style.

Again, as before, the Emirati Principal (Series 1) received relatively high scores except for questions 8 and 11. In line with results in the first two parts, the British Principal (Series 2) did only receive a few 5 scores.

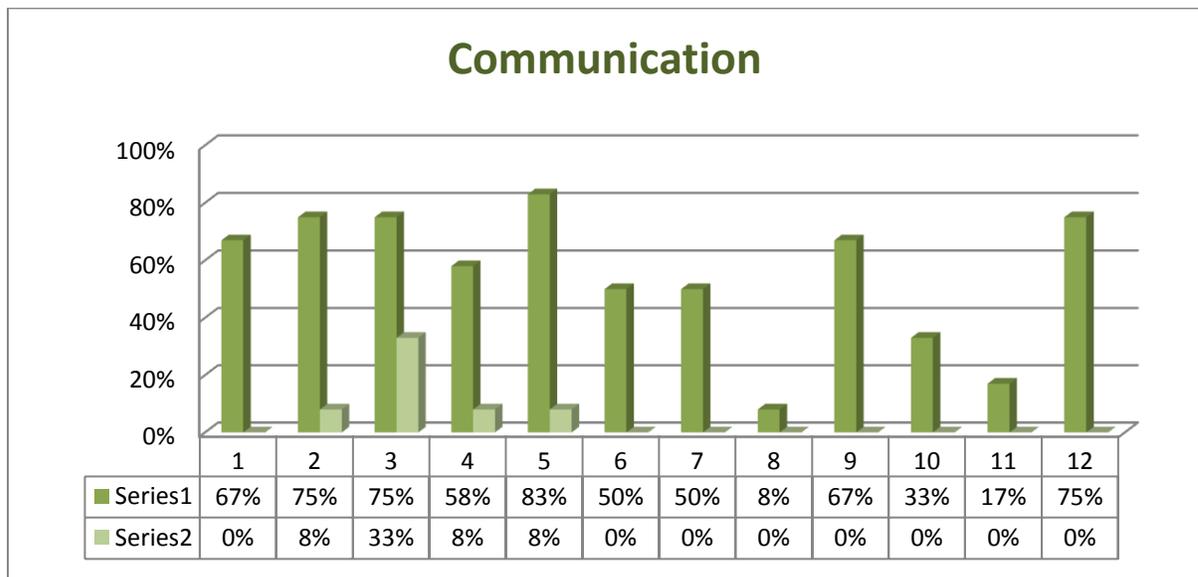


Figure 30: Comparison of part 2 questions, “strongly agree, 5” scores

None of the participants of the local school (Series 1) disagreed in general with the communication style of the Emirati Principal. However, a small percentage (17%) strongly disagreed that the Emirati Principal would mediate between two members of the team, if necessary (question 11). The British Principal (Series 2) on the other hand, frequently got scores of “strong disagreement”. Questions 10 (regular feedback through Principal, detailed analysis see figure 34) and 11 (would mediate between two members of the team, if necessary) were each answered by 42% with a negative feedback.

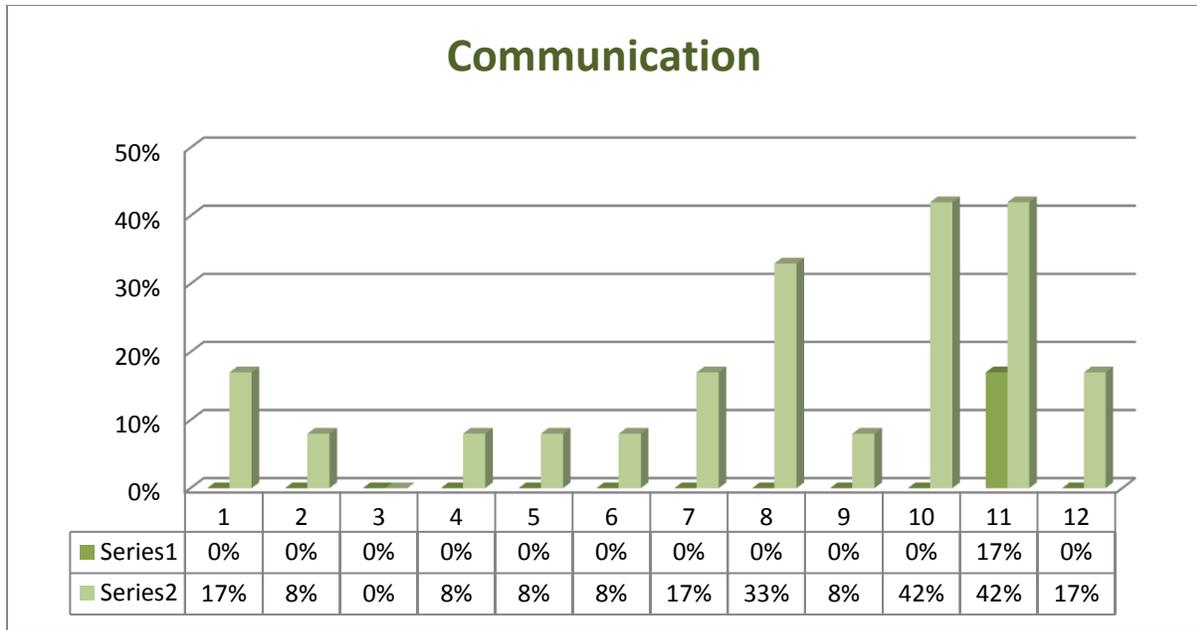


Figure 31: Comparison of part 3 questions, “strongly disagree, 1” scores

In the following, more details are given on results with respect to specific questions of part 3 of the questionnaire that are particularly relevant in the context of the discussion of this case study:

Figure 32 illustrates, whether or not, according to the participants, the Emirati Principal makes an effort to interact informally with staff. Contrary to most other findings, the participants’ answers varied.

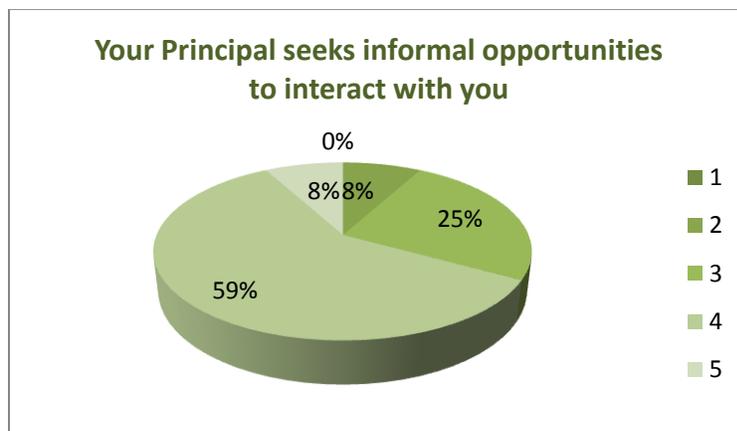


Figure 32: Pie chart on informal interaction of Emirati Principal

Only 8% of the respondents found that the British Principal drives for staff consensus. 42% believed he would not, whereas the remaining 50% answered neutrally (see figure 33).

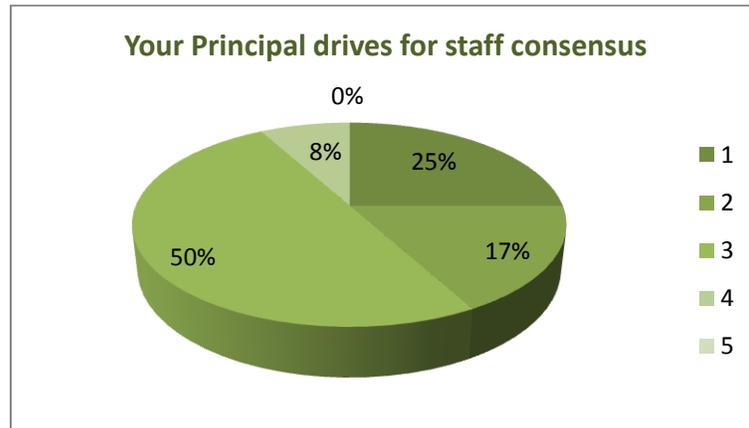


Figure 33: Pie chart on staff consensus of British Principal

Answers given as to regular feedback issued by the Principal was compared among the participants of the two sample schools. As indicated in figure 34, the results are rather contradictory. 75% of staff in the local school (Series 1) found their Principal distributed regular feedback, compared to 66% of team members of the international school (Series 2) who felt a lack of regular feedback given by their Principal.

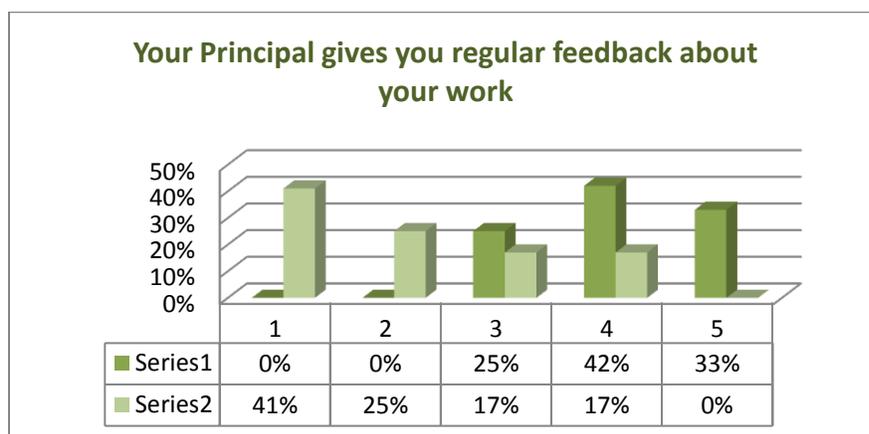


Figure 34: Comparison about Principals feedbacks

A comparison of the two Principals in regards to their ability to listen to people revealed that 84% of participants of the local school (Series 1) felt, that their Principal was a good listener, compared to 66% of staff of the international school (Series 2) who disagreed that their Principal had the ability to listen to team members.

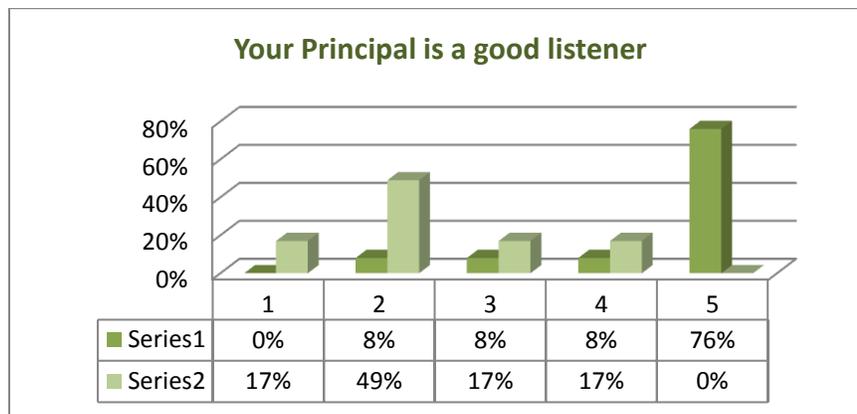


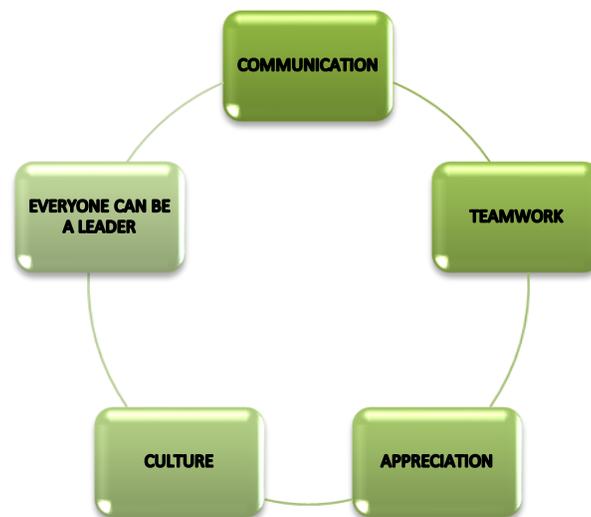
Figure 35: Comparison of Principals abilities as a good listener

### 4.3 Interview results

#### 4.3.1 Interview with the Emirati Principal

The interview with the Emirati Principal revealed she firmly believes in the fact that accountabilities of schools, and thus, her leadership responsibilities go far beyond the scope of teaching content and pulling students through exams. In her opinion, schools are systems within an environment. As a result, they serve their society (see appendices, transcript of the interview with a Principal of a local school, page 113, lines 259-274) and should prepare young people for their future within such society (see appendices, page 112 lines 229-238).

With respect to the Principal’s leadership style, a strong emphasis on distributed leadership (see Spillane 2004 in chapter 2, pages 14 and 15) has been revealed. As illustrated in figure 36, the Principal believes that five main aspects underlie successful leadership practice. These five facets are, according to her, linked to each other (see appendices, page 107 line 81ss).



**Figure 36: Five underlying aspects of successful leadership according to Emirati Principal**

### *Communication*

According to the interview with the Emirati Principal, communication in the public school is built on eight main pillars as displayed in figure 37. First of all, visions are shared; some are introduced through the Principal, others are communicated through the school council and some are created by teachers (see appendices, transcript of the interview with a Principal of a local school; page 107 line 81ss). Second, being a role model through actions (see appendices page 112 line 240ss) is another fundamental element as it leads to the third facet, commitment of staff (see appendices page 108 lines 126/127). Trust and confidence in staff (see appendices page 108 line 112ss) and the celebrations of achievements with staff (see appendices page 109 line 164) were mentioned as relevant parameters of communication in the public school. Furthermore, informal communication and listening to staff (see appendices pages 104 and 108/9 lines 11-13 and 134-138) are crucial for the relationship between the Principal and staff of the first sample school. Finally, another main criterion is humanity (see appendices page 108 line 117ss).



**Figure 37: Important aspects of communication in the public school**

### *Teamwork*

The Emirati Principal considers collaboration between every member of the public school as a basic element (see appendices page 107 and 109 lines 102-105 and 144-149). In line with this, every person is seen as an equal professional (see appendices page 110 lines 171/172). Decisions are taken by the school council (see appendices page 109 lines 144-149) and the Principal defines her leader role within her team as mentorship (see appendices page 106/107 lines 59 and 82-85).

