A STUDY

OF

CATHOLIC SCHOOLS CONSULTANTS

IN NEW SOUTH WALES: THEIR LEADERSHIP,

RELATIONSHIP WITH PRINCIPALS AND

INFLUENCE ON SCHOOLS

Submitted by

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STATEMENT OF SOURCES

This thesis contains no material published elsewhere in whole or in part from a thesis by which I have qualified for or been awarded another degree or diploma. No other person's work has been used without due acknowledgment in the main text of the thesis. This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution. All research procedures reported in the thesis received the approval of the Australian Catholic University Ethics Committee.

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Anthony Peter Whelan

20 November 2000

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Date

ABSTRACT

How do the Catholic Schools Consultants through their leadership and relationship with Principals influence the outcomes of Catholic systemic schools in New South Wales (NSW)? This research question has been of considerable interest to the professional communities of Catholic educators.

Throughout NSW there are eleven diocesan Catholic school systems, each led by a Director assisted by senior field officers called Consultants, the equivalent position of Area superintendents or inspectors in other school systems. The leadership of these Consultants is considered critical for the effectiveness of the school systems especially through their influence on and with Principals. Within this survey research study, the total population of Consultants and Principals was invited to participate, and 45 Consultants (90%) and 365 Principals (76%) responded.

The research study was based on the assumption that a 'classical' view of leadership should be augmented by a more complex, interactive view of leadership as relationship that influenced outcomes in school systems. The study was operationalized in three dimensions. Leadership was described by ten variables, derived from Sashkin's (1998) Visionary Leadership Theory. The relationship between Consultant and Principals was posited as a composite of two variables, Interpersonal Relation and Shared Catholic Leadership Mindset, that are viewed as explanatory, mediating variables. Three selected outcome variables are posited – Educational Outcomes, School Outcomes and Spiritual Outcomes. The fifteen variables so described were developed and/or validated for this study using confirmatory factor analysis. Additionally, the impact of three demographic background factors of gender, school type, and years of networking association between Consultant and Principals on the main variables in the study was examined. A mediated – effects survey research design was used.

Survey questionnaires were sent from the local Catholic Education Office to each volunteer Consultant and to her/his associated network of Principals on a confidential basis and returned directly to the researcher. At no stage did the researcher know the identity of the respondents. Data analysis methods included comparative means analysis of Consultants' and Principals' perceptions of the variables; multiple regression analysis and structural equation modelling to examine the associations between variables; MANOVA analysis to examine demographic background factors; and finally some descriptive analysis of survey data to provide validation or further insights.

The study results showed that both Consultants and Principals agreed that the Consultants demonstrated visionary leadership as defined by Sashkin (1998) although there were significant differences on seven leadership factors. There was high level agreement that Consultants and Principals exhibited a shared mindset, described as Shared Catholic Leadership Mindset, and outstanding interpersonal relationships. Findings about the associations between variables showed different results for Principals and Consultants. The 'Principals' model suggested that the two relationship variables acted as mediators between some of the ten leadership variables and the three outcome variables. On the other hand, the 'Consultants' model suggested that neither of the two relationship variables acted as mediators, but that only two leadership variables, Capable Management and Creative Leadership, had any influence on Outcomes. There were no significant differences on results due to gender, school type or years of networking association for either Principals or Consultants.

These results, supplemented by qualitative findings, led to the conclusion that there was a need for system policy makers to reconceptualise the leadership of such Consultants to emphasise the importance of the shared mindset, and the synergistic element in the relationship between Consultant and Principals. There was a recommendation that further research replicate this study with other Catholic, Government and independent education systems. The use of structural equation modelling analysis in similar future research was also recommended.

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CHAPTER ONE

INTRODUCTION

"It is impossible to be human without relationships, and Christianity is supposed to make a difference to these natural relationships."

(John Heaps, 1998, p.71)

Section 1.0 Introduction

The purpose of this research is to develop some understanding of the ways the leadership by Catholic Schools Consultants, and their relationship with Principals, influences the outcomes of Catholic systemic schools in New South Wales. This research into the leadership of Catholic Schools Consultants is based on the assumption that a 'classical' view of leadership can be augmented by a more complex, interactive, relational view. Relationship is proposed as an organisational dynamic that is at the very heart of leadership. Leadership is reconceptualised in this research as relational leadership.

While the roots of this paradigm shift to relationship can be identified in the works of Capra and Steindl-Rast (1991); O'Murchu (1997a, 1997b) and Wilber (1996), recent thinkers in leadership theory, such as Bray (1994, 1999); Duignan and Bhindi (1997, 1998); Kouzes and Posner (1993); Rost (1991, 1993) and Sergiovanni (1990, 1992, 1996), also have contributed to an emerging paradigm of leadership as a relational construct. This research examines the connections and networks of relationship within the organisational setting of Catholic school systems using a relational perspective of leadership. There is an assumption that educational leadership, like Christianity, is supposed to make a difference through relationships – in this instance affecting learning and teaching, the school's autonomy, and the spiritual dimension in Catholic schools. This case study of the field leaders in Catholic school systems, known as Catholic Schools Consultants, investigates whether a relational view of leadership exists in practice and, if so, how it could help our understanding of the ways these outcomes of schooling are influenced.

Within this study a Catholic Schools Consultant is defined as an Area Administrator, Regional Consultant or similar Educational Officer with responsibilities to Principals in designated networks of Catholic systemic primary and/or secondary schools.

The Consultant as leader interacts with a school Principal. At times, the Principal is conceptualised in the literature as the passive follower. Yet simultaneously, the Principal is also an active leader in the school. Less examined is the nature of the leadership influence and the synergy that results from the interaction of Consultant and Principal, when both are viewed as leaders. As well as the interpersonal aspects of relationship that might be applied to leaders, it is important to include the shared mindset of 'Catholic leadership' which Duignan and D'Arbon (1998a, 1998b) suggest forms part of this relational view. This chapter will outline the context in which this leadership of Consultants operates in the Australian Catholic Education setting, the evolving role of the Consultant, the historical events influencing the specific research questions, the theoretical framework of the study, its design, significance and limitations.

Section 1.1 Catholic Education Context

The role of the Catholic Schools Consultants has changed and evolved within the history of Catholic School systems in New South Wales. This evolving role over the past twenty-five year period of 1970-1995 has been dramatic. Catholic Diocesan school systems, and lay leadership positions of such systems, have been replacing religious leaders. This recent replacement contrasts with the much longer history of the American superintendent since 1837 (Carter & Cunningham, 1997) or the Australian Government State school inspector (McPherson, 1996, 1997).

Catholic school systems are different from the monolithic State school systems in Australia, and are perhaps more like American school districts or Local Education Authorities in the United Kingdom. The agencies that managed these systems, known as Catholic Education Offices, have themselves become complex organisations. Within such structures, the Catholic Schools Consultants have become senior field leaders with a major task of linking Catholic schools and the Catholic school system authority.

The journey of Catholic education in Australia has been framed (Croke, 1996; Lutrell, 1996) around four phases:

Phase 1:	1790s – 1870s
Phase 2:	1870s – 1940s
Phase 3:	1940s – 1970s
Phase 4:	1970s – 1990s

Phase 1 commenced with the early settlement of prisoners including many Irish Catholics. Various religious denominations, most notably Church of England and Roman Catholic, enjoyed some subsidies for schooling. Secularism and sectarianism led to the abolition of all aid to church schools by c.1870. From the 1870s, each colony took responsibility for schooling through an Act of Parliament and education which was to be 'free, secular and compulsory' (Croke, 1996, p.21).

Phase 2 was initiated by the loss of government support and the Bishops' response to set up a 'system' of Catholic schools at any cost. They successfully recruited the help of overseas religious sisters and brothers. These religious institutes staffed and conducted the schools under great hardships by today's standards. Each religious institute provided administration of the schools for which they were responsible through the appointment of a school supervisor. It would be fairly accurate to describe the 'system' arrangement as a series of discrete parochial primary schools staffed by religious and a comparatively small number of day or boarding secondary schools administered and staffed by religious.

Phase 3 covered the period from the end of the Second World War to about 1970. There was a post-war school population explosion with rapid growth of the Catholic population, a high proportion of which was immigrant. Increased enrolments, teacher shortages and rising costs resulted in dramatic pressure to build and equip new schools (Praetz, 1980). The strain on resources of Catholic schools led to a vigorous campaign by Catholic parents for government aid (Dwyer, 1993; Praetz, 1980). By the middle of the 1960s, state grants to Catholic

schools recommenced. Commonwealth recurrent funding introduced in 1969 further helped Catholic schools (Praetz, 1980).

At the same time, the Catholic Church itself underwent dramatic internal reform following the 1962-1965 Second Vatican Council (Kelty, 2000). One of the many changes in Australia was the diminishment of religious and the beginning of lay teacher responsibility for schools. It had become apparent that there was a need to plan the coordination of Catholic schools on a diocesan basis, and to determine priorities, strategies and authoritative liaison with governments through the expansion of Catholic Education Offices throughout each state (Bourke, 1966 quoted in Praetz 1980, p.61).

Phase 4 represented the coming of age of the Organisation and Administration of Catholic Education throughout Australia (Croke, 1996). At the 1972 National Conference of Catholic Educators of Armidale, New South Wales, Tannock argued that the policy-making machinery for Australian Catholic education needed to change for three reasons:

1. To make an essential adaptation to major changes in public policy towards independent schools,

2. To meet with greatest efficiency the qualitative and quantitative demands which were being imposed on all schools, but especially on Catholic schools, and

3. To develop an urgently needed and appropriate research and development programme. (Tannock, 1975, p.227)

A national system, locally administered, was envisaged with three levels of governance – the individual school, the diocese (i.e. the equivalent of the English Local Education Authority), and the national level (Walker, 1975). In subsequent practice, a fourth tier State Catholic Commissions developed intermediately between the diocese and the National Catholic Education Commission (Tannock, 1975). Generally, schools owned by religious congregations remained independent, or 'non- systemic'.

Walker (1975) proposed a typology of centralisation-decentralisation models of school education systems. He saw one type 'C' model as applicable to government school systems in Australia. In this type, administrative officers, to whom responsibility was delegated, made decisions. At the centralisation model extreme, head office refused to delegate authority to any office other than to a few inspectors in the field, such as existed in the New South Wales education system in the 1890s. Towards the other end of this spectrum was the contemporary Australian state school system model which increasingly delegated responsibility not only to regional directors and inspectors but also to school Principals. While the monolithic state system remained, devolution towards school-based management took place progressively.

According to Walker's (1975) conception, a type 'B' model better described a 'Catholic' model of governance in the early 1970s, where decision-making was controlled by a powerful non-elected central person or body. However, such a person or body sought the advice or support of appointed or volunteer citizen representation but retained the power to accept or reject such advice. Walker suggested that such a description fitted Catholic

education. Each bishop, largely autonomous in his own diocese, sought the support and sometimes advice of committees or boards consisting of volunteer or appointed persons.

Catholic School systems, as now described in New South Wales, began in 1965 in Sydney in response to a funding crisis for parishes in growth areas. The term 'systemic school' was coined in the Karmel report (1973, p.30) following discussion between Archbishop James Carroll and Professor Karmel to describe a diocese as a set of parochial and regional schools. Today, there are eleven Diocesan Catholic education systems in New South Wales, the focus area for this study. This research does not address the matter of Catholic independent schools, which derive their mandate from a different source than the diocesan authority such as a Religious Congregation, and which are in part funded directly by Governments rather than the Catholic Education Offices.