### *Appreciation*

Trust and confidence are regularly distributed (see appendices page 108 line 112ss) in order to empower and motivate staff. Additionally, the Emirati Principal strongly emphasises on professional development and opportunities for improvement for each staff member (see appendices page 106 lines 61-73). Furthermore, as mentioned before, efforts and achievements are celebrated (see appendices page 109 line 164) and finally, as illustrated in figure 38, the Principal firmly supports staff

members in discovering, enhancing and applying leadership abilities (see appendices page 107 lines 92-98), which leads to the 2<sup>nd</sup> level of leadership practice.



**Figure 38: Appreciation scheme in public school**

### *Culture*

According to the interview, the Emirati Principal's leadership practice is heavily influenced by the leadership attitudes of the local rulers. Thus, their leadership behaviours serve as a role model to her (see appendices page 104 lines 11-16). Taking the geographical and cultural background in to account, she therefore outlines that leading a group is comparable with "being a parent of an extended family" (see appendices page 104 line 3). Hence, the leader bears the responsibility for every member (see appendices page 104 line 15) but also takes time for (see appendices page 104 line 16) and listens to (see appendices page 104 line 11) each member without being judgemental (see appendices pages 108/9 lines 133-138). Additionally, the Emirati Principal considers consulting members and taking their

opinion into consideration before making decisions as being crucial for effective leadership practice (see appendices page 109 lines 144-149). And finally, the Principal prefers an open-minded, nevertheless locally influenced leadership approach (see appendices page 113 lines 265-267 & 269-277) in which she serves as a role model for her subordinates (see appendices page 112 lines 239/240).

### *Everyone can be a leader*

In the opinion of the Principal “a clever leader creates another leadership” (see appendices page 107 line 102). She tries to reach this 2<sup>nd</sup> level of leadership in particular through empowerment of staff (see appendices page 102 lines 97/98). This involves appreciation for people’s engagement as well as distributing responsibilities according to each member’s leadership capabilities (see appendices page 102 lines 92-98). Finally, life long learning (see appendices page 114 lines 306/307) and professional development (see appendices pages 106/7 lines 61/62 & 93) support the development of each member’s leadership abilities according to the Emirati Principal.

### **4.3.2 Interview with the British Principal**

According to the British Principal, schools serve to a bigger purpose than issuing marks and passing exams (see appendices, transcript of the interview with a Principal of a private school, page 119 lines 153/154). In his opinion, growing young people and getting examinations over is a different thing (see appendices page 119 lines 168/169). Hence, schools should prepare young people for the challenges ahead as their future might not always be “smooth and easy” (see appendices page 119 lines 162/163).

In terms of the British Principal’s leadership style he states during the interview that he definitely practices distributed leadership (see appendices page 115 line 21 and chapter 2, page 14/15). According to him, and as outlined in figure 39 below, seven main factors heavily influence effective leadership (see appendices page 115 lines 14-17).



Figure 39: Success factors for effective leadership according to British Principal

### *Effective vision*

In the opinion of the Principal, visions can only be effective if a leader demonstrates them repeatedly and by actions (see appendices page 117 lines 87-92). Only then will the visions eventually become an ownership of members (see appendices page 117 line 87) and thus, affect the school.

### *Clear examples*

According to the interview with the British Principal, visions and missions are thoroughly communicated to ensure clear direction to and understanding of the school's goals by every staff member. For the purpose of efficient communication among leaders, between and within teams, the second sample school has developed a communication scheme of three layers (see figure 40 & appendices page 116 lines 37-42). The foundation of the schools communication network is the annual development plan. Within that, the management has to ensure that every team member is aware of the ambitions and targets set for the school. Finally, it is

the leader's responsibility to determine whose abilities are needed for which project in order to achieve set goals.



Figure 40: Communication levels of private international school

Furthermore, every project is seen as a cycle and has clear guidelines. For example feedback is an integral part of these cycles (see appendices page 117 lines 66-71 & 46-53).

#### *Firm and fair*

The British Principal states in the interview that transferring leadership responsibilities to subordinates and simultaneously ensuring their actions are in line with school visions (see appendices pages 115/6 lines 24-27) is challenging. Moreover, it is important to take into account capability of individuals (see appendices pages 116/7 lines 60-63) and practicality of ideas (see appendices page 118 lines 105-109) when delegating responsibilities to staff members. Finally,

through his experience, he has a very clear concept of leadership (see appendices page 122 lines 253-255).

### *Changes on a day to day basis*

Change and drive are considered to be fundamental elements of the Principal's leadership philosophy (see appendices page 117 lines 71-80). As a result, his leadership practice, even tough and thoroughly planned, is flexible, varies and gets influenced by research. The Principal further confirms that there is a constant reflexion and adaption of his attitude towards his leadership behaviours (see appendices page 121 lines 214-235).

### *Changes on a situational basis*

As illustrated in figure 41 below, the British Principal employs different leadership approaches dependent on the situation. They vary from supporting (see appendices page 120, lines 196/197) to monitoring and persuasion (see appendices page 119 lines 133-141) to finally, if necessary, taking action (see appendices page 120 lines 197/198) against individuals.



Figure 41: Different leadership approaches depending on the situation

### *Dynamic*

The Principal strongly advocates lifelong learning (see appendices pages 117, 119 and 121 lines 88/89, 136/137 and 233-235) as it allows individuals to develop and grow constantly. Additionally, providing ongoing professional development (see appendices page 118 lines 114-123) is crucial for individuals' intellectual growth. Moreover, in meetings he does not drive for staff consensus (see appendices page 120 lines 205-208) as he embraces discussions. In his opinion, different positions create a proactive drive. Finally, he believes that plans, projects and concepts of the school have to be monitored and if required adapted to the environment's ever changing needs (see appendices page 121 lines 221-235).

### *Everyone in the school is a leader*

In the opinion of the Principal, 'critical thinking' (see appendices page 122 lines 244/245) is developed and practiced throughout all levels of the school as it is, according to him, the most significant criterion for developing leadership attitudes. Leadership opportunities are provided within teams and projects and depending on the individuals' leadership abilities more or less leadership responsibility is distributed (see appendices pages 116/7 lines 60-63). The concept of distributed leadership is also practiced in classes and students obtain responsibilities and develop leadership abilities accordingly (see appendices page 115 lines 16-21).

## **4.4 Observation results**

### **4.4.1 Observation in a local public school**

#### *General observation*

The atmosphere during the meeting was generally relaxed and members were engaged in the topic the leader presented. Discussions and questions between the leader and staff were expressed casually and friendly even though the discussed subject was highly controversial. The setting of the meeting was clear and allowed undisturbed eye contact and discussion among all participants (see appendices, observation sheets 1 and 2 of a local school pages 125-139).

The head of department was standing behind or next to the main desk (see appendices page 125), thus she was able to see every team member. She made frequent eye contact with every team member and observed her staff whilst presenting her topic. Finally, she underlined her speech with a wide range of different gestures. Her body language revealed that she felt relaxed, appeared to be honest, trustful and interested in the interaction with staff (see appendices page 126).

Body signs of six out of eleven staff members showed that they were interested, open-minded and evaluated the content of the meeting positively (see appendices pages 126-128 teachers 1, 2, 5, 7, 8 & 11). Two participants (see appendices page 126-128 teachers 3 & 6) displayed general interest but were distracted by correction work or worked on the computer. Finally, the body language of three individuals revealed negative behaviours (see appendices pages 126-128 teachers 4, 9 & 10), which ranged from being bored, to aggressive and even hostile.

### *Interactions*

Four out of seven observed interactions were overall positive (see appendices pages 129-132 interactions 1, 2, 4 & 6). The body language of the leader varied from being open and interested to truthful, honest and evaluating positively and finally, her body showed that she was rather relaxed.

Her counterparts (see appendices pages 129-132 teachers 5, 6 & 11) all displayed sets of being open, interested and positive evaluation. Furthermore, readiness and astonishment was discovered once each.

In three cases body signs unveiled negative attitudes in interactions between the Head of the English Department and team members (see appendices pages 129-132 interactions 3, 5, & 7). The leader displayed in all three cases signs of superiority and defensiveness. Furthermore, she once blocked against the opponent and finally, a gesture cluster which detects dishonesty was observed as well. The three teachers (see appendices pages 129-132 teachers 5, 6 & 11) on the other hand displayed different sets of negative body behaviours. These ranged from

appearing defensive and hostile to being bored and in one case re-evaluating its position.

### *Contradictions*

The general body language of teacher 4 (see appendices pages 126-132) showed a negative tendency but in interactions, her signs changed to a positive behaviour. Conversely, teachers 5, 6 & 11 all generally displayed positive gesture clusters; however in discussions their attitudes were mainly negative.

### **4.4.2 Observation in a private non-profit school**

#### *General observation*

The setting of the meeting was rather casual and the ambience relaxed. Thoughts among participants were expressed in a casual and friendly manner. Nonetheless, due to a large member size, people were forced to squeeze together and therefore, eye contact and communication flow among participants was limited. However, as the meeting was basically a presentation with only little interaction between members the setting was appropriate for its purpose (see appendices, observation sheets 1 and 2 of an international school pages 133-139).

The head teacher's body language indicated friendliness and honesty. Moreover, she stood relaxed in front of the room and constantly made eye contact to staff members. She underlined her words with open, calm arm gestures (see appendices pages 134-136).

Body language signs of staff showed a heterogeneous result. Six team members (see appendices pages 134-136 teachers 1, 8, 9, 12, 13 & 15) displayed an overall positive attitude (interested, open, positive evaluation) during the meeting, whereas six individuals (see appendices pages 134-136 teachers 2, 5, 6, 7, 10 & 14) revealed a tendency to resentment, defensiveness and being bored. Finally, three peoples' (see appendices pages 134-136 teachers 3, 4 & 11) gestures were basically categorised as neutral.

### *Interactions*

Only one out of five observed interactions was classified as slightly negative (see appendices page 137 interaction 1). Although the particular teacher sporadically showed positive gestures (e. g. open legs) the combination of all signs revealed that the individual evaluated the interaction negatively. The behaviour of the head teacher during that interaction on the other hand, showed friendliness and honesty and she was interested in the teacher's comments. The other four interactions (see appendices pages 137-139 interactions 2-5) unveiled positive attitudes among all participants.

The body signs of the head teacher revealed identical attitudes for each interaction. She appeared interested, open, honest, truthful and friendly. Her counterparts' body languages varied slightly. All of them (see appendices pages 137-139 teachers 2, 4, 13 & 15) seemed interested open and evaluated the discussion positively. In some cases there was also a reference to honesty and being relaxed.

### *Contradictions*

The general observation of body signs of teacher two and four (see appendices pages 134-136) disclosed an overall negative, respectively neutral attitude. However, their body language in interactions (see appendices pages 137-139) was classified positively.

## **4.5 Summary of results**

The results summarised in chapter 4 above indicate, first of all, that both Principals are perceived as effective managers by their staff, secondly, each Principal's self-assessment is generally supported by staffs' perceptions and finally, body language observations adequately confirmed the first two findings.

## 5. Analysis and Discussion

In the subsequent chapter a detailed analysis of the results, followed by a discussion will lead to practical implications and further research suggestions.

### 5.1 Analysis

#### 5.1.1 Analysis of questionnaires

##### *Analysis of demographic data*

Statistical data revealed that both sample schools are rather similar in regards to gender, age, professional experience, educational background and homogeneity of ethnic derivation. As a result of this consistency, further in-depth comparisons were waived.

##### *Analysis of t-test results*

Most conducted t-tests revealed significant differences between the two tested groups. This is not surprising: the questionnaire was designed to assess the Principal of each sample school. Hence, the results reflect the evaluation of two individuals with different genders, ethnic and cultural backgrounds.

However, two of the performed t-tests in section three, part one, “your Principal believes in him/herself” and “your Principal acts with certainty” showed no significant variance between the two Principals. This finding is in line with contemporary literature. As Digman (1990) demonstrated with his “Five-factor-Model” certain attributes displayed by effective managers, are found universally. Self-confidence and self-consciousness are according to Digman (1990) such characteristics.

##### *Analysis of the results of raw data*

##### Emirati Principal

A general raw data analysis reveals that staff of the local public school evaluated their Principal’s leadership performance rather homogenously and the overall rating of her performance can be classified as “outstanding”. According to Cheng et al.

(2004, see illustration page 17, figure 6) Arab subordinates are unlikely to question or express dissatisfaction of their leaders' performances and when interpreting respective data this fact needs to be considered.

Taking a closer look to staffs' reflections in regards to their Principal leadership style, figure 15 on page 39 reveals the Emirati Principal practices a team orientated leadership style (67%) combined with charismatic/value based approaches (33%). With reference to Javidan & Dastmalchian (2009) effective Arab leaders practice a collaborative managerial style as it reflects the societal culture. Additionally, Smith et al. and Shah (both 2006) promote the charismatic/value based leadership approach in Arab countries as it is in line with the religious beliefs and accordingly, with societal favoured attitudes.

Additional interesting details about specific elements of the Emirati Principal's leadership approach are briefly analysed in the following:

1. Low scores on "persistence": in paternalistic societies, change is distributed hierarchically and subordinates obey without questioning (Cheng et al. 2004, see figure 6, page 17). Hence, if the Ministry of Education interferes with the Principals leadership approaches, she will adjust accordingly to re-conform.
2. Low results on "assertiveness" (see figure 20, page 43): as Hayden (2007) highlights, in-group collectivism or "getting along is considered more important than getting ahead" (Abdalla & Al Homoud 2001). Thus, the Principal adapts her goals constantly and by doing so, creates "win win situations" (Javidan and Dastmalchian 2009) for everyone.
3. High scores on "school related values are shared with the team": according to Murphy et al. (2007), "effective leaders communicate their visions clearly". Therefore, the Principal ensures every team member is aware of school related values and visions (see figure 27, page 47).
4. Low results in providing "critical thinking" situations (see figure 26, page 46): "Critical thinking" is contradictory to "absolute discipline and authority over subordinates" as practiced in paternalistic societies (Cheng et al. 2004). As a

result, the Principal may not see a necessity of creating situations in which “critical thinking” takes place.

5. Generally high scores in regards to communication style, but heterogeneous result of “informal interaction situations” (see figure 32, page 50): effective Arab leaders seek regular consultation with subordinates (Javidan and Dastmalchian 2009). Thus, the Principal should ensure she is easily approachable for every team member.
6. High marks on “being a role model” (see figure 29, page 48): this attitude is in direct line with the Islamic belief (Smith et al. and Shah both 2006) and reflects the paternalistic societal structure (Cheng et al. 2004). In line, the Principal constantly models favourable attitudes for gaining acceptance as a leader.
7. High scores on “regular feedback distribution” (see figure 34, page 51): according to Javidan and Dastmalchian (2009) the effective Arab leader practices a collaborative style and the element of distributing regular feedback is an essential aspect of this leadership style. Constant reflection and interaction between the Emirati Principal and her staff are reflected by the high scores.
8. High result on “is a good listener”: again, this is in direct line with the societal structure (Cheng et al. 2004) and consistently, with the application of a collaborative and consultative leadership approach (Javidan and Dastmalchian 2009). In accordance, the Principal takes time and listens to her team members (see figure 35, page 52).

### British Principal

The British leader’s assessment discloses a more heterogeneous result. He received a mixed review with some excellent scores but also a few critical evaluations. Hence, his overall rating is influenced by this and can be ranked as “good”.

Taking Booth’s (2007) opinion into consideration, it can be argued that Anglo-Saxons are requested to, and therefore do, frequently criticise their managers’ styles. Furthermore, assigning the highest possible mark in an assessment is rare as

there is, in a Western perspective, always room for personal growth and improvement (Hoppe & Bhagat 2007).

The British Principal leadership style, as displayed on page 39 in figure 16, was assessed with large variances and as a result, his leadership style can be seen as an individualistic managerial approach that blends different styles together in order to accommodate the specific needs of the organisation (Hoppe and Bhagat 2007). In the opinion of the team members of the private school their Principal practices a charismatic/value based, human orientated and autonomous leadership style with elements of self protective and non participative/autocratic behaviours. Most of these elements (charismatic/value based, human orientated and autonomous, respectively individualistic) are in line with Hayden's (2007) and Hoppe and Bhagat's (2007) findings of effective managerial style for Anglo leaders. However, the Principal is also perceived as autocratic and self-protective which, according to Hayden (2007), have a negative impact on effective leadership practice.

Additional interesting findings of the analyses of the British Principal's managerial practice are summarised in the following:

1. High scores on "knowledgeable": Murphy et al. (2007) promote effective leaders are highly knowledgeable especially in the area of pedagogy and the British Principal displays this favourable attitude (see figure 22, page 44).
2. Good results on "quick in cross-linking" (see figure 21, page 43): Schneider et al. (2009) argue that "providing productive responses to unique demands" are perceived positively in regards to effective leadership. Additionally Hoppe and Bhagat (2007) found that effective leaders act quickly. Hence, for providing unique solutions the Principal has to immediately cross link staff demands, with the vision and directions of school as well as practicality of the staff's requests.
3. High scores on "school related values are shared with the team": according to Murphy et al. (2007), "effective leaders communicate their visions clearly". Hence, the Principal ensures every team member is aware of school related values and visions (see figure 28, page 47).

4. Low marks on “being a role model” (see figure 29, page 48): Hayden (2007) found that modelling attitudes is only partially existent in the Anglo cluster. Being a role model is not perceived as important as being part of the team Hayden (2007). Thus, the British Principal has not necessarily to model favourable behaviours but has to be approachable and participating staff activities on a regular basis.
5. Low scores on “drives for staff consensus” (see figure 33, page 51): Hayden (2007) revealed that leadership practice in the Anglo cluster features only little in group collectivism. As a result of his social background, the British Principal might not perceive staff consensus as important.
6. Low marks on “direct feedback distribution” (see figure 34, page 51): Spillane (2004) outlines in figures 2-4 pages 14/15 that interaction between staff and leader is important in order to achieve a solution. Hence, the Principal should give feedback on a more regular basis to his staff.
7. Low result on “is a good listener” (see figure 35, page 52): again with reference to Spillane (2004), good solutions are derived from interactions. Part of this process is to listen to other opinions and taking them into consideration. Thus, it would have a positive impact on the Principals’ leadership effectiveness if he took more time and was more approachable for staff.

Summary:

<b>Emirati Principal</b>	<b>British Principal</b>
Overall high performance	Overall good performance
Team orientated & charismatic/value based leadership approach	Charismatic/value based approach with elements of humane, autonomous, autocratic and self-protective leadership approach
Shares school related values with staff	Shares school related values with staff
Role model	Not a role model
Regular feedback distribution	Rare feedback distribution

Good listener	Rarely approachable for listening
Little persistence	Quick in cross linking topics
Little assertiveness	Knowledgeable
Provides rarely critical thinking situations	Not driving for staff consensus
Rarely informal interaction situations	

Figure 42: Summary of how staffs perceive their Principals

### 5.1.2 Analysis of the interviews

#### *Emirati Principal*

In the Emirati Principal's opinion, effective leadership performance is characterised through distributed leadership practice, moreover a strong emphasis on collaborative elements in combination with some paternalist aspects.

Contemporary literature (Spillane 2004, Heck & Hallinger 2005 and Murphy et al. 2007) confirms that instructional leadership practice, in which distributed leadership is incorporated, has been proven to be a very successful leadership approach. Furthermore, with reference to Jarvis and Dastmalchian (2009), team orientated leadership styles are perceived as the most effective approach in the Middle East as it directly reflects the societal structure. Finally, Abdalla & Al Homoud (2001) and Kabasakal & Bodur (2002) discovered that successful managers in the Middle East add traditional values such as strong emphasis on personal relationship, being a role model for subordinates and promoting the societal beliefs and norms constantly.

An analysis based on literature revealed that the Emirati Principal's "five pillar approach" (see figure 36 page 53) for successful leadership is robust, well rounded and accommodates perfectly the specific needs of her school.

1. Communication: the eight aspects, as outlined in figure 37 on page 54, are in direct line with Murphy's et al. (2007) suggestions (see figure 1 on page 13) for instructional leadership practice. Furthermore, it is a reflection of Islamic beliefs as explained by Shah (2006). Finally, the illustrated communication pattern mirrors social practice of the region (Hayden 2007).

2. Teamwork: Javidan and Dastmalchian (2009) outlined that the team orientated leadership approach proved to be the most successful in the Middle East as it underlines the predominant social culture and its norms.
3. Appreciation: Murphy et al. (2007) report that “expertise is seen more important than role”. Thus, outstanding performance is recognised, appreciated and applied. Secondly, such leadership practice (Murphy et al. 2007) fosters personal growth and development of each involved individual.
4. Culture: In the opinion of Abdalla & Al Homoud (2001) and Kabasakal & Bodur (2002) effective leadership practice in the Middle East is embedded within traditional values and accordingly, is strongly influenced by Islamic beliefs (Smith et al. 2006 and Shah 2006).
5. Everyone can be a Leader: The last pillar is a direct reflection of distributed leadership practice as promoted by Spillane (2004) and Murphy et al. (2007) and is seen as a very effective approach in managing educational facilities.

### *British Principal*

The British Principal’s assessed his own leadership style as distributed leadership practice with a strong emphasis of constant drive and ongoing change in order to accommodate the needs of his organisation.

The Principal’s approach is in line with Murphy’s et al. (2007) and Spillane’s (2004) effective frameworks on shared leadership practice. Moreover, Booth (2006) states that successful Anglo managers “facilitate change” and “accommodate a positive action orientation”.

The Principal’s approach and concept is in line with contemporary literature on effective managing and applies specific elements of successful leadership in his organisation.

1. Effective vision and clear examples: Keating and Martin (2007) confirm that effective leaders aim for “staff buying into their visions” through inspirational and visionary communication. Furthermore, Murphy’s et al. (2007) first

- dimension (see figure 1 on page 13) on instructional leadership practice theory mirrors the Principal's practice.
2. Firm and fair: In the view of Hoppe and Bhagat (2007) successful leaders "care about their people" and Booth found, that these individuals are accustomed to a significant degree of criticism through their subordinates.
  3. Change (situational & on a day to day basis): In the Anglo cluster, outstanding leaders are perceived as persons who facilitate change and act in a flexible way (Booth 2007).
  4. Dynamic: Hoppe and Bhagat (2007) outline that effective leaders act quickly and according to Booth (2007) outstanding individuals motivate their staff by their energetic and dynamic personality.
  5. Everyone in the school can be a leader: This aspect is in direct line with Spillane's (2004) framework of distributed leadership practice and Murphy's et al. (2007) instructional leadership approach. Both theories are seen as very effective frameworks for leading educational facilities.

### 5.1.3 Analysis of the observations

#### *Public local school*

A general analysis of the meeting, its structure and interactions reveals a relaxed, friendly, yet engaged atmosphere. Even when discussing controversial topics, respectful behaviour prevailed and the leader as its subordinates acted interdependently. At any time of the meeting, subordinates were treated fairly and as professional equals, nevertheless, it was clearly evident, who was leading the meeting.

As literature (Murphy et al. 2007) and (Spillane 2004) suggests, collaborative and participative leadership styles are seen as the most effective in schools. Additionally Javidan and Dastmalchian (2007) outline, collaborative elements and consultative aspects are seen as favourable approaches in the Middle Eastern cluster as they underline societal practice and norms. Finally, Cheng et al. (2004) observed that effective Arab leaders maintain a clear hierarchy.

### *Private international school*

The observed meeting, its setting and discussions generally implied a relaxed and friendly atmosphere. Most participating individuals were evidently engaged but a few displayed signs of boredom or even resistance. No difference between the leader and its subordinates was detected, thus everyone was seen as equal. Finally, interactions were reciprocally and complemented each other.

In Hayden's et al. (2007) view, effective Anglo leaders should be perceived as "part of the team". This is in direct line with Spillane's (2004) framework of distributed leadership and his theory on how interaction is distributed (see graphs 2-4 pages 15/15). Finally, Anglo subordinates are used to distribute critique (Booth 2007) thus, displaying boredom and resistance is culturally accepted.

## **5.2 Discussion**

Both Principals are perceived as effective leaders, nevertheless, there is an apparent difference in regards to the number of critique issued by their staffs. Booth (2007) found, that British subordinates are likely to critique their leaders on a regular basis whereas Cheng et al. (2004) outline that subordinates in paternalistic systems obey their leaders without questioning.

### **5.2.1 Emirati Principal**

The Principal's self-assessment on her leadership practice and how she is perceived as a leader by her staff shows a high congruence. Moreover, the self-assessment and the evaluation by staff are confirmed by the findings of the observed meeting. This homogenous outcome is furthermore in direct line with theoretical frameworks on effective leadership practice as suggested by Spillane (2004) and Murphy et al. (2007). Finally, her approach also reflects proposed aspects as outlined by Abdalla & Al Homoud (2001) and Javidan & Dastmalchian (2009) that influence Arab leadership practice positively.

The following four hypotheses underline the Principal's effective leadership practice:

1. Overall leadership approach: the Principal as well as staff come to the conclusion that she practices a team orientated approach with elements of charismatic/value based leadership theory as explained in the GLOBE project (2006) leadership dimensions. Additionally, the observed meeting displays collaborative elements (Murphy et al. 2007 and Javidan and Dastmalchian 2009) and illustrates a clear hierarchy (Cheng et al. 2004). This approach is described not only as the generally most effective leadership style (Murphy et al. 2007), but also as the successful leadership practice particularly in the Middle East (Javidan and Dastmalchian 2009).
2. Visionary: The Principal emphasises the importance of sharing visions with staff. Staff on the other hand, feel that the Principal shares school related values with them. In an Arab context, as described by Javidan and Dastmalchian (2009), individuals with inspirational visions are perceived as successful leaders.
3. Being a role model: gained data reveals that the Principal is seen as the staff's role model. According to her team, the Principal lives up to her responsibility as a leader to model favourable behaviour. Murphy et al. (2007) and Heck and Hallinger (2005) found that successful managers show, and Cheng et al. (2004) argue that effective leaders in paternalistic societies physically displayed, moral integrity. Finally, Smith et al. (2006) and Shah (2006) both promote leader as role models as part of Islamic beliefs and thus, argue that in a Muslim context successful leaders are perceived as role models.
4. Good listener & regular feedback distribution. In the Principal's opinion, listening to people and providing them with feedback is important. Staff members evaluate their Principal as a good listener who regularly distributes feedback. The observation revealed that the leader listens carefully to subordinates during interactions. Again, with reference to Spillane (2004) reciprocal interactions are part of successful leadership strategies. Moreover, Cheng et al (2004) promote the holistic concern of leaders in paternalistic societies.

However, the analysis of data also revealed that some leadership aspects could be improved. Staff found that informal interaction, and fostering critical thinking is not clearly evident when reflecting on their Principal's leadership style. As Kabasakal and Bodur (2002) outline successful Arab leadership fosters personal relationships and Spillane (2004) promotes reciprocal interaction as a crucial element of successful distributed leadership. Thus, informal interaction and critical thinking are two elements that are important for effective leadership.

To sum up, findings and literature strongly indicate that the assessed Principal's leadership capabilities are highly effective. However, data also revealed possible room of improvement in regards to informal interaction practice and foster critical thinking.

### 5.2.2 British Principal

The comparison between the Principal's self-assessment on his leadership practice and the perception by his team showed mostly similar results. Furthermore, the observed meeting partially confirms the staff perception and fully supports the Principals self-assessment. Most of the findings are consistent with theories on effective leadership as explained by Spillane (2004) and Murphy et al. (2007). Finally, the Principal's leadership practice reflects at large favourable cultural implications as advocated by Booth (2007) and Hayden et al. (2007).