Lay principals began to be employed in Catholic schools in New South Wales in the 1970s, and were contracted to the Diocesan Director of Schools as Catholic Education Offices (CEOs) began to fill the leadership and management functions created by the withdrawal of Religious leaders in schools. The Director of Schools eventually became the delegated employer of all lay staff in systemic schools in New South Wales. Increased government funding facilitated the strengthening and expansion of the diocesan school (Hughes, 1995). The New South Wales system's organisational structure was comprised of a policy making body, the Diocesan Catholic Schools Board, and an operational management arm, the Catholic Education Office.

Walker's (1975) view of a Catholic school system as less monolithic than a state school system was insightful in terms of the centralisation-decentralisation continuum. However, diocesan school systems throughout Australia have had to recognise the centralisation tendency and monitor bureaucratic arrangements by ensuring that parish primary schools and regional secondary schools were embedded in their local (Hughes, 1995). The position of the Catholic Schools Consultant exercised an important intermediate function between Catholic school communities and Diocesan Catholic Education Offices in these new systems.

Section 1.1.1 Recent Catholic School System Development

Twenty years after the Karmel Report, some Catholic school principals considered their capacity to influence decision-making was very reduced as a result of coordinated government funding and system formation (Catholic Education Office Sydney, 1995a). As early as 1973, the Federal government developed a funding policy based on a needs principle. Block recurring grants were made to each state Catholic Education Commission, and the Commission in turn forwarded amounts on a per capita basis to the separate Diocesan school systems. Capital and special purpose programs were similarly devolved for administrative purposes to the state Commissions and Diocesan systems.

Government intervention in school education, a feature by the nineties (McNamara, 1997), meant that State education systems and Directors of School Education found themselves on the one hand devolving responsibilities to schools, and on the other hand coordinating or controlling such areas as curriculum, standards, and cost efficient measures on behalf of the State and Federal Governments.

Catholic schools and Catholic school systems were not insulated from the above changes. From 1993 in New South Wales, as a consequence of the New South Wales Education Reform Act (1990), Catholic Education Offices assumed responsibility for monitoring the compliance of Catholic systemic schools with the provisions of the Act (Towards 2005 Strategic Plan, 1995). This change meant that the school system could be registered and accredited on behalf of a block of schools (Carrick, 1989). These organisational arrangements gave Catholic Education Offices increased responsibility and commensurate accountability.

Change in Catholic church culture in Australia over the period 1965 to 1998 coincided with the changes in government funding. As confirmed by the research of Flynn (1992) and McLaughlin (2000), among many changes, the role of the laity in the church was promoted. The processes of consultation, participation and co-responsibility were promoted in a Catholic culture that espoused post-Vatican II church values of inclusion, collegiality and subsidiarity. An internal political aspect was evident in the struggles of lay administrators replacing religious administrators finding recognition, in the struggles for control by some clergy, as found by Tinsey's (1998) research and in the struggles between Catholic school Principals and the Catholic Education Offices and Diocesan Schools Boards in New South Wales as reported by Canavan (1986) and Joy (1986). The new accountabilities created by governments, but managed by Catholic systems, placed these systems in a new position of leverage over Catholic schools. Within this complex context, the role of the Consultant developed as crucial to the success of these systems.

Section 1.1.2 Catholic Education Offices and Directors

According to Doyle (1989), the Catholic Education Office, acting as an agency of the Diocesan bishop, had been called to give effect to subsidiarity, create decentralisation, and protect autonomies. This situation was in marked contrast to the earlier attempts by some Directors of Catholic school systems to gain bureaucratic control as found by Praetz (1980). Canavan (1995), at the Catholic Education Office Sydney, adopted strategic management processes as a means of dealing with considerable change and discontinuity, developing a new administrative and leadership infrastructure, and ensuring that the vision and priorities for Catholic education were not lost. According to Canavan, Catholic school systems, while understood as complex organisations, were characterised by a network of relationships between the parts of the system, such as the schools and parishes, and its environments.

The Director of a Catholic Education Office was usually appointed by the Bishop of the Diocese, and was the 'chief education officer' with executive responsibility (Griffith & McLaughlin, 2000). He/she was concurrently executive officer of a Diocesan Schools Board. Unlike the American school superintendent she/he could be a member of the Board. In effect, the Board was advisory to the Bishop, and to a large extent the Director proposed Board agenda (Sheehan, 1997). The Director determined the management infrastructure of the Catholic Education Office. Depending on the size of the Office, Assistant Directors were appointed usually on a function basis. A range of professional and support staff complemented these persons. Among the professional staff a group known as Consultants were created and these are the subjects of this research.

Section 1.1.3 Catholic Schools Consultants

Maxwell, cited in Marsh (1988, p.132), has defined the term 'educational consultant' within the Australian context as: any external agent from within the educational system who was involved in discussing the current or potential problems of a class, department, school or agency with a view to improving the quality of teaching and learning. Commonly, Government school teachers were seconded to school systems offices, and supported their peers with: curriculum changes; special purpose Commonwealth programs, such as disadvantaged schools (DSP); English as a second language (ESL) and processes such as total school development, inservice and professional development. At least in New South Wales, Catholic school systems tended to provide similar services and used the term, 'adviser', as equivalent to an educational consultant.

Within New South Wales State school system, Inspectors, or Cluster directors, or Superintendents, were appointed by school systems as senior field officers. Usually they supervised school Principals and executives, provided consultancy support at that level, and were generally understood as agents of the system director. They were seen as leader-managers in the school system. In more recent years, the inspectorial role has been less emphasised as schools reform has been highlighted.

Catholic school communities in New South Wales have tended to use the term 'Consultant' when referring to the counterparts of State school system inspectors or cluster directors or superintendents. Within this research, the Catholic Schools Consultant is understood as such a senior field leader of the school system. The subjects of this research are known as Catholic Schools Consultants. For ease of communication the term 'Consultant' as used throughout this study will refer to an Area Administrator, Regional Consultant or similar Educator Officer with (regional) responsibilities to Principals in designated networks of Catholic systemic primary and/or secondary schools. A typical role statement of the position required the Consultant to enhance the quality of Catholic Education through the growth and development of a cluster of schools while fostering and promoting a cohesive diocesan school system (Appendix A).

The criteria used to define a Catholic School Consultant in this study were:

(a) Direct line responsibility to a Director for a Principal
(b) A clear association with a group of schools or cluster. While this cluster is more commonly a geographically based one, some diocesan school systems allocate the Consultants on a different basis, such as workloads.
(c) The nature of responsibilities are managerial, generalist and multifaceted.

According to these criteria, single-function educational support persons in a Catholic Education Office, such as English advisers, special education officers, or computer technology support advisers, were not included in this particular study.

Historically, Catholic system Directors introduced the role of Consultants during the middle 1970s in some sense as a replacement for the supervisors used by Religious Congregations. With the advent of lay Principals, Consultants developed a support role. Educational leadership and promoting learning and teaching were heightened during the 1980s. By the early 1990s, quality assurance, strategic management and related system

processes, including legal and industrial practices, became salient features, as links were forged between schools, parents, pastors and parishes and the Catholic Education Offices. Consultants also had a priority for contributing to the spiritual dimension of schools within the network of schools for which they were responsible (Catholic Education Office Sydney, 1997).

Australian Catholic school systems are young organisations and very little formal research on the Consultant exists. This lack is consistent with Cranston and Jarzebkowski's (2000) reporting on the Queensland Government School system, where they found little research existed on the equivalent officers of that State school system. Given the itinerant characteristics of their work, and the social capital of knowledge being their major resource, and their 'critical' role in building schools and school systems, Consultants held a distinctive and unique role in the success of the school systems – which suggests research into the role is needed.

Section 1.2 Identification of the Research Problem

While there was very little formal research on educational Consultants in Australia, four factors created the circumstances of the research problem. These were: first, the changing nature of leadership and accountability within the New South Wales Education system; Government credentialling of New South Wales Catholic School systems; the findings of one Catholic School System Review regarding the importance of the leadership of the Consultant; and finally, the dissonance between the 1990s leadership theory and corporate managerialism in educational leadership practice generating ambiguities in the Consultant's role.

Section1.2.1 Changing Nature of Leadership in Government School Systems

The first factor which precipitated this study was the changing nature of leadership in the (New South Wales) Government school systems. The educational reform movements of the 1980s and 1990s within the Australian context tended to impact on system restructuring (Townsend, 1996). As discussed below, the critiques of Scott (1990), Beare (1991), Hattie (1993), Mulford (1994), Louden and Wallace (1994), Sharpe (1993, 1996b), Manefield (1993), Mulford and Hogan (1999) and Wildy (1999) influenced this study in an understanding of the way middle level system leaders are caught up in system restructuring. As part of restructuring, changes in the role of state School Inspector to that of Cluster Director and later to District Superintendent will be treated below. These changes are important to this study as it is concerned with similar middle range educational leader-managers in Catholic school systems, i.e. the Catholic Schools Consultant.

The effect of the school restructuring movement on the Government school systems contrasted with that of Catholic school systems. Whereas the government school system had existed for well over a hundred years, Catholic school systems were relatively new. The parochial origins of Catholic schools suggested that it would be important to assess the impact of the restructuring on school systems and schools, and more immediately on Catholic schools. It would seem anomalous that the two types of systems would pass each other like ships in the night but in opposite directions; the government school systems attempting to devolve to schools while Catholic schools were being blended into more centralised systems.

Mulford (1994) traced the Australian movement of Government intervention into school education during the eighties and the subsequent waves of reform and restructuring. He identified with Caldwell and Spinks' (1992) assessment that, at the heart of the matter, governments had lost faith in systems of education renewing or restructuring themselves, and, likewise with Creed's (1989) comment that Federal and State Ministers of Education had an unjustified faith in organisational restructuring as a means of implementing their policies.

One example of such school restructuring was instituted by a New South Wales Minister of Education, Dr. Terry Metherell, following the release of the Scott Review Report (1990). From the nineteenth century until 1990, the Inspector had been the senior field administrator of schools and was described in the Scott Management Review (1990) as an important link between schools, regional offices and Head Office. The Scott Management Review provided the impetus to devolve management to schools in a major restructuring of New South Wales Department of Education. With this reform the school, not the system, was the key organisational element providing teaching and learning. The role of the system, if it was to be effective, had to focus on providing support to schools and their leaders. A new kind of schools management unit based on a 'cluster' of about 14 or 15 schools was set up which was thought to be more manageable than a school district. Some one hundred and sixty clusters were formed throughout the state. A Cluster Director led each cluster. The essential role of the Cluster Director was to be the pivotal agent of school reform to bring about improved teaching and learning in schools on behalf of the New South Wales Department of School Education. Elements of this situation can be seen in the development of the Catholic Schools Consultant.

Manefield (1993) looked at the New South Wales Department of School Education system and the role of the Cluster Director in the period 1989 – 1991 when the long-stable and incrementally adjusting bureaucracy was virtually dismantled by decree of the Education Minister, and a new cultural paradigm had been created. Manefield's central thesis was that the system effectively blocked and subverted change because it was driven by a rational, functional paradigm rather than a value-based, substantive reality of improving teaching and learning in classrooms and schools. He claimed that in terms of functional operations, schools were tightly controlled by the system, while in terms of culture and substantive values within schools were loosely coupled. This role confusion extends to Consultants.

Louden and Wallace (1994), while noting the similarities of the educational reform movement within Australia with overseas particularly in the UK and USA, observed that Australia had a more centralist history of governance, and that neither top-down nor bottom-up approaches to school reform worked on their own. Looking at the devolution movement, Sharpe (1993) had concluded, after a review of four variables – input, structural, process, and environmental:

> There has been a significant trend to school-based management of processes and a smaller shift in the same direction for structures and its relations with the school's environment. The position related to inputs is less clear. My own view is that the apparent increase in control by governments, systems and curriculum authorities over policies, culture, outcomes, performance and curriculum design, assessment and reporting has the power to greatly modify of even nullify the benefits many schools are sensing from greater freedom in other aspects of management. (p.17)

This decentalising-recentralising tension implied the middle level system leaders such as Consultants experienced considerable role ambiguity and role confusion. Critical of the procedural illusions surrounding many of the restructuring efforts, Mulford (1994) emphasised that there was a big difference between decreeing and actually implementing educational change. Education was for empowerment with purpose. Whether politicians and educational administrators had displaced the essence of education – teaching and learning – was a critical question.