The following four hypotheses underpin the Principal's successful leadership practice:

1. Overall leadership approach: staff members perceive their Principal's leadership style as a blend of charismatic/value based, human orientated and autonomous leadership dimensions as outlined in the GLOBE project (2006). Furthermore, they detect some elements of self protective and non participative/autocratic behaviours. The Principal's self-assessment on the other hand, favours a team orientated approach with elements of charismatic/value based and human orientated dimensions. Finally, the observation of a meeting reveals a team orientated style. These findings are

- mostly in line with Hayden et al. (2007) and Hoppe and Bhagat (2007) who outline, the ideal leadership approach for the Anglo cluster is a charismatic/value based approach in combination with collaborative elements. Additionally, successful leadership practice in schools as promoted by Spillane (2004) and Murphy et al. (2007) are based on a team orientated approach.
2. Inspirational and visionary communicator: the Principal's self-assessment which was confirmed by the perception of the staff stresses the importance of a strong vision that is clearly communicated and shared with staff. Hoppe and Bhagat (2007) and Booth (2007) claim that successful Anglo leaders are individuals who engage staff through inspirational and visionary communication styles. Furthermore, a clear vision and its stewarding is an important element of the instructional leadership practice as discussed by Murphy et al. (2007).
  3. Highly knowledgeable and quick in cross linking: the self-assessment, as staff reflexion and the observation all implied high amounts of knowledge and the importance of acting flexible. This finding is in direct line with literature on instructional leadership practice (Murphy et al. 2007) and reflects results on societal favoured aspects of leaders (Booth 2007).
  4. Does not drive for staff consensus: the Principal outlines he is not driving for staff consensus which is confirmed by staff's feedback. In the Principal's opinion different points of views are the facilitator of change and subsequently lead to excellent solutions. Again, with reference to Hoppe and Bhagat (2007) and Booth (2007) successful Anglo leaders are dynamic individuals who encourage participation. Furthermore, Keating and Martin (200&) and Spillane (2004) suggest reciprocal interactions lead to holistic solutions.

Nevertheless, findings also suggest room for improvements of leadership practice. First of all, the Principal should, in the opinion of staff, be more approachable to them. However, in his view, the Principal promotes a flat hierarchy and regular contact with staff. Hayden et al. (2007) pointed out that effective leaders in the Anglo

cluster are expected to act as part of the team. Thus, being approachable is a crucial element for an Anglo leader.

Secondly, there was also an inconsistency on regular distribution of feedback. The Principal states feedback is an integral part of his leadership practice, whereas staff reflections implied only little administration of feedback. Spillane (2004) emphasises that reciprocal interaction practice is an important aspect of successful managerial behaviours. As a result, the Principal should ensure he administers feedback on a regular basis.

In a nutshell, data and literature imply that the British Principal's managerial style is mostly effective. However, findings outline there is room for improvement in regards to approachability and regular feedback distribution.

### **5.2.3 A comparison of the two Principals**

It is important to outline that both Principals are individuals who successfully apply effective leadership practice in their schools. Each Principal achieves its performance through several elements:

1. Both employ effective theoretical frameworks, namely instructional leadership (Murphy et al. 2007) or distributed leadership (Spillane 2004) within their organisations.
2. In line with the theory on distributed leadership (Spillane 2004) both individuals provide visions, nourish communication, favour team work, facilitate change and empower staff to the maximum possible extent.
3. Both are aware of their leadership abilities and staffs' perceptions reflect their capabilities. This is in line with the theory of Avolio & Gardner effective leaders promote authentic practices.
4. Both put the applied theoretical frameworks into context with predominant cultural beliefs (Abdalla and Al Homoud 2001 and Javidan & Dastmalchian 2009) and societal norms (Booth 2007 and Hoppe & Bhagat 2007) within their organisations.

Hypothesis four implies, even though both Principals apply similar collaborative leadership approaches, that there are significant differences in their managerial styles:

1. The Emirati Principal classifies a strong and positive relationship between individuals as the most important aspect of her leadership practice and outlines that everything else will derive out of it. The British Principal on the other hand, identifies change, drive and a strong vision as the main facilitators. Both opinions are based on their predominant societal norms. In group collectivism is highly regarded in the Middle East (Hayden et al. (2007) whereas the Anglo cluster favours performance orientation, and thus future orientated direction (Booth 2007).
2. The Emirati Principal maintains a high degree of traditional aspects within her daily work. The British Principal, promotes flexibility and dynamism in his routine. Again, both views reflect their cultural backgrounds. Abdalla and Al Homoud (2001) note successful leadership practice in the Middle East is strongly embedded within the traditional values of the countries. Booth (2007) however, found that effective Anglo managerial approaches employ staff by actions that display flexibility and dynamism.

### 5.3 Practical policy implication

As a result of this case study, what should the Ministry of Education take into consideration when hiring new Principals for their local public schools? Though it is not possible to provide a comprehensive description of effective leaders, collected data suggests, that the Ministry should aim to hire individuals,

1. who initiate change and improvement;
2. who value traditions and societal norms;
3. who favour team orientated & consultative approaches;
4. who foster in-group collectivism;
5. who create a sense of belonging for team members;
6. who are administratively skilled; and

7. who display attributes such as honesty, reliability, friendliness and equilibrium.

In order to accommodate the specific needs of a Principalship in an international private school with an emphasis on Anglo-Saxon cultures the management should consider hiring individuals

1. who promote a strong vision;
2. who are inspirational communicators;
3. who drive for change;
4. who strive for excellence;
5. who act quickly in a dynamic and flexible way;
6. who practice collaborative leadership styles; and
7. who are approachable for staff.

#### **5.4 Limitation of study and suggestions for further research**

Whilst working on this paper a few limitations affected the outcome of this study.

1. Resources and time for a dissertation paper are restricted and its format and size is predetermined. As a result, research was limited and illustrates findings relating to two Principals only. Hence, results are not applicable to a wider population and cannot be generalised.
2. Videotaping of a meeting was denied for religious reasons and observations had to be noted down. As a result, a large amount of data was not detected or there was insufficient time to record such data.
3. No Principal-staff meeting could be observed. Principals have many responsibilities and distribute some of their responsibilities to their senior management team. As a result, these members usually lead teacher meetings.

On the other hand, this study has also revealed several options for further research.

1. Large scales study on successful leadership practice and the impact of cultural elements on its efficiency.

2. The observation of perceived effective Principals and an in-depth analysis of their practice.
3. The inclusion of opinions of students and parents on effective Principalship and a subsequent comprehensive analysis of all involved individuals.

## 6. Conclusion

Analysed research results of this case study revealed several elements that underpin effective leadership in educational settings. These elements can be directly linked to research literature on successful Principalship practice. In particular, successful Principals combine the promoted managerial approach with specific cultural norms within the societal context of the school.

First, Principals should apply a collaborative approach, ideally and as suggested by Murphy et al. (2007) and Spillane (2004), instructional or distributed leadership. Instructional leadership practice features five key points: 1. A strong vision and an inspirational leader. 2. Extensive team work with shared responsibilities. 3. Effective communication. 4. Drive for change. 5. Empowerment of staff.

Second, cultural idiosyncrasies influence effective leadership practice. Hence, cultural background and societal norms of schools, respectively their individuals, have to be taken into consideration (Hayden et al. 2007).

Successful Middle Eastern leaders facilitate change embedded within the societal culture of the country (Javidan and Dastmalchian 2009). Moreover, as promoted by Kabasakal & Bodur (2002) Arab managers apply a team orientated, consultative leadership approach in which in-group collectivism is fostered. Finally, they provide a flat, but clear hierarchy.

Effective Anglo managers on the other hand, are performance driven individuals (Booth 2007). Hence, they promote a clear vision through inspirational communication (Hoppe & Bhagat 2007). Moreover, they are facilitators of change. Finally, they engage staff through dynamic and flexible actions.

On the basis of the gained data, the study derives seven characteristics that should be taken into consideration when hiring Principals for either local or private schools in the UAE. The paper also summarises its limitations and suggests further research subjects.

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# Appendices

## Questionnaire

### **Principal's Effectiveness: How does an Arab Principalship differ from a Western Perspective?**

#### **Questionnaire**

##### **Purpose**

This questionnaire measures the relationship between Principals and their team members and forms a part of my dissertation 'Principal's Effectiveness: How does an Arab Principalship differ from a Western Perspective?' It consists of four sections; 'Statistical questions', 'Principal behaviours' (culturally related), 'Relationship between the Principal and his/her team' and 'Have your say'.

All information provided will be used solely for my dissertation and anonymity will be maintained throughout the whole process.

May I kindly ask you for **15 minutes** of your precious time to fill in the questionnaire below?

Please hand the questionnaire back at your next staff meeting. Thank you very much for your cooperation.

Best regards

Karin Zanin Fankhauser

### Section one: Statistical Questions

The following section helps to determine whether different types of people respond to the questions in this questionnaire differently.

**Instruction:** Please **tick** (or if required; write) the **correct answer**

#### *About you*

What is your gender?

male

female

How old are you?

20-25

26-30

31-35

36-40

41-45

46-50

51-55

56-60

61-65

66+

What is your country of Citizenship?

\_\_\_\_\_

What country were you born in?

\_\_\_\_\_

How long have you lived in Dubai for?

less than 1 year

1 to 2 years

2 to 3 years

3 to 4 years

4 to 5 years

5 to 8 years

8 to 10 years

10 years and more

Besides your country of birth, how many other countries have you lived in for longer than one year?

\_\_\_\_\_

What is your ethnic background?

\_\_\_\_\_

Do you have any religious affiliation?

yes

no

If you answered 'yes' please indicate the name of the religion

Buddhism

Christianity

Hinduism

Islam

Judaism

other: \_\_\_\_\_

*About your educational & professional background*

How many years of full-time work experience have you had?

- less than 1 year   
  1 to 2 years   
  2 to 3 years   
  3 to 4 years  
 4 to 5 years   
 5 to 8 years   
 8 to 10 years   
 10 years and more

How long have you worked for your current school?

- less than 1 year   
  1 to 2 years   
  2 to 3 years   
  3 to 4 years  
 4 to 5 years   
 5 to 8 years   
 8 to 10 years   
 10 years and more

What kind of educational degree do you have?

- high school diploma   
 Bachelor   
 Master   
 PHD  
 other: \_\_\_\_\_

If you have an educational major or an area of specialisation, what is it?

---

## Section two: Principal behaviours

The following section helps to determine what kind of leader behaviours your Principal practices.

### Instructions:

There are several behavioural patterns listed that can be used to describe leaders. Please **choose in each block** the characteristic/behaviour **that matches best** your Principals attitude. Please tick **only one answer for each block**.

#### Block A:

- Mediator                       Inspirational                       Formal  
 Generous                       Unique                               Ruler

#### Block B:

- Bossy                               Independent                       Calm  
 Secretive                       Sincere                               Loyal

#### Block C:

- Collaborative                       Risk taker                               Indirect  
 Compassionate                       Individualistic                       Domineering

*Block D:*

- Autocratic                                       Autonomous                                       Patient
- Cautious     Decisive     Consultative

*Block E:*

- Communicative                                       Visionary     Procedural
- Modest     Inimitable     Non egalitarian

*Block F:*

- Non delegator                                       Unaffiliated     Self-effacing
- Normative     Intuitive     Coordinator

**Section three: Relationship between your Principal and you, as part of his/her team**

The following section helps to determine various facets of your relationship with your Principal.

**Instructions:** For each sentence listed below, indicate the degree to which you agree with the sentence in relation to your Principal.

5 = Strongly agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly disagree

**Please highlight the number, which refers best to your chosen answer.**

**Your Principal**

1. Your Principal believes in him/herself
2. Your Principal acts with certainty
3. Your Principal acts believably
4. Your Principal is reliable
5. Your Principal shows and encourages critical thinking
6. Your Principal is quick in cross-linking several topics
7. Your Principal is highly knowledgeable
8. Your Principal stays fixed on goals despite possible interferences
9. Your Principal stands by his/her decisions even in uncomfortable situations
10. Your Principal backs you up as a professional, if necessary
11. Your Principal acts according to a plan
12. Your Principal is a good coordinator

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**The Principal and his/her team**

1. Your Principal gets along with his/her team
2. Your Principal shows kindness and warmth towards his/her team
3. Your Principal shares school related values
4. Your Principal provides a work environment in which team members feel comfortable
5. Your Principal stimulates situations in which reflective thinking is taking place
6. Your Principal celebrates achievements of team members as their success
7. Your Principal strengthens team member's commitment to work
8. Your Principal motivates team members for personal and professional development
9. Your Principal inspires you to work towards set goals
10. You Principal is open to your ideas/projects
11. Your Principal respects you as an equal professional
12. Your Principal is a role model for you

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**Communication**

1. Your Principal communicates effectively with his/her team
2. Your Principal talks inspirationally
3. You Principal explains his/her visions
4. Your Principal uses humor to relieve uncomfortable situations
5. Your Principal encourages group discussions
6. Your Principal drives for staff consensus
7. You Principal is interested in your opinions
8. Your Principal seeks for informal opportunities to interact with you
9. Your Principal encourages you expressing ideas which are 'out of the box'
10. Your Principal gives you regular feedback about your work
11. You Principal mediates between you and a colleague, if necessary
12. Your Principal is a good listener

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

**Section four: Have your say**

**Instructions:** Write in a few short sentences your opinion.

What is an effective/good leader?

---

---

---

Do you think of your Principal as an effective/good leader?

yes

partially

no

If you ticked 'yes': What makes your Principal an effective/good leader?

---

---

---

If you ticked 'partially' or 'no': Why is your Principal not (or only partially) an effective/good leader?  
What is missing?