Mulford and Hogan (1999) found that, contrary to the main reason for introducing local school management in Tasmania, well over half the principals and teachers believed their own attention had been diverted from teaching and learning. They concluded that devolution may have shifted power from central offices to schools. However, there had not been a move beyond administration to the educational domain.

A more recent example of administrative restructuring was that initiated in the New South Wales Government school system in 1997. Among the changes, the ten Regions throughout the state were abolished and the 160 Cluster Directors positions declared redundant. Instead of school clusters of about 15 schools, school districts were re-created each comprising about 60 schools. There were to be 40 'District Superintendents'. The District Superintendents were concerned with day-to-day management of the schools in their district. This included industrial concerns, staff discipline, grievance issues and complaints, school effectiveness, and critical management particularly related to media involvement.

Of relevance to this research was the changing role and even changing positions of middle level leader-managers in New South Wales Government School systems (viz. Inspector, Cluster Director and District Superintendent) as part of restructuring. These positions are the counterparts of the Catholic Schools Consultant. The responsibility of a Cluster Director to build collegial, helping relationships with Principals was in sharp contrast with that of the new District Superintendent primarily concerned with school effectiveness, staff discipline and critical management of the media. The dilemma lies in the conflicting roles of collegial co-operation and directive management.

There were clear implications from this restructuring movement for the present research. In the Superintendent model, coupling between schools and school system was administratively tight but culturally loose, whereas in the Cluster Director model the coupling was meant to be administratively loose but culturally tight. Catholic school systems were assumed to be culturally tight but moving towards administrative tightening. Secondly, all recent reform movements addressed the outcomes of improved teaching and learning. The question arose: did any relation exist between educational leadership and teaching and learning outcomes, when, as agents of the school system, Consultants were expected to affect control mechanisms in system restructuring. In other words, was the middle level system person a leader-manager or really, an administrative leader, rather than an educational leader?

Section 1.2.2 Credentialling of Catholic School Systems

A second factor influencing this research resulted from the arrangement that all eleven Catholic School Education Systems in New South Wales gained approval under the Education Reform Act (1990) to monitor

compliance for school registration and accreditation from the commencement of 1993. This form of credentialling was known as 'Block Registration and Accreditation' and shifted responsibility for credentialling from the State Board of Studies Inspectors to Catholic System personnel. The Consultant was given a major role in these new accountability procedures. The increasing workload for this task, in addition to that coming from implementing other system processes, seemed to change the relationship with Principals in a fundamental way. The previous confidant/mentor was complemented by a supervisor/appraiser role on behalf of the system. The question arose as to how this change affected relationships between Principals and Consultants if the quality assurance dimension of the Consultant's work was heightened, and is a major contributor to the need for this research project.

Section 1.2.3 Catholic School System Review

A third factor influencing this study arose from a review of a large Catholic school system in New South Wales. The Hughes' Report (1995) assessed the Strategic Management Plan of the Sydney Catholic School Education system and led to the formation of a new Ten Year Strategic Management Plan for that system. Hughes saw the relationship between Principal and Consultant as pivotal to a future, which rested on ownership and commitment coming from a sense of partnership and teamwork:

> The Principal/Regional Consultant relationship is considered to be the cornerstone of the system endeavour. (p.17)

In support of this claim, Hughes (1995) contended that strengthening the network relationship between Consultants and Principals would assist the school system in becoming more flexible in responding to pressures and changes from the external environment, develop diversity and creativity of leaders, increase participation in system decision-making, and increase ownership by Principals of the key goals and outcomes of the system.

All the above changes lead to increasing importance and complexity in the role of Consultant. The assertion of this research was that the relationship between the two leaders, the school Principal and the Consultant, was pivotal to the system endeavour and success. If this assertion was correct, study of the relationship, and the synergy generated by the relationship were areas of importance to Catholic Education. The issue was: how can this relationship best work?

Section 1.2.4 Dissonance between Leadership Theory and Practice

The literature review undertaken as part of this research showed that at the level of theory traditional paradigms of educational leadership were challenged by new approaches during the 1990s. At the same time, at the level of practice, recentralist and interventionist approaches by governments were utilitarian, pragmatic, and coercive. According to Sharpe (1996a):

> The shift in our thinking about leadership of schools and school systems is in sharp contrast with the actual practice of educational leadership which is dominated by the pre-occupations of corporate business management. (p.8)

Sharpe asserted that it was this dissonance between theory and practice which provided the significant gap between what principals and teachers were being encouraged to do by the system, and the perceived action of the system leaders in the New South Wales State school system. Given that Catholic school systems were caught up in Government induced recentralisation Sharpe's critique supported the case for investigating, at the level of practice, the relationship between the Consultant and Principal.

Section 1.2.5 The Emergence of the Research Questions

As a result of consideration of these four factors, it became clear that increasing political intervention into schooling and school systems had brought about very rapid, complex and chaotic change and restructuring. This coincided with the evolution of modern bureaucracies within the Catholic school systems. The linkages between schools and school systems were both bureaucratic and cultural. However, the political and structural frames of reference were insufficient. Looking specifically at the school – system interface, there was a view that the relationship between Consultants and Principals, as leaders, was pivotal to success in a Catholic school system. This relationship seemed dissonant with the New South Wales government school system restructuring. The problem was there was no empirical research about Catholic Schools Consultants nor about the outcomes of their leadership relationship with Principals.

Section 1.3 Purpose of the Research and Research Questions

The purpose of this study was to gain understanding of the educational leadership of Consultants according to a theory that suggests a relational paradigm and to see whether practice fits this theory. To this end, the position of the Catholic Schools Consultant was selected for study. By understanding the history one can help future developments. Such understanding is likely to have impact on the leadership and management of the Catholic school system. Specific issues such as: devolution; systemic relationships with schools; educational influence and cultural meaning, and selection and professional development of leaders are related to this research question. Hence the research question for this study was:

How do Catholic Schools Consultants through their leadership and relationship with Principals influence the outcomes of Catholic systemic schools in New South Wales?

The following Research Subquestions were then formulated:

Group A questions: Comparative Analysis

Question 1: To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the Consultant's leadership as described by ten Leadership variables?

Question 2: To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the relation between the Consultant and Principals as described by two Relation variables?

Question 3: To what extent does agreement exist between the comparative perceptions of Consultants and Principals regarding the Consultant's influence on three selected Outcomes variables?

Group B questions: Multiple Regression Analysis and, for Principal Data only, Structural Equation Modelling

Question 4(a): What association exists between the ten Leadership variables and the two Relation variables as perceived by Principals?

Question 4(b): What association exists between the ten Leadership variables and the two Relation variables as perceived by Consultants?

Question 5(a): What association exists between the ten Leadership variables and the three Outcomes variables as perceived by Principals?

Question 5(b): What association exists between the ten Leadership variables and the three Outcomes variables as perceived by Consultants?

Question 6(a): What association exists between the two Relation variables as predictors and the three Outcomes variables as perceived by Principals?

Question 6(b) What association exists between the two Relation variables as predictors and the three Outcomes variables as perceived by Consultants?

Question 7(a): What association exists between the two Relation variables as perceived by Principals?

Question 7 (b): What association exists between the two Relation variables as perceived by Consultants?

Question 8(a): What influence do the two Relation variables have as mediators between the ten Leadership predictor variables and the three Outcomes variables as perceived by Principals?

Question 8(b): What influence do the two Relation variables have as mediators between the ten Leadership variables and the three Outcomes variables as perceived by Consultants?

Group C questions: Multivariate Analysis of Variance (MANOVA)

Question 9(a): To what extent do the demographic background factors of gender, school type, and years of networking between Consultant and Principals affect the above associations [Questions 4(a), 5(a), 6(a), 7(a), 8(a)] as perceived by Principals?

Question 9(b): To what extent do demographic background factors (gender, school type, and years of networking between Consultant and Principals) affect the above associations [Questions 4(b), 5(b), 6(b), 7(b), 8(b)] as perceived by Consultants?

Group D questions: Qualitative Data Analysis

Question 10: What further validation of the above findings or insights are provided by the individual items or the open-ended questions of the survey?

Section 1.4 Theoretical Framework

The conceptual framework of this research was based on theoretical writing and research findings in the areas of visionary leadership, leadership as relationship, leadership research on American, New South Wales and Queensland superintendents, and the effect of educational leaders on schooling outcomes. Based also on a mediated-effects research paradigm (Hallinger & Heck, 1996) this framework suggested that leadership as relationship could be viewed as a mediating influence between leadership and the selected outcomes.

The Visionary Leadership Theory (VLT) of Sashkin (1995 &1998a) was used to reconceptualise the leadership of the Consultant as transactional and transformational concepts contained in the writings of Burns (1979), Bass and Stogdill (1990) and Bass (1998). This form of leadership was seen as crucial in influencing individual Principals, groups of Principals and the cultural setting as argued by Sashkin and Sashkin (1990) and Schein (1992). Sashkin's Visionary Leadership Theory was used to examine the perceptions of Consultants and Principals about the leadership profile of the Consultant. The work of Carter, Glass and Hord (1993), Carter and Cunningham (1997) and Johnson (1996) on superintendents, and of Anderson (1998) on the leadership organisation and on consultancy were relevant to this focus area.

The use of a leadership instrument derived from Sashkin's (1998a, b) visionary leadership theory is justified on the basis that the theory is generic across several sectors including health, education, human resources and community services. As will be developed through the literature review in Chapter Two, this approach has been used at the level of school system leaders such as superintendents in several American studies. The studies of Endeman (1990) and Felix (1997) report on the association between superintendent leadership and educational and school outcomes. While instrumentation derived from instructional or educational leadership was considered, it was noted that these tended to focus on school principals' leadership. It was decided that Sashkin's approach covered the various elements of the Consultants' leadership.

An alternative paradigm described as relational by Capra and Steindl-Rast (1991), O'Murchu (1997a, 1997b) and Wilber (1996) has been used in the work of Rost (1993) to describe leadership as an influence relationship in which Bray (1999, p.13) suggests all the participants "do the leadership". In considering the leader-follower relationship, Chaleff (1998) asserted purpose was the 'atomic glue' that bound the persons in relationship. Equally fundamental were the group's shared values. Particular characteristics of a relationship were applied to this new mindset of leadership. Leadership was thus conceptualised as a credible relationship (Kouzes & Posner, 1993), an authentic relationship (Duignan & Bhindi, 1997, 1998), a collaborative relationship (Limerick & Cunningham, 1993; Sofield & Kuhn, 1995), and a relationship of service one to the other (Block, 1993; Greenleaf, 1978). The particular relationship between a Consultant and a Principal or group of Principals

was seen as grounded in a set of congruent, core values (Sergiovanni, 1990, 1992, 1996). Several researchers such as Duignan and D'Arbon (1998), Keane and Riley (1997) and McLaughlin (2000) have used the concept of a shared leadership 'Catholic' mindset which reinforced the notions of community, relationship, and being Catholic. Within this study, interpersonal relationship and shared Catholic leadership mindset are conceptualised as determinants of the relationship between Consultant and Principals.