---

---

---

*Thank you for your precious time and cooperation by filling in this questionnaire. Please hand it directly back to Karin Zanin Fankhauser at your next staff meeting.*

## Principal's Effectiveness: How does an Arab Principalship differ from a Western Perspective?

### Questionnaire

### CODED VERSION FOR SPSS

#### Section one: Statistical Questions

*About you*

**1** What is your gender?

**1** male

**2** female

**2** How old are you?

**1** 20-25

**2** 26-30

**3** 31-35

**4** 36-40

**5** 41-45

**6** 46-50

**7** 51-55

**8** 56-60

**9** 61-65

**10** 66+

**3** What is your country of Citizenship?

**1** UAE

**2** Egypt

**3** Jordan

**4** Syria

**5** Lebanon

**6** GreatBritain

**7** USA

**8** Australia

**9** NZ

**10** SA

**11** Canada

**12** Qatar

**13** Palestine

**14** Turkey

**15** Ireland

**16** USA

**4** What country were you born in?

**1** UAE

**2** Egypt

**3** Jordan

**4** Syria

**5** Lebanon

**6** GreatBritain

**7** USA

**8** Australia

**9** NZ

**10** SA

**11** Canada

**12** Qatar

**13** Palestine

**14** Turkey

**15** Ireland

**16** USA

**5** How long have you lived in Dubai for?

**1** less than 1 year

**2** 1 to 2 years

**3** 2 to 3 years

**4** 3 to 4 years

**5** 4 to 5 years

**6** 5 to 8 years

**7** 8 to 10 years

**8** 10 years and more



**Section two: Principal behaviours****1 Block A:**

- |                   |                        |                 |
|-------------------|------------------------|-----------------|
| <b>1</b> Mediator | <b>2</b> Inspirational | <b>3</b> Formal |
| <b>4</b> Generous | <b>5</b> Unique        | <b>6</b> Ruler  |

**2 Block B:**

- |                    |                      |                |
|--------------------|----------------------|----------------|
| <b>1</b> Bossy     | <b>2</b> Independent | <b>3</b> Calm  |
| <b>4</b> Secretive | <b>5</b> Sincere     | <b>6</b> Loyal |

**3 Block C:**

- |                        |                          |                      |
|------------------------|--------------------------|----------------------|
| <b>1</b> Collaborative | <b>2</b> Risk taker      | <b>3</b> Indirect    |
| <b>4</b> Compassionate | <b>5</b> Individualistic | <b>6</b> Domineering |

**4 Block D:**

- |                     |                     |                       |
|---------------------|---------------------|-----------------------|
| <b>1</b> Autocratic | <b>2</b> Autonomous | <b>3</b> Patient      |
| <b>4</b> Cautious   | <b>5</b> Decisive   | <b>6</b> Consultative |

**5 Block E:**

- |                        |                     |                          |
|------------------------|---------------------|--------------------------|
| <b>1</b> Communicative | <b>2</b> Visionary  | <b>3</b> Procedural      |
| <b>4</b> Modest        | <b>5</b> Inimitable | <b>6</b> Non egalitarian |

**6 Block F:**

- |                        |                       |                        |
|------------------------|-----------------------|------------------------|
| <b>1</b> Non delegator | <b>2</b> Unaffiliated | <b>3</b> Self-effacing |
| <b>4</b> Normative     | <b>5</b> Intuitive    | <b>6</b> Coordinator   |



**4** If you ticked 'partially' or 'no': Why is your Principal not (or only partially) an effective/good leader? What is missing?

PARTIALLY (good)

<b>1</b> good listener	<b>2</b> coordinator	<b>3</b> cooperative /collaborative
<b>4</b> Well educated / knowledgeable	<b>5</b> reliable / honest / trustworthy	<b>6</b> social / friendly
<b>7</b> sincere / considerate / loyal	<b>8</b> punctuality	<b>9</b> patient
<b>10</b> interested / compassionate	<b>11</b> helps others to grow / pushes others limits / supportive	<b>12</b> self-confident
<b>13)</b> inspiring / motivating / encouraging / fair	<b>14</b> unique / authentic	<b>15</b> professional / effective / driven
<b>16</b> appreciative	<b>17</b> reflective	<b>18</b> visionary / role model
<b>19</b> calm	<b>20</b> taking time	<b>21</b> communicative
<b>22</b> decisive		

PARTIALLY (missing)

<b>1</b> good listener	<b>2</b> coordinator	<b>3</b> cooperative /collaborative
<b>4</b> Well educated / knowledgeable	<b>5</b> reliable / honest / trustworthy	<b>6</b> social / friendly
<b>7</b> sincere / considerate / loyal	<b>8</b> punctuality	<b>9</b> patient
<b>10</b> interested / compassionate	<b>11</b> helps others to grow / pushes others limits / supportive	<b>12</b> self-confident
<b>13)</b> inspiring / motivating / encouraging / fair	<b>14</b> unique / authentic	<b>15</b> professional / effective / driven
<b>16</b> appreciative	<b>17</b> reflective	<b>18</b> visionary / role model
<b>19</b> calm	<b>20</b> taking time	<b>21</b> communicative
<b>22</b> decisive		

NO (what is missing)

<b>1</b> good listener	<b>2</b> coordinator	<b>3</b> cooperative /collaborative
<b>4</b> Well educated / knowledgeable	<b>5</b> reliable / honest / trustworthy	<b>6</b> social / friendly
<b>7</b> sincere / considerate / loyal	<b>8</b> punctuality	<b>9</b> patient
<b>10</b> interested / compassionate	<b>11</b> helps others to grow / pushes others limits / supportive	<b>12</b> self-confident
<b>13)</b> inspiring / motivating / encouraging / fair	<b>14</b> unique / authentic	<b>15</b> professional / effective / driven
<b>16</b> appreciative	<b>17</b> reflective	<b>18</b> visionary / role model
<b>19</b> calm	<b>20</b> taking time	<b>21</b> communicative
<b>22</b> decisive		

## Interview Transcripts

### Transcript of the Interview with a Principal of a Local School

31 minutes; semi-structured

Due to ethical reasons all the names and references leading to the school have been changed to guarantee anonymity. In order to get a reader-friendly transcript some of the 'verbal tics' - such as 'ehm', 'mh', 'aha' and so on – were not transcribed.

As the Principal started immediately and without any introduction talking about her leadership style the first part of the interview was not recorded. A summary of this part will be provided in bold letters in order to differentiate between the taped interview and the summary. The interviewer's questions and comments are in italics, whereas the Principal's thoughts are printed in normal font.

*Observation of principal office setting; very relaxed, friendly, open door policy; people drop in and out whilst being interviewed. Principal takes time for them, very friendly and relaxed feeling.*

#### Interview Transcript:

*Good morning and thank you very much for letting me do research in your school and in particular for taking the time for this interview.*

Very welcome. We are a big family here and leading this school is a little bit like being a parent. You see, I first had to work on the relationship with the staff. If we have a good relationship with each other, the rest will follow and we will have a good school. But first importance is the people, and then I can think about curriculum and textbooks. For building this relationship and leading the school I believe in five main things: communication, teamwork, appreciation, culture and everyone in this school can be a leader.

**Communication is the first and very important; if we don't know what the others are doing then we are not a good team. Also, they need to know what I want from them and I must know what is going on. For example, it is important to listen to my staff. Not only about school, but if someone has a problem at school or in their family I am there to listen. They need to know, that I take the time for them. This is a bit like our rulers. You know, our rulers are leading the country but they listen to their people. Our rulers are very close to the people. That's why I try to be very close to my people. I have to understand what sorrows they have also private ones. We are a family and everyone is important so I need to take time for everyone.**

*(Interruption, staff member enters the room. (pause). Permission for putting on the tape recorder.)*

Would you like to have some Arabic coffee?

*Yes please, I love the Arabic coffee. I like the cardamom in it. (pause) Thank you very much. Shukran.*

20 A do you speak any Arabic?

*Unfortunately only a few words.*

You should learn some Arabic; it is always good to learn another language. See, I speak English, but as for the language I do some mistakes but it is ok for us to learn a bit. Ask xxx to teach you some Arabic words.

25 *I know, I always wanted to do an Arabic course and once my Masters is finished I will start.*

Inshallah, it is good to speak a little bit of Arabic. It is a big part of the culture in the UAE.

*Exactly, and that is one of the reasons why I would like to learn it.*

30 *So, what I would like to do is an interview with you about, you know, how you feel about leadership and how you actually lead your people and if possible I also would do the opposite with your staff. But they would answer a questionnaire. It would be in English or Arabic so that they actually understand the questions and can answer in their mother tongue. And the third thing is, if I get the permission from you and your staff, I would like to videotape a conference where you interact with your people. I assume, the meeting will be in Arabic so I can't understand it anyway, but I am looking at the body language.*

Ok, yes.

35 *You know how, well, is body language used... because body language is very important in communication. That would be the third part of my research, if I was allowed to conduct research in this school.*

Ok. That's ok for me but we also have to ask the teachers and the staff.

40 *Of course. And also it would be only me watching the video and I will give the copy to you that it will be here with you, because I know, it is an issue, especially if you are not covered...*

*...oh yes...*

*...and some teachers might not be fully covered and obviously a man can't see it. I am very clear of that.*

No no no, that's ok. I think for research we have to support it.

*Oh thank you.*

45 Because all of this will be for the students and for the future. Maybe that's one of the things I believe in, you have to support the staff for studying and research. Because of the staff being one level we can't change anything but we need to do many of changes.

*Ok. Shall we start? Describe in a few words your leadership style.*

50 After appreciation is also another thing to support them in their work. There are times.... You know, we are not completely right about everything, but we have to accept any, another opinion. For example, some things in the administration or some rules or some things. That's some sort of communication that is not coming from one side, that's not coming from up to down, it's coming from down to up, from ... left to right. I think that's the second, and it gives us some focus and every things in the school. The second thing gives me....how can we know the issue when there is something small but very influential there.

55 Another thing is ... we are very flexible for you know .... for their cases. Some of the staff they only need somebody to listen for them. Just to listen for them. Because when they come from...when there is a problem with their family or something... I don't have more time but it is not happening for every day. But when somebody asks I like to go with them to sit with the staff and in their room because sometimes when we discuss in their room they feel very close with us. They can speak very comfortable about themselves about their, you know, cases any issues not only in the school but also out of the school.

60 I think another thing is we have ... to, there are any things workshop or conferences or something, we let them to go. Sometimes they are come for one or two teachers and... I speak not for English staff but for all the subjects.

*I understand*

65 So, I support them to go they can take their period and they go and also if they go after their period that's ok. I want them to see what you know the latest things of science, of the knowledge of information are. For example, last week there is, you know, some observation lesson in the AD only for level 12 teachers. But when I saw it, you know, I told all of them (not only level 12 teachers); because for every subject they had one day and after the observation they had a second period for workshop or something. AD, they limited the numbers of teachers for the workshop on the same day. I told to all of them (her teachers) why don't you do the observation and on this one I give you free time because I think it is a good course and very important for professional development. You know we only had to send two teachers but they went eight of our teachers.

*Wow, great*

75 Yeah, from grade 10, 9, 11 and 12. They came back and they feel, because they compared themselves with other schools.....The other schools did not let go all the teachers only two and another teacher

had to stay in their school. And you know, they feel not...you know... So our teachers got free time that they could go and they feel very appreciated and that we support them.

80 Another thing is the team work. Team work I think is a very, very strong factor to develop the school. All the teachers work in teams, we have eight groups one for the parent, quality group, and environment group, you know, English group, Arabic and so on. We divided them. They all have their own visions and planning they have implementing for their groups. They all have a mentor, but we did not give them the orders like 'you have to...', no. They decide what they want, just we discuss with them the outcome of this one and we should ask them what they want to do with it. Maybe it's the mentoring they feel it, the second  
85 level of leadership.

(The supervisor of Arabic teacher enters the room, greetings, short discussion in Arabic between the supervisor and the Principal. Supervisor leaves the room.)

That was the supervisor for our Arabic teachers.

*Oh. Ok.*

90 Eh, what were the last sentences?

*We were talking about team work and how important it is.*

Oh yeah, I think, some of teachers they have some abilities of leadership. So give them some of the leader work within the team and I think we can discover their ability to do it. With training they will be able to manage some parts of the meeting or something. With that we can discover the second level of  
95 leadership.

*Yeah.*

This one, I think will give them power. To do it more and more and take over responsibility within the school.

*So, you distribute actually leadership...*

100 Absolutely.

*...because you believe in that, because you think it is important and empowering for the staff.*

Yes, you know I think a clever leader is to create another leadership. You know, because it is not in the hand of one person it is in the hand of the system. And we build a system in the school like any company or city or something. We are a system and in organization you will not worry about one person as a leader  
105 for the school or the company or something. That is what I aim for.

*Yeah.*

Because now you see, my position maybe two days at school and three days in the Ministry of Education but I don't worry about the school because the vice Principals do it themselves and will run the school, they don't have any work out of the school, the secretary manage administration that's ok, the station workers they do their stuff.

*So everything is organized.*

Yes, they know what to do and they will. I also believe to trust and in the confidence of the people. To give them some sense of responsible about their work. I don't like the people, when they wait for me to start for the work and when they ask me for everything. We don't have to worry for every mistake they might do, we have to trust their ability to do it.

*Yeah, I understand.*

Because nobody is completely perfect, we have our mistakes also. But giving them this confidence they feel they are very important for us. Maybe...for example, when we prepare for the accreditation, you know our school we are very highly effective in all sets of standards, we don't do some things different from what we doing all year.

*Yeah.*

No, we do all the same things. When I came here one day before I told one of the vice Principals You know, I will come and look after the cleaning because we have to do more about the cleaning. So I wanted to see it. So I asked my vice Principal if she could come to the school to see it on Saturday on our holiday, one day before the accreditation which were on Sunday and Monday. So I told the community (staff) of the situation with the cleaning that it should improve. So when I came to see the school I saw maybe half of the staff in the school.

*Yeah*

They came on Saturday on their own without anyone telling them. They just want to prepare their classes, their rooms, activity rooms and some things. This is ... gave me a lot of pride. They did it by themselves no one pushing them, you know.

*Wow. Yeah.*

I think this comes from...we built a good relationship a good confidence with them and also I accept any things, any mistakes from them. Because when they come, when they have a problem we are there for them. They are very comfortable to speak with me...

*...also about problems like you said before, private and professional ones...*

Yes in the class room...you see they will not worry about the feedback I give to them. I give them feedback. It is also something good for me. I know the cases I know the issues I know ... because when they are sharing their positions I listen to them, it will be a strong decision in the end.

140 *Yeah. Sounds logical. So when you have visions and missions, and obviously with MAG you have a certain path to follow, how do you share it? Do you actually share it with your team? How do you take decisions? Is it you? Do you say 'we do it like this...'* or do you talk to each other or take decisions together, how does it work with your team?

145 You know the high authority of the school is not me it is the council of the school, I believe in it. You know, any things, any issue, you know xxx, she is also a member of that council in the school. Maybe you will hear something different from other schools, but the MAG schools and our staff is very good. We have very high education also high characters. When they come to discuss anything, we discuss it...we aim for what? It's not for my opinion or her opinion it is for the result of this one... it will be something good for the students and that's ok. In the end we all want a good thing for our students. ...

150 *Yeah,*

Maybe in one case we do it ...we started... you know the MAG schools, to spread you know the experience ...maybe...our system here, you know, the system is good here but when saw some of the cases from the MAG team about... they focus on the learning of student and not only on the teacher some of... they very... more ... it's more...we can see it how they focus on the student learning center ...  
155 you know... I think they are focused what they learn not only what the teacher they do it in the class room....