Based on the literature review and role descriptions of Consultants and related system documentation, three outcomes – educational, school and spiritual – were identified as the focus for this research. The first, Educational Outcomes, supported by the research of Duignan and Macpherson (1991), Sergiovanni (1996), West-Burnham (1997), and Hale and Whitlam (1997) highlights the extent to which the Consultant is an educational leader. The second outcome, School Outcomes, was based on the restructuring of schools and school systems as treated by Scott (1990), Beare (1991, 1994), Mulford (1994), Carter and Cunningham (1997), Clark (1998), and Mulford and Hogan (1999) examines the extent to which the Consultant addresses the needs of the individual school. The third outcome, Spiritual Outcomes, took account of the Catholic character of the school system and the role descriptions of Consultants. The works of Burford (1993,1997); Vaill (1998); Duignan and Bhindi (1998); Green (1998); and Walker (1998) were influential to this dimension

A review of literature validated the use of a mediated – effects design as applicable to this study because such a design investigates the dynamics of relationships – the essence of the Consultants' role. The seminal work of Hallinger and Heck (1996) together with an examination of the research studies on the American, New South Wales and Queensland school superintendent supports the suitability of a mediated – effects design. It was speculated that Consultants could directly or indirectly with principals influence Educational Outcomes, School Outcomes, and Spiritual Outcomes within the cluster of schools through Interpersonal Relation and Shared Catholic Leadership Mindset.

Section 1.5 Design of the Research

The research design was based on the assumption that a 'classical' view of leadership could be augmented by a more complex, interactive, relational view of leadership. This particular case study of Catholic Schools Consultants lends itself to survey research for the reason of gaining optimum coverage of Consultants and Principals. Hence, an exploratory approach using survey research enables an overview to be gained of the main features of the leadership of Consultants across 11 Catholic school systems in New South Wales. Forty-four Consultants' responses and 365 Principals' responses were received and analysed. Generally the unit of analysis was the Consultant. For analysis involving Principals the mean for each Consultant's group of Principals was used as the unit of analysis.

The survey instrument had five sections. The first, the leadership profile, based on the work of Rosenbach, Sashkin and Harburg (1996) provided ten measures of the Consultant's leadership. The second, developed and validated within this research, provided measures of the relationship between a Consultant and an associated group of Principals and their shared core values. Three selected Outcomes measures arising from the influence of the Consultant were developed and validated in this research as part of the third section. Demographic background factors of gender, school type, and years of association between Consultant and Principal were

measured in section four. The final section incorporated open-ended responses which gave respondents an opportunity to clarify or expand on their answers to the above through qualitative comments.

Confirmatory factor analysis and structural equation modelling using LISREL 8.30 program, and comparative means analysis, multiple regression analysis, and multivariate analysis of variance (MANOVA) using an SPSS 9.0 was undertaken. Qualitative data was incorporated following content analysis.

Section 1.6 Significance of the Research

Consultants, on behalf of Catholic School Systems, commit their expertise, experience and priority time to school leaders. Catholic Schools Consultants, commonly middle level leader – managers operating between schools and school systems represent a whole neighbourhood, or "latticework of 'families' in the 'communities of interest'" (Handy, 1998). The absence of research on the Consultants and their relation with their associated Principals supports the importance of this study. The findings should be a contribution to an understanding of leadership in Catholic education systems. Furthermore, the relevance of such findings to other school systems is high, as State Departments of Education also rely on middle level system leader-managers. This study also has relevance to leadership teams in schools, such as that between Principal and Assistant Principal, or to a school executive in general.

New insight into leadership teams seems to be a second highly significant outcome of this research. The paradoxes between the 1990s leadership theories and corporate managerialism also needs examination. More obviously, the classical views of leadership may not carry organisations of the new information age into the twenty-first century. For example, there is some evidence that individuals are reluctant to take up principalship because of the perceived additional responsibilities with insufficient financial incentives (Dorman, 2000), whereas team leadership offers an alternative strategy for shared responsibility. At the same time, the research deals with the pragmatic agenda of school Consultants and the perceptions of Consultants themselves as well as the perceptions of Principals. Workload, turnover, role clarification, political roles, influences on classrooms, schools, and system administrator aspects are all examined There will clearly be a number of professional implications for educational leaders, including issues related to recruitment, succession planning and professional development of Consultants.

Section 1.7 Limitations of the Research

A limitation of this study is that it did not include principals of Catholic independent schools in New South Wales. Some of these independent schools form a 'system' of congregationally-owned schools that are loosely federated. Catholic System Directors and therefore the Catholic Schools Consultants have no jurisdiction over such schools. In some dioceses there is open communication between the Catholic systemic and Catholic independent schools, and in some dioceses, the Catholic independent schools avail themselves of some services from the Catholic Education Office. The number of such instances is relatively few and it generally is true that the Catholic independent school principals avail themselves of other sources of assistance as well.

A further limitation of excluding Catholic independent schools is that a few federated congregational-owned schools have some form of 'system-level' assistance and accountability. However, any such organisation is usually very 'loosely-coupled' in comparison with a more 'tightly-coupled' diocesan school system. A third limitation is that the research did not include interstate Catholic school systems in other States of Australia. This limitation was noted, but the specific characteristics of Catholic School systems in New South Wales were considered sufficiently divergent while a common denominator was the fact that the same Education Act bound all Catholic systems. A fourth limitation was that the research did not include the New South Wales Government school system nor the other private school systems such as Parent Controlled Schools or the Seventh Day Adventist School system. However, the eleven Catholic school systems were monocultural in terms of core Catholic values, and there was sufficient diversity for exploratory research.

A further limitation of this study is the use of same source data, i.e. data on leadership obtained from the same individuals who are responding to questions regarding the relation and outcome variables. This raises the possibility of artificially inflated associations between the variables. However the author believes the use of three analytical processes including MANOVA tests of significance on subpopulations minimises such inflation.

Section 1.8 Outline of the Dissertation

Following this introductory Chapter, Chapter Two reports on the literature review. The review considers transformational leadership theory and visionary leadership theory; a paradigm of leadership as relationship and a review of Catholic leadership; and recent research on educational leadership, the school restructuring movement, and spiritual leadership, as well as suitable selected outcomes for this research. Chapter Three deals with the research design and methodology including the data analysis methods used. The results of the various analyses are reported in Chapter Four. Finally, Chapter Five presents the research findings and related discussion. Conclusions are formulated as well as recommendations for further research and for professional application.

Section 1.9 Definitions

Catholic Schools Consultant will refer to an Area Administrator, Regional Consultant or similar Educator Officer, with regional responsibilities to Principals in designated networks of Catholic systemic primary and/or secondary schools.

Section 1.10 Chapter Summary

In this chapter, it is proposed that leadership can be reconceptualised according to a paradigm that suggests that leadership is relational. The case study of the Catholic Schools Consultant in New South Wales is used to examine this proposition.

The history and context of Catholic Education system formation has been reviewed. More specifically, the place and importance of a Catholic school Consultant within a Diocesan Catholic school system in New South Wales has been located.

The factors influencing the issues leading to this research have been identified. The first was the evolving context of New South Wales Education System leadership with particular reference to the evolving roles of Inspector, Cluster Director and District Superintendent. The second was the changed credentialling arrangements for Catholic school Systems. The third was the proposition that the relationship between the Catholic Schools Consultant and the Principal was described as pivotal to the system endeavour and success. Finally, the dissonance between theory of leadership and the practice described as corporate managerialism was identified as contributing to the complexity of the Consultant's leadership influence.

The central research question was identified as examining how the leadership of Catholic Schools Consultants and their relationship with Principals influence the outcomes of Catholic systemic schools.

The theoretical framework for this study was based on Visionary Leadership theory and an alternative paradigm of relationship which suggests leadership was a process through an influence relationship, and that certain outcomes – educational, school, and spiritual – could be identified. The research design, based on Hallinger and Heck's (1996) seminal work, was a mediated-effect design that was justified by a critique of studies of the American, New South Wales and Queensland school superintendents. The limitations and significance of the research were then treated.

In the next Chapter, a review of the literature pertinent to this research is undertaken.

CHAPTER TWO

REVIEW OF LITERATURE

Section 2.0 Introduction

The purpose of this research was to develop some understanding of the ways the leadership by Catholic Schools Consultants and their relationship with Principals influences the outcomes of Catholic systemic schools in New South Wales. Pursuant to this task, this chapter reviews some of the literature relevant to this central research question. An understanding of leadership theories with particular reference to recent theoretical developments is foundational to this research. Secondly, because the subjects of this research, the Consultants, and Principals interact as leaders through their professional relationship, the traditional exchange theories of leader-follower are redefined. The claim that Consultants and Principals are viewed as the critical link of the Catholic school systems requires some consideration of the nature of synergistic relationships. Hence, a paradigm of leadership different from the traditional leadership view is examined. This paradigm can be described as leadership as relationship. Thirdly, recent research studies on middle level system leaders in other school systems are investigated since very little research on Catholic Schools Consultants exists. This investigation will include studies of American school Superintendents due to some similarities with the Australian Consultant position. Few studies of New South Wales State school inspectors, cluster directors, and district Superintendents existed with the exception of the work of Manefield (1996), and the Queensland research of Cranston and Jarzebkowski (2000) was helpful. Fourthly, building on leadership and outcome studies, the review considers three outcomes that are assumed to be derived from the influence of the Consultant as an educational leader, as a system-school liaison leader, and as a spiritual leader in a Catholic organisation.

The literature review is arranged in four sections:

Section 2.1 – Leadership Theories.
Section 2.2 – Reconceptualising Leadership as Relationship.
Section 2.3 – Research on system leaders mainly Superintendents
Section 2.4 – Outcomes – Educational, School, and Spiritual.

Section 2.1 Leadership Theories

The first section presents literature relating to pre-transformational leadership theories; the second looks at transformational leadership studies; the third examines Visionary Leadership Theory; and the fourth section considers some post-transformational leadership theory developments during the nineties.

Section 2.1.1 Pre-transformational Leadership Theories

The current datum line for research study on leadership can be linked to the review of the literature found in Bass and Stogdill (1990). In reviewing about 7,500 books, journals and articles this major work provided a historical and theoretical perspective of leadership. Bass and Stogdill's framework provided a synthesis of

leadership theory up to 1990. Leadership has been understood as the interaction among members of a group that initiated and maintained improved expectations and the competence of the group to solve problems or to attain goals (Bass & Stogdill 1990, p.20). They found that relatively few models and theories of leadership dominated the research community up to 1990.

Theories selected and summarised from Bass and Stogdill (1990) review so as to understand the bases of transformational leadership were

(a) Personal and Environmental theories.
(b) Humanistic theories.
(c) Interactive and Social Learning theories.
(d) Hybrid Explanations.

2.1.1.1 Personal and Environmental Theories

The first perspective tended to be based on biological and personality theories. Personal qualities, or traits, of the leader were presumed to be important. Great-Man theories assumed leadership was explained throughout history by hereditary factors of the more able class. Great women were ignored as it was assumed that only men were worth studying as leaders. Trait theories that assumed that a leader was endowed by birth with superior qualities that differentiated him from his followers dominated the first half of this century. Wooten (1997) contended that leadership style theories could also be considered as special forms of trait theories, including inherent traits. She also noted that there was a degree of power in a situation, and interaction of behaviours and traits. Rather than some innate quality of leadership, person-situation theorists argued that for a specific time, and for a specific purpose, different persons displayed leadership when the followers perceived them as worth following. Success in leadership was dependent upon a leader's ability to understand the followers and the surrounding environment, and then react appropriately to those people and situations as they change.

For Bass and Stogdill (1990) there appeared to be various dichotomous conceptions of style of leadership:

(a) Authoritarian versus democratic, which referred to the way power was distributed, whose needs were met, and how decisions were made.
(b) Participative versus directive, which referred primarily to the way decisions were made.
(c) Relations- versus task- oriented, focussing on whose needs were met.
(d) Consideration versus initiation of structure referring to how decisions were made, and to the structuring of tasks, goals, and role relations.
(e) Laissez-faire versus motivation to manage referring to the extent to which leadership was avoided or attempted. (Bass & Stogdill, 1990, pp.418-149)

Style theories of leadership tended to concentrate on the way the leader and follower viewed the leader. This two-dimensional view of leadership failed to address the organisation in its mission or complex structure.