*Yeah,*

This one I think ... the benefit of this thing is we gain from the MAG school. We don't stop to see this is a good experience of good cases but we go on to visit them and to transfer this ...you know ... this situation  
160 to all the subjects. Also about every year they have final... final ...

*Exams*

*...no not exams, what ...celebrate...*

*Ah ok...*

...yeah final celebrate....and it's coming after work you know training work for some of the training. Who  
165 is doing the training? The staff.... The MAG staff....or you know the Ministry staff. They feel they are something... they complete each other....

*Yeah...*

Yeah...they have some of good experience and they have good experience when they see the other side...

170 *So, they grow together it is very collaborative...*

Yeah...and there is more help I saw them... I think the main things...we not divide between the MAG staff and the (others), no they are ALL one family.

*Together... yeah...*

175 That's maybe some things of factor of success in the school because eh we didn't give them the feeling there is something with the other group, no... this is something for the progress of the school.

*Yeah*

And we have to take anything for multi work... nobody will be the perfect an every things and I believe there is maybe a good trial in the ... some of the like the American, Australia and Singapore and you know there is a good trial in the system or on the learning we have to take from them you know

180 *Yeah*

it's not something we should be ashamed for them that we take it you know but we also have our system and we can .. you know ...mix them...

*yeah, that's what you said before the culture you have to take your own culture into account*

185 yeah, another things we take maybe and we...from ideologies is maybe leadership like you know workshop....

*Ahmm*

190 ... leadership workshop for the Principals for one year. I studied in Zayed University... yeah, yeah... we are only about 20 percent from the Emirates ... the first time, you know, we have our standards, but we saw some of the international standards.... I thought we also have to take on our own standards, you know, because maybe with think about the leadership is about to manage the people ... you know it is about building the people...you know...some things we have to know. Like ... you know, safety of the people. Safety. Maybe it's, that's one of the things that's not very strong in our schools. That's general. But when ...take this leadership group all women, we worked in accreditation, we saw, it is the main, you know, ...factor in the school about the safety.

195 *Yeah.*

I think that's ...we take, this is it from international standards

Yes.

Another thing, I believe they have the Principal, they should have, you know, they have to have continuous learning throughout life and we also have to transfer this experience to all the people

200 *Yeah*

Maybe you'll surprised when I told you also secretary I send it to a conference. Sometimes the conference for learning some things you know for the usual.

*Yeah it is personal and professional development, that's very important,*

205 *Yeah, because anything they will take from it the learning I think it will appear in their work. For organize their work, for you know communication or everything. You know I think that school is a small community.*

*Yeah*

*..in the town or in the country...if you have built good, the country, it will be good.*

210 *Yeah, I believe so, too. And when I listen to that I always thought when I as a teacher stop learning I forget how hard it is and I don't understand my students anymore. And I mean also it is interesting for me but also for my students and me, I understand and emphasize with my students. And we are, obviously they are my students, but we are... similar....similar. I am not the boss and they are in there.*

*Yeah, because you know, everything is sharing*

*Yeah exactly*

215 *We not hold... there are the rules, but the authority; we have to... the authority for examples not for the people. Some things maybe you mention to the adults of this level...to the team leaders ...this one from 15 years to 18 years I think this here needs a lot of patience*

*Oh yeah (smile)*

*(laughter)*

*So difficult growing up, isn't it?*

220 *Yeah (laughter), but you know, I love.... like this age.*

*Yeah, me too.*

*I like it, because if you find the key for them you will lead them good.*

*Yeah,*

225 Because a lot of them... I like it also, this generation they need ... a lot you know, of speak with them. Not about to order....

*Yeah,*

...for them, no. they will not accept anything that will come order.

*Exactly.*

230 But we have to you know, give them... what are the benefit of things ...what will you do... maybe one things we told them... what do you want to be...I have... every year I have a general meeting with the students

*Yeah*

235 To discuss with them their goals, what they want to be in the next year and after five years and after twenty years. You know and I discuss for them to...I you know we support their generation and ... their thinking about their future and they will thinking about the learning also. I think... this years, you know... this age... needs a lot of speak with them also to feel confidence from us we believe their ability ...and you know maybe some things... 90 percent on confirmation they can take it from anywhere but you know, the values the characters they want to see the model of the ....the model of the people.

*Aha, So you would say, eh, you also try to be a model for your students and also your staff.*

240 Yeah. I told them I like to read. I like to, to... they have to know how I ... how I like the reading this things are very important for me and how we care about it in the library or something and we you know speak with them I told them we do that it is something regular it's not something irregular for us. And they have a good ability for thinking I think.

*Yeah*

245 And we also support them also, you know, when they want to do this, you know they want to appear their character with us and their teachers. That's...I told the teachers they have to read about this... this age...you have to read about them...what they want, what they feeling, how to communicate with them it's very important for them. Because they are our future of our country.

*Yes.*

250 Because after now, I have a lot of student...my students are coming back and they say hello yyy hamdilah, maybe fifteen years, maybe ten years

And this are some things we are very proud of....

*Of course*

255 Because we feel you know we built something and its coming (interruption, discussion in Arabic: then I am coming after 5 or 10 minutes)

*Ok, I see, I..., we covered most of it and I did not even have to look at it (pause). Yeah, that about the relationship, that's about communication*

260 Some things maybe...we have to communicate also the people in the school what happens in the world, I think. I think, we have the responsibility here in the school, the staff also and the student eh... How can they be the influence in the future... How they can leave some things for the people, for the humans, not for us, it's not about the only culture, or our...no it's something global. You have to give some things for the humans. I believe they have to know everything that happens in the world, what's happening in the local her. Because when they are tied with the cases or the issues they will feel very responsible for the  
265 ideal of the whole world. And you know about the culture here, there are many, many nationalities in our country and they have to be open-minded. Maybe some of ...but hamdilah I feel my country and the people very, very open

*Oh yeah, extremely open I haven't seen a country more open than the Emirates to be honest....*

270 Yeah you know our culture is ... we have to be ... very welcome. It is one of our culture and of our religion to be very welcome with the people. It is not depend on who he is, it is depend on to make him very comfortable. I find, ... my staff you know to build this one to be very open and they don't have to be worried. I am very strong and my principles, you know my principles and our ability I don't wanna be worry about be open with people. I think in the end we are like a family on the earth to complete each other.

275 *That a very beautiful thought. Can I just ask some general question about the school. I mean that's probably less about leadership, but... obviously it is a high school a girls high school and it's a MAG school. And how many students do you have here?*

630

*Wow, that's a big school. And the staff, teachers and admin people?*

280 70

*So, 70 teachers, that's the team you are leading.*

Yes.

*And we were talking about the organization. I think there is obviously some sort of hierarchy...*

Yes... we have a graph..

285 *Oh, do you have a chart about it.*

Yes, ask xxx she will give you one in English.

*Oh, ok, I will ask xxx. That's helpful thank you...*

Yeah it is easier

*Yeah, with the Arabic I would have a little bit of difficulties....*

290 No no, ask xxx. Also about vision, mission ask xxx.

*Ok. Thanks, I will ask her. Obviously there is a definition for each role but I have the feeling as you said it is like a big family it is the interfering with each other...*

Yes...

295 *...and interlocking between them is the most important thing for you. Ehm so I think... oh yes, you said you have experience for over twenty years as a Principal?*

No I start as a teacher, then vice Principal and then Principal. Since ....my experience in Principals ...now nine years.

*So you've been Principal for nine years and it was always with this school or have you worked for different schools.*

300 No, I start from...this is the fourth school.

*The fourth school. Ok. And you are actually an Emirati, a local.*

Yes I am.

*That's great to know. So you made your graduate you said, at Zayed University*

305 No, the first, the bachelor on business administration and the second from high diploma and school administration and then this one on leadership. But the latest one from Zayed University.

*Ok, its just for me to see...as you said you are lifelong learner and as such you keep doing degrees. Great. So I think that's it. Well thank you very much for your time, very much appreciated. Shukran.*

Achlan. Thank you for choosing me.

### Transcript of the Interview with a Principal of a Private non-profit School

31 minutes; semi-structured

Due to ethical reasons all the names and references leading to the school have been changed to guarantee anonymity. In order to get a reader-friendly transcript some of the 'verbal tics' - such as 'ehm', 'mh', 'aha' and so on – were not transcribed.

The interviewer's questions and comments are in italics, whereas the Principal's thoughts are printed in normal font.

#### Interview Transcript:

*Ok, thank you very much for having me. I am conducting research on effective leadership practice in the UAE. And I compare and contrast an Emirati and a British Principal.... I assume you are British.*

Yes.

- 5 *Ok, good. What I would like to do in my research is basically... because it is a very broad topic I have to cut it down and ring-fence it. I am going to look at the relationship between you and the adult staff. So basically teachers and admin staff.*

Ok.

- 10 *So, if you just could describe with a few words your leadership style, in what you believe and how you lead the school...*

Ok (pause)

(smile)

- 15 It's funny, I answer this question and you lead this interview, whereas you read about it and could probably answer it yourself.... But it can change on a day to day basis but also on situational basis but overall leadership starts with an effective vision and a clarative example but also, in one way leadership is firm and fair. So it is an interesting dynamic and in fact, I see everyone in the school as a leader ...

*Interesting*

- 20 ...and that includes the students. Right the way through. And that leadership opportunity is actually enhancing and empowering all of them at various stages throughout the school. So looking at absolute style I would say, it is very much a distributed leadership. That allows me to get things off my desk and it keeps it very active and getting things done prompt, because if something sits on a desk for a certain time, let's say a project it is waste of energy. The staff would become demotivated by that fact, that it is sitting through... so distributed leadership allows things to happen...and that makes my job quite complicated in that .... I got to ensure
- 25

that people are successful in that context as well and also that this is buying into the schools philosophy as well.

*Yeah.*

So, leadership style, it is complicated.

30 *It is indeed, I absolutely agree. So you said you practice distributed leadership, obviously as you said, empower people, so you give them also some freedom, I guess....*

*Yeah..*

35 *..that's part of that leadership style. How do you kind of... not take.... but keep control... I assume there is a lot of communication, otherwise it would not work...How are the communication channels ...actually, how do you get your information about what everyone is doing?*

40 Well, again that refers to a whole network of communicators that's within the school. The school would have a school development plan that is developed on an annual basis. Within that, the projects and areas of development would have been identified within the school and therefore, awareness of the needs is a first row. The second part is awareness of what our ambitions and targets actually are and then the third layer would be: who are the right people to drive towards a success in this area. Now, depending on what you enhance yourself to do, maybe a one term project, a two term project, a one year project, a two or three year project ... So, I look at issues like ...we looked at transition from key stage 2 through to key stage 3 last year... considered

45 that there is usually an academic dip about and we wanted to see whether it existed within the school and what we would do to support the students through that transition. We put together a high performing team to look at that, which were broadly mixed. And also get a leadership opportunity for everyone within that group, so they manage that group as well and the communication was in written form, verbal feedback and also results recasts...and then I

50 actually end up with both... a verbal round table discussion about what the project has found and what the implication were in terms of incent for the staff, what the implication were for the students experience and what implications were if I had to move forward and what kind of key success indicators would be. So you can have projects which are very heavy in terms of time upfront, but then there is a reactive point and then trailing edge where you looking at it and

55 found success indicators or success and what it actually means on students lives...I don' know. But other projects might be very direct and succinct ... like maybe...we are building a six form common room. We worked together with the designers; we all have influence in say until it is finished...

*Ok*

60 *...and again, it depends on what the need is and it goes with the staff you are working with....*

*Of course.*

And on the amount of empowerment and trust you are prepared to spend and to give in each situation.

65 *Yeah, ok. You mentioned feedback, so is feedback an important part of your work in communication?*

70 There is always the time doing it unless you feed back. You need to know once a project has been a successful to our extent... one of the ongoing success indicators following the same project ...what impact the project does have on the individual, how well is it incorporated or not, sometimes it does involve that as well ... yes so, that would be review... it is like a circle and it remains unbroken. Any project, it is a bit like the teaching and learning cycle, you know, it has a cycle... and project and leadership is cyclical. We continuously have discussions and reviewing... and even what is success two years ago, towards what is success today, towards success will be in two years time, will be different. The world is changing that quickly around and that's one of the main features of the 21 Century.

75 *It is indeed and that's exactly the problem, or the challenge, or the beauty we face.*

80 ...not a problem, the beauty! It is absolutely superb. There is no excuse for us to hide. It is a great challenge. What I thought was good two years ago, isn't. And you are redefining success virtually on a day to day basis. Because change itself, you know, from a backend of the 21 Century, where change was seen as an event, change is actually a feature in day to day life now and if you can't live with change, I don't know what you do.

*It will be difficult, especially in a school I think but that's another problem or issue that would fill a whole meeting.*

Oh yeah.

85 *You were talking about your visions and missions obviously you do have some and your teams do have some. How do you actually first of all communicate and motivate your teams to actually live up these visions? I mean visions are only good if the teams take them over, right?*

90 Yeah, yeah, it is about ownership. From a leadership point of view it is about to demonstrate with our body whatever is in that mission statement. Key points of our mission are lifelong learning, creativity and flexibility. So if I don't demonstrate lifelong learning, creativity and flexibility I am not part of it. And then I can't expect anybody else to buy into it. So I have to physically demonstrate that body. In a beautiful way I talk to the staff, individually and small groups being as a core body to take over... In a way...you know...

*So, in a way you try to be, or better you are a role model for your people... or you try to be (smile)...?*

95 (smile, pause) What shall I say... Maybe... Because I live it and I believe it...

*So very authentic....*

Yeah...

*...which actually then leads, in my opinion, to being a role model, because you live up to your ideas and this will eventually motivate the people and the students.*

100 Yeah, exactly.

*So, I also heard you like your people being active therefore I assume you are very open towards 'out of the box' ideas and creative ideas they might propose or suggest?*

Absolutely

*Does it happen?*

105 Yes. Sometimes they can be absolutely excel ideas and sometimes they need refining, other times a bit research on other occasions it may be the wrong moment to bring forward a good idea...nonetheless, the important thing is listening...and taking on boat people's ideas... and maybe to use not the whole idea but an element of it. I suppose it gets difficult when someone comes up with a bizarre idea which doesn't work. In that case it is a necessity to listen to and nurture that energy into another sphere. But mainly people come through with sensible ideas...