2.1.1.2 Humanistic Theories of Leadership

One group of theories popularised during the 1960s focussed on the development of effective organisations through a 'humanising' process of structuring the work or living environment so that individuals could meet individual needs and organisational objectives at the same time. Psychoanalytic theories provided the ground for incorporating group dynamics into leadership theory. Argyris (1976) explained the conflict between the individual and the organisation as being due to the competing needs of the individual and organisation. Blake and Mouton (1964) developed a grid balancing concerns for task and concerns for people. Likert (1967) addressed the values, expectations and interpersonal skills needed by leaders. McGregor (1960, 1966), through his Theory X and Theory Y models, tried to explain how leaders should integrate their own and others feelings enabling others to become self-actualised within the organisation. The significance of these theories was in the development of an understanding of people-within-organisations.

2.1.1.3 Interactive and Social Learning Theories

According to Bass and Stogdill (1990), in these theories there was a shift from the person of the leader to the interaction and exchange between the leader and the followers. The complexities of the followers' needs, values, attitudes, and personalities, as well as the group's structure of interpersonal relations, the task at hand and the environmental setting were included. The leader-follower relationship was studied as a dyad or one-to-one relationship as well as an average relationship of the leader and the aggregate of followers. To a large extent, perception affected appreciation of the leader.

Leader Role Theory had been the dominant theory in this cluster of theories according to Hoy and Miskel (1978). Groups became structured into positions and so assumed roles. Both the incumbent and the one to whom he reported (i.e. superordinate) and those who report to him (i.e. subordinates) defined their assumptions and expectations of the person in a given position. This role description became the basis of interpretation for such matters as selection and appraisal processes. Role theory suggested that perceptions, both self-perception and the perceptions of direct-reports, affected both leaders' and followers' view of themselves and others in the organisation. This comparison of perceptions approach was incorporated in the present study.

Other theories within this cluster were House's path-goal theory (1971) and Fiedler's contingency theory (1967). Contingency Theory provided a very comprehensive explanation of interaction theories. Fiedler's 59 published works, cited in Bass and Stogdill (1990), were the largest number in that compendium. Fiedler linked leader effectiveness with task, relationship and situation (Wooten, 1997). Where most person-situation theorists focussed on how the person needed to be developed to adapt best to the situation, Fiedler's theory started with the emphasis on placing the person in the situation for which he or she was best suited or 'matched'. The implication for this present study was that three dimensions of task of Consultants, their relationship with Principals, and the different situations of each Consultant and associated group of Principals were to be examined.

2.1.1.4 Hybrid Explanations

The clusters of theories described above included leader-centred theories, leader- follower interaction theories, and situational leadership theories. Other theorists generated hybrid explanations of leadership by combining and highlighting certain features of these separate theories in new syntheses.

While seen by Bass and Stogdill (1990) as a hybrid theory, Transformational Leadership Theory was considered the epitome of leadership theory in its evolution. As will be seen later, much of the educational research on school Superintendents and school Principals in the early 1990s assumed a transformational or transactional leadership foundation.

Section 2.1.2 Transformational Leadership Theory

According to Burns (1979), the essence of the leader-follower relation was the interaction of persons with different levels of motivations and of power potential, including skill, in pursuit of a common, or at least joint, purpose. This interaction took fundamentally different forms. Transactional leadership occurred when one person took the initiative in making contact with others for the purpose of an exchange of valued things which could include economic, political or psychological goods. Transforming leadership occurred when one or more persons engaged with others in such a way that leaders and followers raised one another to higher levels of motivation and morality (p.20). It ultimately became moral in that it raised both the level of human conduct and ethical aspiration of both leader and led, and thus had a transforming effect on both.

Burns (1979) presented a new leadership paradigm of a transformational leader as opposed to the transactional leader. The transformational leader asked followers to transcend their own self-interests for the good of the group or organisation. Good management theory may have been transactional: good leadership theory was transformational. Doing things right was replaced by doing the right things. Burns was a political historian and political scientist. His Pulitzer Prize winning popular work of 1978 dealt with the origins of leadership – psychological, social, and political. He characterised transactional leadership in opinion leadership, group leadership, party leadership, legislative and executive leadership and transforming leadership as working from intellectual leadership and ideas as moral power. It was left to others to develop the theoretical understanding and provide a research basis for use in organisations including school systems.

2.1.2.1 Transformational Leadership Research

Leadership theory had concentrated on leadership as a transactional exchange between leader and follower until Burns (1979) developed the new paradigm which had distinguished leaders as either transactional or transformational. He had thought that these were end points on a continuum. Bass (Bass and Stogdill, 1990) showed that the two approaches were different but not exclusive of one another. Transformational leadership augmented the effects of transactional leadership on the efforts, satisfaction and effectiveness of subordinates.

Subsequent research by Silins (1994) investigated the two constructs of transactional and transformational leadership in relation to school outcomes. Silins' analysis cast strong doubts on the assumption that there was an orthogonal relationship between transactional and transformational leadership as independent variables.

Using canonical analysis and partial least squares path analysis he found that there was greater support for a relational view of the link between transactional and transformational leadership than for the orthogonal view. Transactional leadership behaviours may have provided the indispensable linkages between transformational leadership behaviour and improved school outcomes. As such, transactional behaviours exhibited a mediating influence. The issue of relational aspects of leadership and the impact of mediating variables are critical to the focus of this study.

The hybrid nature of transformational leadership had been conceptualised by Bass (Bass & Stogdill, 1990, p.54) as comprising four correlated dimensions: charismatic leadership; inspirational leadership; intellectual stimulation, and individualised consideration. Transactional leadership comprised the dimensions of contingent reinforcement and management by exception. In a later development, Bass (1998) reported that he had enlarged his construct to a Full Range of Leadership Model that incorporated transformational, transactional and laissez-faire leadership as variables.

Charismatic leadership: According to Bass and Stogdill (1990), charismatic leadership referred to highly esteemed leaders who had extraordinary influence over their followers, who in turn become imbued with purpose and uncritically and unquestioningly obeyed the leader. Conger and Kanungo (1989) outlined an influence process model of charismatic leadership. This relationship between the leader and the follower was similar to Burn's (1979) heroic leadership such as that of many religious founders and some political leaders, although crises had also produced villains such as Hitler. Later Bass (1998) introduced the concept of a 'pseudotransformational' leader as a means of explaining a destructive form of charismatic leadership. By this he meant a destructive form of leadership that was characterised by coercion, arbitrariness, exploitation, authoritarianism, manipulation, threats to induce compliance, impetuous behaviour, and impulsive aggression and narcissism. While the concept of charismatic leadership has generated some interest, in the present study there is a preference for using Sashkin's (1998a) concept of leadership characteristics as will be elaborated upon later.

Inspirational leadership: If the dynamics of identification of the followers with the leader were absent and if the followers were drawn to the goals and purposes of the leader but not to the leader as such, then the leadership was inspirational but not charismatic (Bass & Stogdill, 1990). The trust of followers in the inspiring leader arose from the meaning the leader gave to their actions. Followers shared with the leader common beliefs. The leader publicly articulated these beliefs. According to Bass and Stogdill where the charismatic leader substituted for the followers' ego ideal, the inspirational leader provided symbols for this ego ideal.

The ability to manage meaning was seen to be very important to an inspirational leader (Bass & Stogdill, 1990, p.208). A leader worked by drawing attention to particular aspects of people's experience and then framing and shaping the context in such a way that followers could create their own understanding and interpretation. Such leaders had the ability to work interactively, to create interpretive schemes and then shape meaning. Such meaning could be found in the image of the organisation, its place in the environment, and its collective purpose. Within the present study, the concept of inspirational leadership seems more helpful than charismatic leadership for the reason that the shared vision of Catholic education drives leaders and followers.

Bass (1998) substituted the term 'idealised influence' for 'charismatic'. This followed an analysis of data from 3786 respondents to his multifactor questionnaire (MLQ) survey instrument. He saw the term 'charismatic' had been identified by the media with superstar flamboyancy, but was negatively associated with such leaders as Hitler and Mussolini, and was being used by other researchers as an all inclusive term for transformational leadership. So he fused charisma and inspiration to become 'idealised influence'. Hence, for Bass, most recently transformational leadership included individual consideration, intellectual stimulation and idealised influence (charisma-inspiration).

The other two elements of Bass' hybrid model of transformational leadership were intellectual stimulation and individual consideration. Intellectual stimulation was concerned with ways of thinking and interpretation and creativity (Bass & Stogdill, 1990, p.216). Individual consideration dealt with interpersonal skills such as the way a leader showed concern for each subordinate. Competence in communication, active listening, sensitivity to family and personal issues, contact time with and empathy for the individual were indicators of this dimension (Bass & Stogdill, pp.110-117).

Bass and Stogdill (1990) identified four factors of transformational leadership and three for transactional leadership. Bass' main research tool was the Multifactor Leadership Questionnaire (MLQ). In the revised Full Range of Leadership model Bass (1998) used three factors for transformational leadership, three for transactional and one for laissez-faire leadership. One of Bass' major contributions to the evolving new leadership theory was the need to include transactional leadership measures as well as transformational leadership measures. While for the purpose of the present study Bass' use of charismatic leadership was not incorporated, the need to integrate both transactional and transformational leadership was acknowledged through the use of Sashkin's (1989, 1998a) visionary leadership theory.

Sergiovanni (1987, 1990, 1991) conceptualised leadership as a set of five forces. These comprised technical, human, educational, symbolic and cultural forces. The technical, human and educational forces of leadership were seen as providing a critical mass for basic competence. Symbolic and cultural leadership forces added to excellence of leadership. In his earlier 1984 version of leadership forces, Sergiovanni saw these forces linked hierarchically or 'pyramidally' where the lower level forces, technical, then human and then educational were foundational before the symbolic and then cultural forces came into operation. His 1987 version allowed for a more integrated interactive 'pentagonal' linkage of all forces. Sergiovanni held that all leader-managers had to attend first to the technical and human forces. This would be equivalent to Bass' transactional leadership. The more transformative leadership influence began with educational leadership in human service organisations such as school systems. The symbolic and cultural forces were higher order influences bringing about symbolic and cultural transformation. Sergiovanni's analysis of transformational leadership seemed to have implications for the findings of effective schools research which will be treated Section 2.4.

Helm (1993) found that there was high congruence between the work of Burns (1979), Bass (Bass & Stodgill, 1990) and Sergiovanni (1990, 1992) and that Catholic school systems had a mission orientation that integrated religious and academic purposes. Inspirational leadership built around a common mission and set of values was

more relevant than any one leader's charismatic leadership. Recapitulating, the concepts of transformational and transactional leadership were foundational to this study's approach to leadership.

Section 2.1.3 Visionary Leadership Theory

In a significant review and new synthesis of nine different approaches to transformational leadership, Sashkin (1995a) classified the aspects of leadership covered in each approach according to concepts/constructs and variable types. Sashkin found that there were commonalities across these nine approaches which could be described as:

(a) Common behavioural competencies
(b) Common personal competencies
(c) Contextual factors

Four behavioural competencies were identified in more that one third of the nine approaches reviewed by Sashkin (1995a, p.18). These were: articulating a vision; creating opportunities for involvement; respect for followers, and modelling behaviour. Articulating a vision was common to seven approaches, creating opportunities for involvement and respect for followers was common to five approaches, and modelling behaviour was common to just three approaches.