110

*Ok, that's good to hear. And with that, obviously, sometimes professional development or some extra education would go hand in hand because it is some very special idea they want to introduce. Is your school supporting such professional development or extra courses?*

115 Oh dear...We support very directly projects. For example one would be... we are looking at learning in the Secondary school rather than discreet subject teaching... so what are the factors of learning in history, geography, mathematics, science. And what we have done is we talked to the staff without creativity, teaching and learning styles and we developed a learning group which is cross subject. That is bringing teachers together to talk about how they engender learning, how they support learning. How they support first lives dedication experience for the students and what the assessment implications are...and that's all matched against the learner's profile what we have for the students. So, that's initiated by the senior management of the school and ...but the actual drive, the energy and the actual work has been done by the teachers.

120

*Excellent. So again, empowerment and they can actually...*

125 Yeah,

*I agree, I agree... What do you like about your team... just very spontaneously... what do you think, is the strength of your team, what do you really like about them?*

Passion, energy, commitment to accommodate

130 *And are there any things you think like, hmmm, there is something we should still work on it? Obviously there is always something...but where you really think, no there the team is not on the level I would like to have them?*

(Pause) Teams not, teams are generally at the levels, because you get shared energy, but then maybe people would choose not to buy into teams and that's more of a concern. And that's about careful monitoring and persuasion.

135 (Both smiling)

Although they are very personal but you know, you have to use a persuasive style. Well, these are opportunities about development. If ... we walk down the street of lifelong learning, that's the least I expect from everybody in this school. So I have got a teacher sitting on their hands, sort of comfortable. I am doing my job well I am going to do this for the next five years... no way. They must continue to grow, to evolve, to develop as individuals and as professionals as the kids. And that's the key point I talked about to them for this year. We talked about professional development, professional processes and development of professional argument. And the key question within that was 'Do you see yourself as a teacher or an educator?' It is a very simple question but very profound in a way that people kept on thinking about that. They came back on times saying we are teachers and not educators and they are beginning to understand which one they are most comfortable with. And we are on progression.

145 *So, obviously, if I listen to you, you look at teams as a passionate group of professionals who want to achieve something together, or basically optimize students' performances. And actually the output shows that you are on the right track. Right? I mean, you are one of the most successful schools in the country.*

That's in concern of...

*Students' performances and...*

Performances are indicators for examinations which are one thing .... But we look more closely at the individual drive, the development of the persona, development of the individual. Examinations count I would say about 5% of our thing. That's one of the reasons why we chose the International Baccalaureate (IB). It is broader and more personal; it integrates with the school. Yes, we want successful young people, not just children who are good at examinations. So part of our challenge is to push that up to the brink and ... and that they are almost failing. So they have been pushed that hard but having that comfort zone where they can drop back into, rather than, sort of a middle range, everyone just arrives. So I push them, I push them hard. It is a way to encourage personal growth. A key thing, we believe, the children are going through at the moment is... they need to be robust learners as well, as that life is not going to be smooth and easy. And therefore, you know, failure is actually a friendly thing, if you take it in the right context. If you push them and you know they will overcome it makes them actually stronger and more vigilant, whereas school life in some cases can be very comfortable and very easy and they get good grades, but kind of, do not get better? I suppose, in a way, I am obsessed with the persona. It is not only academic, it is about personal growth, it is about intellectual development as well as examination success. Because our business is actually about growing young people and it is not about getting the examinations over. This is a different thing.

170 *Yeah, but it can't be denied that you got an outstanding evaluation.*

That's with DISB. Well... it depends on what DSIB wants to look at...

175 *Yes of course, that's one thing, but also, as a matter of fact, it is known among people in Dubai that this school is very successful because it is not all about examinations; it is the drive behind it, the philosophy and so on. The people of the school actually live what they promote everyone in here and within that lays the success...*

Yeah, part of that is to select the staff out of thousands of applications. So, I would think, well I hope that I would have the top 3% of teachers. I don't care where these teachers are coming from as long as they have that passion and the drive it is fine.

180 *That's interesting to hear. So I assume out of the whole discussion we had so far you encourage group discussion but what happens, when team members have a conflict and they can't solve it anymore by themselves. Do you mediate, do you mentor them...how do you work out a problem? Obviously there are problems...we are all people...*

(both smile)

185 Oh yeah... and it all start with that, you have to employ with people. They may find themselves in a situation from time to time where they are not being as successful as they wish to be. Now, as a school is...we are holding to values, to share what is successful. So, to build into open bridges within the school, to share success and knowledge success and again, people will make their own evaluations where they find themselves... and it may not actually be a management issue, a leadership issue within the school, it may be something that's very colleagues....so  
190 somebody is determined to come to terms with ... let's say brain-centered learning. And we have members of staff who are very well briefed in it and have profound thinking about it. We use that to legitimate as opposed to a leadership or management level to solve the problem. What's the strength in it? The teachers, they are probably better informed as we and there are  
195 situations where it also becomes a disciplinary issue when we interfere because it is a personal growth issue. And we as a performance management are practicing in the school to support that. On the occasions it gets into confidency...then the first three stages are strategies of development and support. It only becomes difficult after we wrote on paper a direction of development and they are unwilling make that move. In that event we have to take some action.

*Yeah, at some stage you have to....however uncomfortable it is...*

200 It is more uncomfortable for the students if we don't!

*Oh yes of course, I totally agree. If you had a situation with lots of team members where it is getting very uncomfortable, for whatsoever reasons... be it because a conflict has broken out or be it because an issue that teachers are not happy with come up....How do you relief such a situation?*

205 It depends on the context in the team. If it is a working project and it did quite well but did not reach the top, then that is not a problem. Then maybe another project, in an area of development, there it is much more seriatim. Then they have to think through about this. Why they did not reach it and why it did not work. To put a bit into perspective why it hasn't worked.

210 If it is core practice sort of ... planning and delivering to the students then it is a much more serious issue. Because we are all buying into certain things. If somebody doesn't see that's not been appropriate there I probably need to pay a visit. And I will be supportive in that, too.

*Ok. Good. If you work with your people, do you have a plan in mind or is it more intuitive? How do you lead your people?*

There is always a plan in mind. The trick is to be well prepared ... 'til probably ... it looks casual.

215 *Ok. I am going to bear that in mind for my future! If ever get in such a position...*

(both smiling)

Well, it was something that Winston Churchill said that being well prepared deeply influenced the outcomes.. and I am buying very much into it. So...

220 *If you have goals, if you have a plan, do you stay fixed on it, despite possible interferences from outside?*

It is not interference. You can't... it is a life skill... You can't have a plan in life without interference as there are many variables around us. And it is the matter of...keeping an eye on where you heading...but actually your journey may change and that's one of the critical things about the decade we have lived in... it's been.... the knowledge of ocean is been so profound and the shopping of knowledge has changed ...and what we understand and how our children learn ... it is changing all the time.... So, having a plan in mind for five years and last year I needed to do A , now I am probably at A ++++..... Because it has changed, because what was successful to me last year is not quite the same now. It is probably better to say I keep my own professional management and professional development issues indifferent to it than... 12 months ago I was very much looking at development of young people, brain-centered learning processes in the classroom and to this point it is actually, ok, what does it mean for them to have these processes. Two years ago I couldn't see that coming because I didn't know how I would be influenced be research and the reading. But it happens. And I can't say I am a lifelong learner on one hand and I stick to a five year plan on the other hand. It just doesn't make any sense.

225

230

235

*Ok, so you read actively contemporary research papers in order to be up to date.*

Yeah, and I write some as well.

*Oh, so you publish as well?*

Yeah...

240 *Well obviously you do encourage critical thinking...very much so...*

Oh yeah (smile). Don't go there....

(Both smiling)

*I guess that goes without any discussion...*

245 And on all levels as well. Because if the children aren't critical thinkers they aren't going to be successful learners.

*Yeah, I agree, and critical thinking basically starts in your own house in your parents' house and they should encourage you to critical thinking...*

Absolutely...

*If you don't have that, it is going to be difficult. In your own words, what is a good leader?*

250 (pause) It is an individual who facilitates success.

*What makes you an effective and good leader?*

255 Oh god (long pause, both smiling). I can bring different solutions to different situations. I have been dealing with both leading and education for 30 plus years. I am very clear about what a good school looks like, I am very clear about what a good learning situation looks like and I do know what a good teacher looks like.

*Interesting. This already leads me to more general questions. You said you have experience in leading for 30 plus years. Is it in leading schools or...*

Well, 25, no 26 years I have been leading schools.

*OK. And you started, I assume, with a bachelor....in leadership or was it another field?*

260 No. (long pause). I initially... my first qualification was as a Geography teacher at Primary and then I was retrained as a Maths specialist. Then I spent a year studying change management, as you can imagine, quite a while ago. Finished this by going through the Master in Education and... quite an interesting time to go through because before that Master course I always was driven to get good grades and I finished all my courses with an average of 93 percent or more.  
265 Then I went to University for five years into higher education as a head of a teacher training facility. Now that gave me a good management experience. Then went back to Primary education and came overseas and I did some further education back in the UK,.. came overseas and now I am working 3 to 18s, but actually it is more beyond that because I have a staff of 225 and their personal development.

270 *Ok*

There is that as well, you know, the adults need as much to learn as the students need to learn grow and to develop.

*Obviously this is a challenge to guide and overlook a group of 225 adults.*

It is interesting!

275 How many students are currently enrolled in the three schools? And how many are here? That's the largest branch with a Primary and a Secondary section, right?

1900 in total and 1200 here. Yeah, it is the largest branch, it is 600 in Primary and 600 in Secondary.

*How many years have you been leading this schools as a Principal?*

280 Eleven years.

*Wow, having your experience and background, I assume it is getting easier to direct and overlook change, to interact....*

NO.

*No?*

285 (both laughing) No, no...

No, the challenge is change, and there is more security to change management, but driven, driven like crazy. So I haven't reached the stage where I am pretty well prepared so far.

*OK, which is a good thing..*

Oh yeah, I think if I reach that stage I will retire...

290 *(laughing) . Yeah, I think once you start leaning back it is getting boring...and it is not good for the school obviously.*

Yeah.

*And also, for me personally, it is just getting boring, if I can't re-invent...*

295 ...yes. We are in the fortunate situation, we have a good school, we have good teachers, good kids and there is a lot of passion around. You see there are other schools coming in having a look getting all our planning strategies and they copy what we have. So, my drive at the minute is that the school becomes which is referred to as 'blue ocean' organization which is something, that is very successful but you can't copy. So curriculum and strategy you can copy, but what actually the teacher does in the classroom and how a teacher feels....like puppet learning for the students, a very non-tangible thing but that precious moment where you see something is happening in there, following development of students is ... that's the bit you can't copy. So if I have a couple of educators coming into the school I can recommend the right knowledge, the right situation, encourage students to learn in that way. To create a blue ocean method which is one where ... we don't often look at our competitors, we don't duplicate what they have, we set our own visions, our own dynamism towards better and better experiences for people... so it is more of a drive there... we actually could sit back, the assistants are fine, the assessments are fine, the reputations is fine so what else do we want...but we are pushing harder and harder, and that's the bit you cannot copy. Engagement to the school mission, understanding that passion for children learning... and various strategies you need to bring to

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310 be successful in situations where all 22 can be successful. Because those 22 successes will be different, so how do you manage that as an educator? And do we do as learner facilitators enough? That's the bit that makes us stronger and more powerful and so different from anybody else, so that you can't copy.

315 *Oh yeah, I agree. And that's actually exactly what you said before....I try to be, what I am telling others to do because I cannot possibly ask them to do something if I don't do it either. And this is part of the blue ocean, too, you cannot copy an authentic behavior.*

Yeah, you are absolutely right.

*Well, that's it, I thank you very much for the interview. It was very interesting and pleasant talking to you.*

320 Very welcome. If you want I can give you a tour through the school.

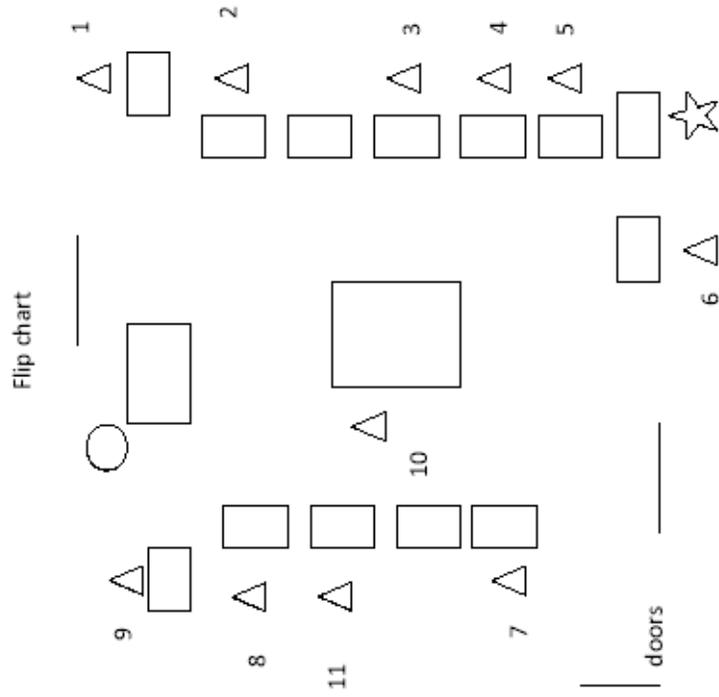
*That would be great thank you.*

## Observations

### Body language observation sheet 1; local public school

English department, 12 participants; 10 December 2009; 1 hour, lots of interaction, relaxed setting

#### Conference setting:



#### Legend:

- Head of department
- △ Teachers
- ☆ Observer

General appearance through the conference

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head of department	Standing behind desk, Open arms, Wide legs	Frequent & vibrant use, Large movements, Often over body reaching out to heaven	Strongly grounded, hip-wide stand	Leans often forwards (in comb. with use of arm/hands)	Calm, upright, straight	Often frowns, (in comb with trunk, arm, hands signs) otherwise calm,	Seeks eye contact	Smiles often
T 1	Relaxed, sitting	Takes notes during the whole meeting Arms open, relaxed		Straight, but relaxed	Turned into direction of leader	alert	Looks to leader	Relaxed, closed
T 2	sitting	Arms on desk, takes notes		Straight back, tight		Frowns occasionally	Looks up and down to notes, Intense look	smile
T 3	Relaxed sitting	Types on computer		Towards computer, straight, relaxed	straight	Towards screen	Concentrate on screen and its content, occasional look to leader	
T 4	Sitting, relaxed	Chews fingers (right hand)		Leans back	Slightly bend forwards	Towards desk	Reads in a paper	Tight chews fingers