Sashkin (1995a, p.18) found that three personal competencies were common to the nine approaches. These competencies were: vision; a power need and its expression, and self-confidence. A leader was: a person who believed that one's own vision could make a difference; was motivated to achieve that vision through power and influence, and used power to empower members of an organisation. Sashkin's approach to vision had much in common with Jaques' notion of cognitive complexity (Jaques & Clement, 1995). Self-confidence, although not so commonly described, mirrored Bass' (Bass & Stogdill, 1990) 'intellectual stimulation', and Kouzes and Posner's (1995) 'strengthening others' and 'celebrating accomplishments' (p.18).

Sashkin (1995a, p.20) found evidence that the organisational culture was important for at least four of the approaches. Contextual factors were understood as the organisational environment or culture, as the setting within which leaders exercised leadership. Sashkin was influenced by the concept that leaders constructed organisational culture, as developed by Schein (1992). Shared values, beliefs and assumptions were the essence of that culture. Sashkin (1988) modified Parson's 1960 measure of cultural functions that seemed to relate to cultural strength (latent pattern maintenance), managing change (adaptation), teamwork (integration) and achieving orientation (goal attainment).

Sashkin and Sashkin (1990) had found that leadership and culture in schools were interrelated. They were able to show that visionary leadership behaviour related most strongly to effective teamwork (integration). They found that trust behaviours related strongly to all culture measures. Investigating leadership characteristics, they found some evidence that long term vision related strongly to change orientation (adaptation). They also revised qualitative work done by Deal and Peterson (1993) on effective culture building in schools. Sashkin and Sashkin (1990, p.8) classified strategies in two broad types. The first strategy was by defining and constructing culture, by embedding values in the day-to-day culture of the school, and the second by clarifying and

reinforcing those values. Correspondingly, leadership in the first instance was primarily actioned through bureaucratic linkages, whereas in the second instance, it was through cultural linkages. For them, educational leadership was demonstrated when cultural linkages, rather than bureaucratic linkages, obtained. A third level was the ideal – leadership for a culture-driven theory of school organisation.

Sashkin (1996b ,1998a) described his Visionary Leadership Theory as an integrative approach. He argued that Burns' (1979) original view of transformational leadership had to be proven or modified through research. Sashkin's new theory could be explained as arising from a synthesis of all nine theories, each of which had a substantial research basis.

Bennis and Nanus' research (1985), based on interviews, extracted five leadership behavioural competencies. These were termed management of attention, management of communication, management of trust, management of respect, and management of risk. Using Bennis and Nanus' categories to construct his first version of a Leadership Behaviour Questionnaire (LBQ), Sashkin (1988, 1998a) originally termed the categories as: clarity of focus; communication; consistency; caring and creating opportunities. He reported upon more than 50 research studies that used LBQ instrumentation. Kouzes and Posner (1995), through a combination of a detailed review involving 2,500 personal-best cases, the construction of a Leadership Practices Inventory (LPI) and the use of factor analysis identified five practices and ten behaviours as much more specific and behaviourally focussed than the transformational leadership dimensions developed by Bass. The five practices were: challenging the process; inspiring a shared vision; enabling others to act' modelling the way, and encouraging the heart.

Sashkin (1998a) provided an insight into his revival of trait theory research under a broadened image of leadership characteristics. According to Sashkin, Stogdill, reported in Bass and Stogdill (1990), from an examination of more than 100 research found no evidence of any single trait tied directly to leadership. The effect of this finding was that no significant research studies on trait theory took place for the next 25 years. However, Sashkin pointed out that Stogdill in 1948 actually identified several clusters of personal characteristics related to leadership. Using the work of Stogdill and personality theorists, Sashkin (1988, 1998a) extracted three fundamental personal attributes underlying leadership. These were action, emotion, and cognition.

According to Sashkin (1998a), the earlier interest in situation leadership theory was recovered through the research of Schein (1992) and of Kotter and Heskett (1992). These researchers had suggested that transformational leaders constructed strong organisational cultures i.e. the patterns of shared values, beliefs and assumptions that drove and directed people's behaviours in organisations (Sashkin, 1998a).

Sashkin's first published version of a leadership behaviour questionnaire (LBQ) instrument in 1984 focussed on transformational leadership behaviours. A second edition in 1988 added three new personal characteristics and two cultural building characteristics. In 1995 and 1996 a third edition refined some items. At the same time, a different version called The Leadership Profile (TLP) modified the above scales, and simultaneously introduced two transactional leadership scales. Rosenbach, Sashkin and Harburg (1996) developed the

Leadership Profile instrument which will be used in this study. Further details of this instrument are found in Chapter Three. It consists of ten scales identified with four dimensions of leadership.

Visionary leadership theory as explained by Sashkin (1998a) is characterised by:

(a) A unique integration of leadership behaviour, personal leadership characteristics, and organisational/ cultural leadership.
(b) A reliable integration of the most commonly found concepts in other contemporary approaches of the nineteen eighties and nineties.
(c) A capacity to differentiate transformational from charismatic leadership.
(d) A comprehensive, systemic, approach linking constructs across several levels of analysis from individual to interpersonal to organisational levels.

Sashkin's synthesis of visionary leadership appeared to provide a reasonable theoretical construct of leadership for application to middle level leaders such as the Consultants in the Catholic school systems. One part of this study will attempt to validate this Visionary Leadership construct.

Section 2.1.4 Recent Leadership Research

Several enhancements of Bass' transformational leadership theory and of Sashkin's Visionary leadership theory were found in a review of research of the 1990s. These are considered in this section.

The Bass (1985) transformational model of leadership was further developed by Avolio and Bass (1991); Avolio (1996) and Bass (1998); and applied to Australian studies such as those of Silins (1994); Adamson (1996); Carless, Mann and Wearing (1996); Lewis (1996); and Parry (1996). These studies were of assistance in the design of the present study because they demonstrated the relationships between leadership and various outcomes and had in common the use of Bass' instrumentation for measuring leadership.

One of the theoretical assumptions made by the Carless, Mann and Wearing (1996) study had important influence on this research. In an examination of 696 Australian middle level branch bank managers, Carless et al. further extended Bass' Full Range Leadership Model. Their extended transformational leadership model included the ways transformational leaders influenced team performance. They believed that transformational leadership theorists had largely neglected the impact of group factors. Leader Self-Efficacy and Group Cohesion were introduced as mediating constructs between transformational leadership and team performance. Group Cohesion explained the way a group was bonded, and was characterised by open communication, supportiveness, lack of interpersonal conflict, a shared understanding of purpose and the ability to work together as a team.

Anderson (1998, p.270) defined transforming leadership as vision, planning, communication, and creative action that had a positive unifying effect on a group of people around a clear set of values and beliefs, to accomplish a clear set of measurable goals. Essential to Anderson's transforming leadership approach were concepts that related to the acceptance and integration of diversity in the group members, and the concepts of

'style-shifting', 'role-shifting', and 'skill-shifting'. Style-shifting was the leader's ability to assess the personal style of another person and adjust responses to better fit what is most effective in achieving the leader's purposes while meeting the needs of the other person. Role-shifting was firstly the ability to recognise which of three major intervention roles was most appropriate in any given moment – communication, counselling, and consulting. Secondly, it was the ability to alternate among interventions in a versatile manner as the situation or the person required. Skill-shifting was the ability to move gracefully between three different set of skills to accomplish various tasks, depending on the developmental level of a person, group or whole organisation (Anderson, 1998, p.212). This research was helpful in the present study because of the exploration of the different ways Consultants exercised influence with Principals and School communities.

Through the development of his earlier 1986 concept of 'purposing' Vaill (1998) stressed the total human expression of leadership. Purposing referred to that continuous stream of actions by an organisation's formal leadership that had the effect of inducing clarity, consensus, and commitment regarding the organisation's basic purposes. The visions that leaders offered should have the effect of crystallising a sense of purpose. The essential leadership act was to create visions that brought people together and gave them a sense of common purpose. A vision was a portrayal of an organisation's intended activities. It was a motivational statement. It expressed feelings. The reminder that leadership is a totally human expression consistent with the organisation's purpose and hence justified attention in this study to the relationship between the Consultant and Principals.

Dunphy and Stace (1992) theorised that there were four styles of change leadership: collaborative, consultative, directive and coercive, and found in their research that the dominant styles of executives was directive. Transformative leadership was most appropriate when a framework had to be broken, a new ideology installed, and the organisation repositioned. Consultants could be considered as change-agents. Depending on the change model being used, the consultant style and skills would be different. However, transactional leadership remained important when consolidating organisational change. This work of Dunphy and Stace suggested that leadership styles, as treated previously, needed to be flexible and adaptive to different situations.

Zand (1997) explored the power of leaders when working in consultancy mode. He found that consultation, a form of legitimate power, set aside the barriers of formal authority and allowed leaders to explore the knowledge and to promote the trust they needed to solve problems. Power had two dimensions: influence and control. Poor leaders used directive, authoritarian power and control. Consultation meant exerting influence through an exchange of views about problems and solutions as part of a search for knowledge and also respected the idea that knowledge was distributed throughout the organisation. At the same time, followers needed counselling by their leaders. The consulting relationship had two levels: a content and a process level. Content level consisted of three phases: defining the problem; generating solution options, and choosing and implementing. The process phases included: establishing rapport; defining roles, and withdrawing. Leaders became facilitator-consultants. Trust consisted of a willingness to increase one's vulnerability to another person whose behaviour one could not control, in a situation in which the potential benefit was much less than the potential loss if the other person abused one's vulnerability (Zand, p.91). This work of Zand was highly

relevant to this study because of the way it elaborated upon the rapport, trust and quality of relationship that could be foundational to the influence of a Consultant in a Catholic school system.

Murphy (1995) described creative leadership of Principals as being a community servant of values, purposing, building a shared covenant, and establishing meaning, and he reported some of his empirical findings on the ways Principals led from the centre through collaboration and managed school reform. Zywine and others (1995) in reporting on a Canadian school district development program, took the view that, while the school was a centre of change rather than the unit of change, change occurred through negotiated interaction between leadership at the school and district level. This research focuses specific attention on creative leadership and on the linkage between system and school as promoted by Consultants considered within this study.

Anderson (1998, p.281) extended the notion of transforming leadership to the whole organisation through the concept of a "Leadership Organisation". He defined such an organisation as one that created and sustained a leadership-centred culture where leaders developed other leaders from the top down and the inside out. Leadership organisations recognised that they created a synergy in connecting the development of individuals, teams, and organisations. This synergy had a permanent, long-term multiplier effect on satisfaction and performance at every level. A Leadership Organisation didn't have just one person who could 'move souls' but a group of people who had the skills and willingness to energise each other on a continuous basis (Anderson, p.286). This particular insight of Anderson was highly relevant to the present research in that in this study the smallest group was one Consultant and one Principal and the unit of study was one Consultant group and an associated network of Principals.

D'Orsa (1994) in his research into leadership development programs in a large Catholic school system, proposed a developmental model that suggested three categories of leadership – transactional, transitional and transforming. He suggested that the three types of leadership reflected differing cognitive capacities for meaning making and valuing on the part of leaders, whether working individually or as a group. D'Orsa believed there was a leap of maturation when a Principal moved perspective from small picture to big picture; from a school focus to a system focus. This would suggest that Consultants needed to be big picture people to be effective, or in Anderson's (1998) terms versatile in meshing with Principals at different stages of meaning making. D'Orsa's (1994, p.442) underlying premise was that system leaders in Catholic school systems needed to be aware of their goals in cultural transformation as they were of their goals in organisational development, if their efforts to develop leadership throughout the system was to be effective.

These more recent developments seem to be congruent with both transformational and visionary leadership theories. This section of the review has largely been predicated on the notion of the leader as a position or a person. Some extension has been identified of that simple view into the nexus between the leader and the group and to the concept of the leadership organisation.

Summarising the implications of Section 2.1 for this present study, the group of theories here described as pre-transformational appear to offer little to understanding the role of Consultants. It is clear that both transformational and visionary leadership theories have undergone considerable development by the late 1990s.

On balance, visionary leadership theory seems to be more pertinent to this study of Consultants, who are middle-level system leaders, for the reason that in Catholic school systems the mission statement of the system is designed to inspire the Consultants and Principals alike, whereas Bass' transformational theory exaggerates the charismatic influence of the leader. Secondly, the recent application of visionary theory to research on school Superintendents appears more relevant to this study. The recent research of Anderson (1998) on transforming leadership suggests that Principals as well as Consultants can be regarded as active participants in the leadership organisation for the purpose of this study. Anderson's study and Zand's (1997) research on consultancy power was also relevant to this study.

Section 2.2 Reconceptualising Leadership as Relationship

The purpose of this section of the literature review is to examine an alternative view of leadership as a process. As stated in the Introduction (Section 2.0) leadership of a Consultant is not a discrete concept, but is defined in relation to the leadership of a Principal, who is engaged with the Consultant through a synergistic relationship. Hence the key considerations in this section include a paradigm shift to wholeness, and its relevance to leadership. An exploration of the characteristics of leadership as relationship and of Catholic leadership in relation to a community mindset follows.

According to Capra and Steindl-Rast (1991, p.34), a social paradigm was a constellation of concepts, values, perceptions and practices, shared by a community that formed a particular vision of reality that was the basis for the way the community organised itself. It was necessary for a paradigm to be shared by a community. A single person could have a worldview, but a community shared a paradigm.

The old paradigm in science was mechanistic science. There has since been a paradigm shift. Capra and Steindl-Rast (1991, pp.xi-xv) had included the following criteria in the new paradigm shift:

(a) A shift from the part to the whole.
(b) A shift from structure to process.
(c) A shift from objective science to "epistemic science."
(d) A shift from building to network as a metaphor of knowledge.
(e) A shift from truth to approximate descriptions.

The new paradigm could be called holistic, or it could be called ecological. Ecological awareness implied the fundamental interconnectedness and interdependence of all phenomena within the cosmos.

According to O'Murchu (1995, 1997a) one worldview had been the notion of everything in the cosmos being relational. Interdependence, evolutionary growth which was cooperative not competitive described the universe as subject not object. O'Murchu argued that humans grossly exaggerated their role within the evolutionary process. This exaggerated anthropomorphism tended to set humans against and superior to all other species, and they were reluctant to acknowledge that they were an integral part of the cosmic whole.

Holistic paradigms were given a further impetus through the quantum physics application of holography. A hologram resulted from a method of lensless photography, in which light waves scattered by an object were

recorded on a plate by means of an interference pattern. If this record – the hologram – was placed in a coherent light beam like a laser the original wave pattern was regenerated; a three dimensional image appeared, and any piece of the hologram was reconstructed as the entire image (Grof, 1993). An implication of this new paradigm was the more diffuse, fuzzy relationships between people in organisations. Leadership is reconceptualised in relational terms as a focus for this study.

Section 2.2.1 Leadership as Mindset

Where earlier theories of leadership tended to describe leaders as 'objects', this reconceptualisation of leadership is predicted on a 'subjective', relational perception. Culbert (1996) argued the proposition that organisation was an artifact of the mind that viewed it. This artifact he termed 'management mindset'. In organisations, self-interests and organisational agendas determined mindsets; mindsets determined how people perceived events; and perceptions determined what people thought were the actions required. For example, real teamwork could be understood as a mindset that clearly depicted the organisation's vision together with a commitment to increasing the effectiveness of each and every person who played a critical organisational role. Amatea and others (1996), through the metaphor of a choice of lenses, showed how different mindsets brought about shifts in consciousness among school administrators. The notion of 'conceptual pluralism' was used by Bolam and Deal (1991) as a means of describing four different frames of reference for examining organisations and had a similar meaning. Within this study, Culbert's management mindset is adapted to conceptualise a particular leadership mindset that includes shared leadership within a 'Catholic' worldview.

Section 2.2.2 Leadership as Relationship

Rost (1991) developed a framework of a leadership dynamic residing in a group. Leadership was defined as an influence relationship among leaders and their collaborators who intended real change that reflected their mutual purposes' (Rost, 1993). According to Bray (1999, p.13), there were four elements in this definition:

(a) it was a relationship based on influence
(b) the relationship was an active one
(c) leaders and their collaborators intended real change, and
(d) what leaders and collaborators intended reflected their mutual purposes.

For Bray (1994, 1999) people in the relationship all 'do the leadership'. The person with the most influence to move the group in a particular direction was the leader at a particular time. At another time on a separate issue a different person in the group could have the most influence. However, all people in the group have the responsibility to examine, critique, clarify, support or oppose what was being proposed as active participants. Bray also assumed that the influence was exercised in noncoercive relationships such that people always had a choice. More recently, Neuman and Simmons (2000), through the concept of distributed leadership proposed that leadership was no longer a function of age, position or job title, and was a characteristic less of an individual than of a community.

Through the metaphor of the dance Duignan (1997) applied the sense of connectedness within organisations to the dimension of leadership:

> Leaders should make every attempt to enhance the quality of relationships in their organisations. Relationship is an organisational dynamic that is at the very heart of leadership. Without quality relationships, it is difficult to imagine how an organisation or its leadership can function effectively. As in a family or community so it is true in organisation, when relationships break down the unity and purpose of the group begins to disintegrate. Relationship is the key, I believe, to linking the individual to the group or organisation.
>
> Relationship constitutes a dance in which individual freedom, autonomy, and creativity is balanced with social responsibility and accountability. It is through meaningful relationships that individuals with their 'latent, indeterminate characteristics', come to recognise, accept and appreciate the emergent social reality of living and working together in organisation. In order to become a 'social relational whole' or exhibit a 'coherent field' or the characteristics of 'undivided wholeness', there is a need for dynamic balance in the dance between the "I" of self and the "we" of group, community or organisation. (Duignan, 1997, p.17)

Leadership was a reciprocal relationship between those who chose to lead and those who decided to follow (Kouzes & Posner, 1993). Sharpe (1996a), thought human relations continued to be at the heart of educational leadership in the 1990s. The leadership being promoted was transforming, symbolic, cultural, value-added, people-centred, warm, caring and sensitively feminine. He also placed emphasis on leadership teams, networking, collaboration and shared leadership, and the leader as co-learner in a collaborative community of learning.

There was evidence that the above authors believed that leadership was more than a rational task, and involved the total human person, and through relationship the sense of interdependence was highlighted. As in any human relationship, the possibility that leadership could be reconceptualised suggested that characteristics of a relationship could be applied to leadership.

Section 2.2.3 Characteristics of Leadership as Relationship

Four characteristics of relationship – being credible, collaborative, service-centred or stewardship-centred, and authentic – are applied to this different view of leadership.

Credible Leadership: Kouzes and Posner (1993) suggested that the credible leader learned how to discover and communicate the shared values and visions that formed a common ground on which all followers including the leader stood. Commitment to credibility meant that there was a genuine clarification of the leader's and the followers' needs, values, and vision, building a community of shared vision and values, and leading to actions which reflected deeply felt standards and emotional bonds. In this study, credible leadership will be examined through use of Sashkin's (1998a) theory.

Collaborative Leadership: Sofield and Kuhn (1995) found that collaborative leaders: did not act in isolation; were inclusive; were willing to listen, and seemed to discover the power liberated through others by recognising that the sum was much greater than the parts. Quinn (1996), in describing a relationship as

synergistic, used the example of the symphony, the ballet, the theatre, and sports to show that the group performed far beyond the sum of its individual talents.

Karpin (1995) acknowledged the more recent attention to the relationship between leaders and organisational members. Ashkanasy and Weireter (1996) investigated two major theories of leader-member relationships in organisations. In an Australian study they found that accomplishment in work groups was a function of compatibility of leader-member values rather than congruency of values per se. One of the determinants of leader-member relationships was member self-awareness. Member affiliation encompassed values associated with group membership and affiliation. This suggests for this study there is some potential in exploring the shared values of two groups of leaders, the Consultant and the associated school Principals in terms of compatibility and congruency of values.

Limerick and Cunnington (1993) extended the simple concept of collaboration in a dynamic, complex, fluid way through the structure of networks and the process of networking. Lipnack and Stamps (1994) argued that in an era of increased, complex and discontinuous change new organisation design had become an imperative. The distinguishing feature of networks was the links, far more profuse and omnidirectional than in other types of organisation. As communication pathways increased, people and groups interacted more often. As more relationships developed, trust strengthened. Trust enabled the links to be constructed. Trust enabled people to establish purposes articulated in detail and maintained over time: trust was the "grease" while purpose was the "glue" (Lipnack & Stamps, 1994, p.197).

Savage (1996) described the new organisation as a network structure with networking processes, coordination of effort, the authority of knowledge, simultaneous activities, horizontal communication, generating trust and integrity. Two of Savage's conceptual principles were peer-to-peer networking, and dynamic teaming. He envisaged rapid exchange of information between people, and an ongoing teaming process where the rules were evolved, roles were fluid, and the task was that of collaboration with others. The process of managing a network included considerations of developing the envisioning capabilities of participants, developing data-integration strategy, developing learning, relearning and unlearning, and reconfiguring infrastructure as needed in building a knowledge network (Savage, p.266).

Katzenback and Smith (1993) supported the concept of team management as predicated on empowering more individuals in organisations. According to them, a team could be understood as a small number of people with complementary skills who were committed to a common purpose, performance goals, and approach for which they held themselves mutually accountable. G. Pinchot and E. Pinchot (1996) also found that in the network, teams were constantly being reconstituted as needs changed, and the initiative for formation tended to be more rapid and horizontal at many levels. Effective, liberated teams were seen as being focussed on survival, risk taking, inspiring common purposes, realistic in goals and deadlines, competent and committed, highly creative and integrated. Glass (1996) noted that teams also needed to be complementary in skills and mutually accountable. This understanding of team management suggested that in the present study, the interaction between a Consultant and group of Principals might be flexible with shared initiatives, responsibilities and accountabilities.

Recapitulating: collaborative leadership could be understood, in Bray's (1999) terms, as people involved in the relationship all 'doing the leadership'. However, this may sound too static. The new networking process redefined collaboration as omnidirectional, diffused knowledge and power sharing, complex and flexible, with continuous learning. The ramification for this study was the need to examine not just the interpersonal relationships between a Consultant and a Principal, but also both the network structure and process.

Servant leadership: Block (1996), Greenleaf (1977) and Lambert (1997) contributed to new views of the use of power within organisations through the concepts of stewardship and servant-leadership. Block (1996) understood stewardship as a choice to preside over the orderly distribution of power. By this was meant giving people at the bottom and the boundaries of the organisation choice over how to serve the customer, the citizen, and the community. As such, stewardship was a choice for service, through partnership rather than patriarchy, and through empowerment of others. For Block, a willingness to be accountable without using control was central to stewardship and an inversion of a traditional controlling mindset of leadership. Secondly, such a leader was seen by Block as being convinced that balancing power and accountability was the basis for governance. Empowerment meant that everyone was responsible for creating the organisation's culture.

Greenleaf's term, Servant leadership, appeared to be a paradox. True leaders, according to Greenleaf (1977), were first experienced as servants to others and seemed primarily motivated by a deep desire to help others. He contended that a view of power as coercive had led to a 'Mosaic tradition': of a person in control handing down decisions to 'subordinates' through highly structured, or pyramidal, arrangements. By contrast, a 'Roman tradition' of leadership assumed that power was persuasive rather than coercive. The leader was *primus inter pares*, first among equals. Within the present, study Sashkin's theory (1998a) will be used to examine the use of power by the Consultant.