	<b>Sitting/ standing</b>	<b>Arms/Hands</b>	<b>Legs</b>	<b>Trunk</b>	<b>Head</b>	<b>Face</b>	<b>Eyes</b>	<b>Mouth</b>
T 5	sitting	Takes notes, arms relaxed on desk	widespread legs, firmly grounded	wiggles and moves a lot, back and forth	straight	Alert, vibrant mimics	alert	Often smile
T 6	sitting	Hand follows written exams, tics Arms on desk	Widespread, firmly grounded	Leans forwards	Slightly bend forwards	Frowns occasionally	Concentrates on correction work	Closed, relaxed
T 7	sitting	Open wide arms leaned on desk, takes notes		Tight, straight	Slightly leaned back	Alert, towards leader	Alert, focus on leader	Relaxed semi-open
T 8	sitting	takes notes		Relaxed, slightly bend	straight	Towards leader, relaxed	Relaxed focus on leader	Smiles often Laughs occasionally
T 9	sitting	Arms on lap, hands holding opposite elbows		Bend forwards	Bend forwards, later slightly turned left	Blank, expressionless, later alert towards leader	Stares on desk surface, later looks at leader	Tight, closed
T 10	Sitting Swinging with the chair	Left elbow on hip, hand in mouth, chews thumb, right hand plays with strand of hair		Bend backwards	Slightly bend to the right, turns it a lot from right to left and vice versa	Day-dreaming	Stares straight across	Open, chews thumb

	<b>Sitting/ standing</b>	<b>Arms/Hands</b>	<b>Legs</b>	<b>Trunk</b>	<b>Head</b>	<b>Face</b>	<b>Eyes</b>	<b>Mouth</b>
T 11	Sitting, gets up twice, walks around	Right hand plays with hair, elbow on head level, left hand on mouth	Parallel on ground	Bend forwards	Turns a lot, Slightly bend to the left	bored	blank	Corners slightly bend down

**Body language observation sheet 2; local public school**

Interaction through the conference

Situation 1:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head of department	Standing, leans slightly forwards	Divide (towards open) wiggles hands	Firm stand on both legs	Leans forward Shoulders draw up	Straight, wiggles	Frowns, alert	draw up	articulate
T 4	Sits, stands up whilst talking	Hands are going up and reach towards ceiling, straight, tight		tight	Goes up	astonished	Follow head, wide eyed	pointed

Situation 2:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head of department	Standing	Hands on hips, elbows in the air	Firm stand on both legs	straight	calm	Frowns whilst speaking	Direct look to T 6, relaxed, friendly	articulate
T 6	Sitting	Hand turns circles in the air is holding a pen; then Both hands go to chin and elbows on the table		Slightly bent forwards	Chin leans on hands, slightly bent forwards	Frowns, calm	Seek contact to head	

Situation 3:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head of department	standing	Right hand in the air, vibrant movements; Left arm leans on hip with elbow outside; then right hand goes in front of mouth	Firm stand on both legs	straight	Slightly bent to the right	Calm, occasional frown	calm	Partially hidden behind hand (whilst listening)
T 5	sitting	Right hand leans on head; later right hand takes notes about the remarks of the Head of department		Bent to the right and slightly folded forwards	Leaned by right hand, nodding	calm	calm	Slightly open (whilst listening)

Situation 4:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head of department	standing	Arms are waving	Firm stand on both legs	Turns in circles, slightly bent forwards (with the arms)	Turning circles, nodding	Slight frown	rolling	Articulate; then at end of interaction a smile
T 8	sitting	Arms are swinging forwards (with frown)		Straight, tight	Goes up fast	frown	alert	pointed

Situation 5:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head of department	standing	Arms in front of body, fingers are pointed together in the air, up; then crossed arms	Firm stand on both legs	Bent forwards; then straighten up	Bent forwards	Calm, frown	Eyebrows lift	relaxed
T 11	sitting	crossed arms	Crossed legs	Bent forwards (a lot)	Turns left, also slightly bent left	Frowns heavily	irritated	pointed

Situation 6:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head of department	standing	Hands in front of trunk; then wide arms, hands lean on desk	Both legs firm stand	Straight, then slightly bent forwards	nodding	Relaxed; flat hands strike over face (same time and parallel)	relaxed	relaxed
T 5	sitting	Hands clap together	Wide, firmly grounded, 90 degrees (knees)	Slightly bent forwards. Chair slides forwards (on wheels), trunk moves forwards too	nodding	frowns	alert	closed

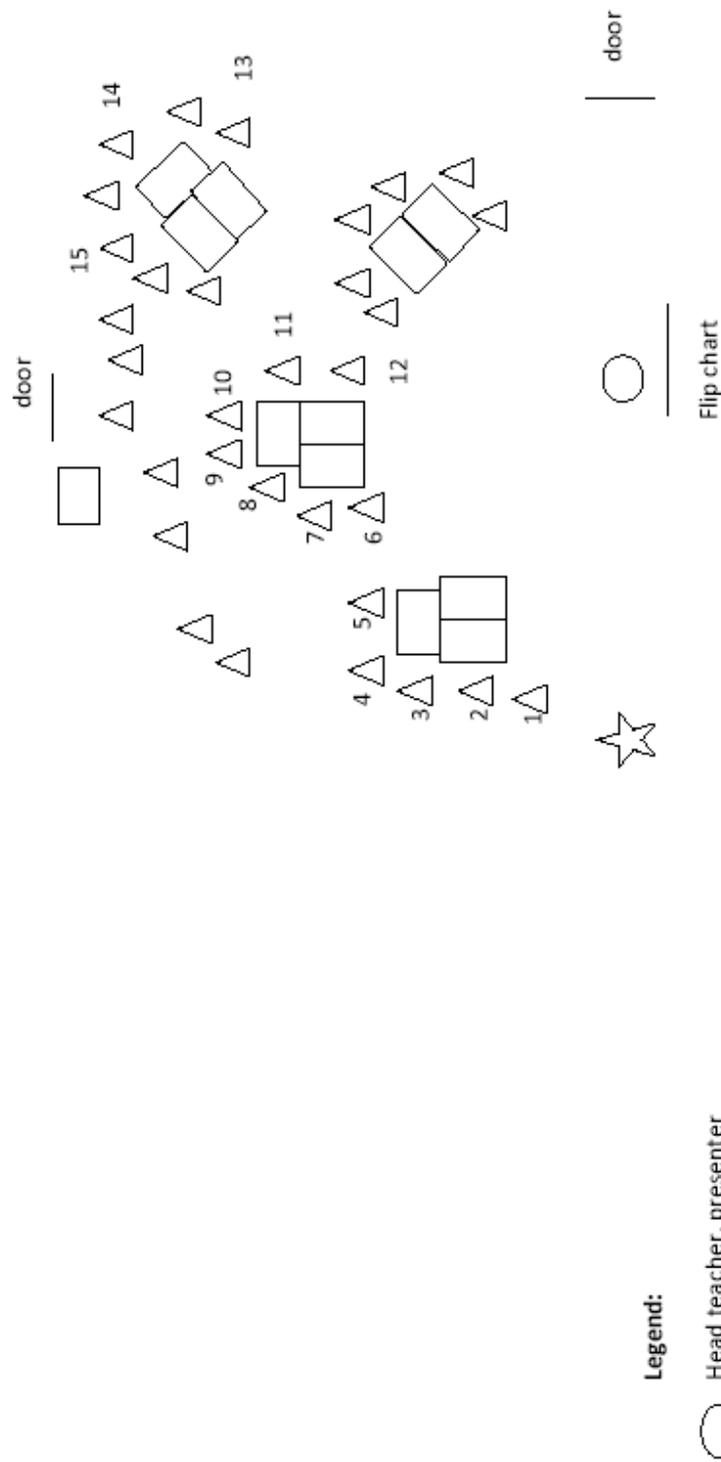
Situation 7:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head of department	Standing straight	Hands are together in front of trunk; then arms wave vibrantly	Both firmly grounded	Slides forwards	Shakes the head	frowns	Eyebrows rise, eyes roll, irritated	pointed
T 6	sitting	Tight on body, arms lean on table		Bent forwards	Shakes head	frowns	gimlet-eyed	Corner of the mouth drop

**Body language observation sheet 1; international non-profit school**

Primary school team, 29 participants; 13 January 2010; 40 minutes presentation of a project in Vietnam, little interaction, relaxed setting

**Conference setting:**



## General appearance through the conference

	<b>Sitting/ standing</b>	<b>Arms/Hands</b>	<b>Legs</b>	<b>Trunk</b>	<b>Head</b>	<b>Face</b>	<b>Eyes</b>	<b>Mouth</b>
Head teacher	Standing firmly with both legs. Walking around	Left hand holds glasses. Arms parallel, open, moving up and down	Strongly grounded, feet touch each other	Straight, relaxed	Moving around to focus on audience	Friendly, relaxed, calm	Seek eye contact with audience	Smiles often
T 1	sitting	Arms crossed	crossed	Leans back on chair	Turned into direction of leader	friendly	Looks to leader	Relaxed, closed
T 2	sitting	Both hands are covering mouth	Bent, both feet ground into floor	Leaned forwards	Slightly forwards, supported by hands	calm	alert	hidden
T 3	sitting	Hands between thighs	crossed	Straight, but relaxed	straight	Frowns occasionally, interested	alert	Closed, relaxed
T 4	sitting	Arms/hands support head (elbows on desk)	crossed	Slightly bent forwards, round	Slightly bent forwards	Calm, partially hidden between hands	alert	Squeezed between hands
T 5	sitting	Hands in front of mouth, fists, elbows on desk	crossed	Slightly bent forwards, stiff	straight	frown	Wide, alert	Hidden behind fists

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
T 6	sitting	Hands in front of mouth, elbows on desk	crossed	Slightly bent forwards, round	Slightly bent forwards	tired	Stare on desk	Hidden behind hands
T 7	sitting	Hand on thighs	Stretched out feet crossed	Slightly bent backwards, round	Slightly bent forwards	Des-interested	Staring on thighs	closed
T 8	sitting	Right hand on neck, left hand on thigh, playing with a pencil	Bent 90 degrees, only toes touch floor	Wide back bent, straight, leaned on back rest	Bent forwards	Towards leader, interested	alert	Smile
T 9	sitting	Right hand on mouth, elbow on left hand, left arm 90 degrees supported on belly	Bent 90 degrees, parallel, firm	Straight, stiff	straight	interested	alert	closed
T 10	Sitting	Right hand on mouth, elbow on left hand, left arm 90 degrees supported on belly	Left foot on right knee, right leg bent 90 degrees, firm, left lower leg parallel to floor	Bend backwards, round, leans on chair	Slightly up	Calm, bored	Stares at ceiling	Partially hidden by hand

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
T 11	sitting	Arms crossed in front of chest	crossed	straight	Bent to the left	frown	impatient	Tightly closed
T 12	sitting	Pen in right hand, lower arm on desk. Plays with pen	crossed	Bent backwards to back rest, round	Slightly up	relaxed	Focus on speaker	closed
T 13	Sitting, relaxed	Left arm on chair, right arm supports head	crossed	Leans (slightly left) on chair (through lower arm)	Bent to the right	Frown	Alert, wide open	smile
T 14	sitting	on laps, left hand fist, right hand holding left hand	Firmly grounded (90 degrees), parallel	straight	straight	Frown	Interested, critical	Whispers often to neighbour
T 15	Sitting, later standing	Right hand plays with pen, tipping onto mouth	Bent (more than 90 degrees), feet behind knees	straight	Straight, tight, nods occasionally	Alert, interested	alert	closed

**Body language observation sheet 2; international nonprofit school**

Interaction through the conference

Situation 1:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head teacher	Stands, walks for- and backwards	Circling arms in front of body, then arms go up and down	Shifts from left to right	straight	Straight, soft nodding, moves from left to right to cover audience	Relaxed, calm	Relaxed, humor, alert, left to right and vice versa to cover audience	smile
T 14	Sitting, tight	Wobbling left to right and back	crossed	Straight, tight	Wiggling from left to right and vice versa	Frowns, interested	Wide open	smiling

Situation 2:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head teacher	Stands, walks for- and backwards	Circling arms in front of body, hand holds glasses (left)	More weight on right leg	straight	Straight, soft nodding, moves from left to right to cover audience	Relaxed, calm	Relaxed, alert	relaxed
T 15	sitting	Hands on computer keyboard, arms bent 90 degrees	Kneeling in front of computer table	straight	Relaxed, turns towards head teacher	frowns	laughing wrinkles, wide open	Relaxed, friendly

Situation 3:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
T 15	standing	Arms parallel in front of body, up and down, hands open, fingers spread	Both firmly on ground, weight evenly distributed	Moves slightly forwards	Straight	frowns	Alert, fixed on T 2, wide open	smile
T 2	sitting	Hands wide open, wiggling in front of face	crossed	Moves forwards	Slightly bent forward	Frown, excited	alert	Quickly speaking, smiling

Situation 4:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
T 15	standing	Hands sideways on hips, then arm goes to wide board, then hands in front of body, hand plays with ring	Weight slightly to the right, firm, hip wide stand	straight	straight	relaxed	Alert, fixed on T 4 and Head teacher	Speaking, smiling
T 4	sitting	wiggle	Bent, 90 degrees	Moves forwards	Turns to the back	frowns	Rolling, wide open, looking up	speaking

Situation 5:

	Sitting/ standing	Arms/Hands	Legs	Trunk	Head	Face	Eyes	Mouth
Head teacher	Stands, walks for- and backwards	Circling arms in front of body, hand holds glasses (left)	Weight evenly distributed on both legs	straight	Straight, soft nodding, moves from left to right to cover audience	Relaxed, calm	Relaxed, alert	relaxed
T 13	sitting	Arms on table, hands circling	crossed	Leaned back	Straight, nodding	Occasional frown	Wide open, friendly	Relaxed, smiling



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