Chaleff (1998) examined the leadership-followership relationship from the perspective of followership. In this worldview of relationship, Chaleff contended, at the heart of balance were the "I" and "the other", and hence the necessity of relationship (p.21). Moral, emotional and psychological forces underpinned the dynamics of the leader-follower relationship. For Chaleff, purpose was the "atomic glue" that bound the persons in a professional relationship. Equally fundamental were the group's shared values. The relationship was itself one of reciprocal leadership-followership. The implication of Chaleff's research will be tested through the survey.

Authentic leadership: Authenticity in leadership has been viewed as building on the concepts of servant leadership (Greenleaf, 1977) and stewardship (Block, 1996), and has been linked with the use of power and authority (Duignan, 1998). Duignan sees trust in others and credibility as two poles of authenticity. After reflecting on examples of cynicism about leaders and a culture of 'artifice' in many organisations, Duignan and Bhindi (1997) proposed a conceptual framework for authentic leadership. They argued that authentic leadership linked assumptions, beliefs about, and actions related to, authentic self, relationships, learning, governance and organisation, through significant human values, to leadership and management practices that were ethically and morally uplifting. Duignan and Bhindi (1998) contended that disquiet about the obsession with corporate managerialism, the excesses of leadership expediency and infatuation with self-interest, personal advantage and

lust for power and privilege, have led to the call for the transformation of managers and administrators into leaders. They saw Catholic schools and Catholic school systems well placed to incorporate the new paradigm of leadership because of their moral-ethical-spiritual character. This research is relevant for this study which seeks to probe the perceptions of both Principals and Consultants about their leadership relationship in a Catholic school system.

Duignan and Bhindi (1997) found that authenticity was not only a quality of a leader but also a product of relationships and interrelationships. The quality of the relationships greatly influenced everything else that happened in organisations including the quality of the leadership. Trusting and caring relationships were identified by them as central to the development of a culture where values relating to honesty, integrity, loyalty, fair-mindedness, justice, equity, freedom and autonomy were internalised and finally expressed through everyday practices and procedures. Concepts such as 'a communion of values and interests' and ' a shared consciousness based on spirituality' were emerging as ways of bringing people together in harmonious relationships in pursuit of a shared vision (Duignan & Bhindi, 1997, pp.201-202). This suggests that within the present study some specific attention should be given to checking whether a transcendent or transforming dimension of a leadership relationship exists between a Consultant and Principal.

In summary, the interpersonal chemistry of relationship provided a different way of visualising leadership. Secondly, leadership in a school system such as that of the Catholic school system could therefore be envisaged as residing in a relationship between a Consultant and a Principal or group of Principals. Thirdly, it was important in extending the concept of influence relationship (Rost, 1991) that the concepts of credibility, collaboration, service and authenticity be incorporated into this paradigm.

Section 2.2.4 Catholic Leadership

Ciriello (1993, 1994a, 1994b), Sydney Archdiocesan Catholic Schools Board (1994, 1998), Starratt (1996) and recently McLaughlin (2000) have researched the nature of Catholic schools leadership and assert that Catholic School Systems are founded on certain assumptions, values and beliefs which suggest intentional leadership may be generated around a shared vision. This section of the review will examine literature and research associated with the notions of community, Catholic community and Catholic schools and school systems as purposeful communities. Secondly, the particular Catholic leadership mindset that exists in Catholic institutions will be examined in the light of the relational paradigm presented above.

2.2.4.1 Community

Community was not a univocal term (E. Whitehead & J. Whitehead, 1993). A sociological understanding included the element of an intermediate style of group life between a primary group and a formal association. There were two foci of attention: the quality of relationship between the members and a feeling of solidarity, and, secondly, the external focus of vision and direction. For E. Whitehead and J. Whitehead five aspects were constitutive of community:

(a) A common orientation towards some significant aspect of life.
(b) Some agreement about values.

(c) A commitment to common, shared goals.
(d) Opportunities for personal exchange and sharing.
(e) Agreed upon definitions of what membership entails.

(E. Whitehead & J. Whitehead, 1993, p.42)

Communities were collections of individuals bonded together by natural will and who were bound together by a set of shared ideas and values (Hodgkinson, 1996; Sergiovanni, 1996). One example of such a community was the school community.

2.2.4.2 School Communities

A mindset of school as community, according to Sergiovanni (1992), captured the meaning for this study. "Schools need to be viewed as communities of learners" (Sergiovanni, p.125). Central to this image were the holistic, integrated features of a school community. These were that there existed (a) a community of relationship, (b) a community of place and time, (c) a community of mind, and (d) a community of memory. Classrooms were learning communities; teachers formed professional communities; the whole school was an inquiring community; and the school was a moral community.

Sergiovanni (1990) believed that school communities were intentional, purposeful, moral communities. Communities spoke as in moral voice. They laid claim to their members. They were value adding communities. Shared, binding commitments were derived from some form of pact or, as Sergiovanni popularised, 'covenant of values' or 'community of mind and heart'. This research raised the implication of the influence of the Consultant on a school as a learning community.

2.2.4.3 Catholic Community

The idea of a 'Catholic' community contained a plurality of meanings, even contradictory ones according to Kneipp (1994). Duignan (1998) argued that there had been a paradigm shift in the understanding of a Catholic community. An earlier preferred and idealised view of a 'village community' included as features clear boundaries, ordered structures, stable and shared values, rules imposed by others, physical contiguity, calibrated relationships, loyalty and harmony. The typical Catholic parish fitted this description. By contrast, an emerging view, described by Duignan (1998) as an "Amoeba view" (p.44) of Catholic community was characterised by fuzzy social and geographical boundaries, fluid membership, shifting relationships, messy structures and processes, multiple perspectives.

> We need to promote [Catholic] community less as a geographical location, entity, a thing, and more as a state of mind and relationship based on the examples from the life of Jesus…community as relationships based on shared mind-sets that promote and celebrate belonging, acceptance, affirmation and love. (Duignan,1998, p.47)

Duignan's research influenced this study through identification of a Catholic mindset, albeit amoeba-like, with which leaders, including Consultants and Principals, viewed reality for it could be this shared mindset that sets the foundation for the relationship between the participants in the enterprise, such as Consultants and Principals.

2.2.4.4 Catholic Schools as Purposeful Communities

McLaughlin (2000) in a major review of Vatican documentation on Catholic education noted that three premises underpinned the Vatican view of Catholic schools as purposeful communities. Firstly, community as the essential nature of a Catholic school had its origin from a Catholic understanding of the nature of God as 'communion' of three persons called Trinity as explained by John Paul II (1989, par.40). Secondly, the Second Vatican Council used the image, "People of God" to indicate the Church's essential community nature. Thirdly, every document of education issued from Rome since 1965 explicitly stated that the Catholic school was a community. These assertions were contained in: *Declaration on Christian Education* (Abbot, 1966, par.8); and in the following documents issued by the Congregation for Catholic Education in Rome, *The Catholic School* (1977, pars.53-57); *Lay Catholics in Schools: Witnesses to Truth* (1982 par.22); *The Religious Dimension of Education in a Catholic School* (1988, pars.27; 31); *The Catholic School on the threshold of the third millennium* (1998 par.18). While these assertions may make sense theologically, for the purpose of this study the identification of a mindset of Catholic community was problematical as applied to leadership.

Clark and Ramsey (1989) identified the potential of social capital of the Catholic school. Dwyer (1993) believed that a major reconceptualisation of Catholic schooling within Australia was taking place in the 1990s. He described this period as assisting at the birth of a new Catholic culture. R. Keane and L. Keane (1997) asserted that Catholic school leaders needed to make a distinctive contribution to educational thinking at the national forum. Treston (1997) was concerned that the increasing bureaucratisation of Catholic school systems risked, in Habermas' (1987) metaphor, the 'lifeworld' becoming 'colonised' by the technologically driven 'system' unless it attempted to enhance the myths and stories which constituted its ethos. Dwyer (1993) wanted an evangelising of Catholic bureaucracies as an antidote to the potential self-serving interest of bureaucracies. Within the present study, there was a need to clarify whether the purpose of the leadership relationship was clear in terms of Catholic identity and direction of the school systems.

Vaill's (1986,1998) concept of purposing and Sergiovanni's (1990, 1992) notion of moral community, are consistent with the purposes of Catholic schooling as enunciated by Groome (1996) and O'Keefe (1998a, 1998b).The purpose and nature of Catholic schooling in Australia has been recently reviewed and researched by Flynn (1985, 1993), D'Orsa (1993) and more recently by McLaughlin, Spry, Kelty and Sultmann (1998). From an extensive and significant review of the past thirty years, McLaughlin (2000) proposed that the primary purpose of Catholic schooling was to generate a challenging educational environment, faithful to the Catholic tradition of offering a synthesis of faith and culture, that promoted integral human growth of students and a

transforming relationship with Christ. Catholic schooling should display practical expression of inclusive care for others, while promoting an awareness of contemporary injustice in economic and social structures.

To summarise: Catholic schools have been defined in terms of community, being Catholic, and being purposeful in terms of developing learning and faith of students in an integrated way in each of the schools. The newly emerging Catholic school systems have been challenged to clarify their essential purpose and direction. This study on the leadership of Consultants therefore needed to recognise the purpose and identity of the Catholic school systems.

Section 2.2.5 Catholic Leadership as Relational and Catholic

An On-line virtual conference 'Leadership conversations' of 150 participants during 1998 and a linked international conference of 200 participants on the theme "Catholic Leadership: The Challenge and the Paradox" was conducted by Australian Catholic University from 2-5 August 1998.

The conference participants in attempting to make sense of 'Catholic' and 'Leadership' together as 'Catholic Leadership' saw these concepts as problematic. It seemed that "Catholic leadership" could most readily be understood in those organisations, structures and institutions where membership in the Catholic Church was a requirement for holding a particular position. The phrase "Leadership of Catholic organisations, structures and institutions" appeared to be more inclusive because it included those people in leadership positions in Catholic health and welfare organisations who may not be members of the Catholic Church (Cleary, 1998).

Duignan (1998) believed such authentic leadership within the Catholic community derived from the development of relationships and the creation of structures and processes whereby people could share their ideas, beliefs and dreams and work together to achieve them.

Another perspective on Christian leadership is provided by Dance (1998) who believed the quality of relationships influenced everything else that happened in Catholic organisation and communities:

> A listening, servant, relational approach must underpin all our use and sharing of power in carrying out the stated mission of any project within the Church. Christian leadership ought to be radically relational. If those with designated authority in the church took as their starting premise an acknowledgement that we are all called into mission and if this became part of the mindset we would be on the road I think. (Dance, 1998)

Dance's idea of Christian leadership being 'radically relational' challenged the assertion that leadership was only invested in an individual. This way of thinking would have significant implications for the ways that an organisation operated. Dance saw leadership as being invested in the relationship, with the relationship as central and change coming about when people in that relationship used influence to bring about significant change which reflected the mutual purposes of the group. Bullen (1998) claimed that such an understanding required a separation of management and leadership because the focus of management was current good order, while that of leadership was change. In response to the question "How do you carry out your leadership role in your position?" Cleary (1998) found that less than one percent of respondents in Catholic organisations

mentioned vision and forward directional roles but the overwhelming majority spoke about being a team leader who enabled staff to grow.

Theological perspectives had been developed as a rationale for this relational view of leadership in Catholic organisations (Ravsch, 1997; Lennan, 1999). The foundation for this view of leadership was seen to be the concept of community. The term 'communio' denoted fellowship or community (Duignan, 1998b). Some participants saw the concept of Church as 'communion' or 'communio' as a valid theological basis for advancing a relational model of leadership:

> Communio is the destiny of all of creation coming into union with our creator and, since all of creation is interconnected, into harmony with each other. It is also the job of the church (you and me) to show proof of the union through our own union with God. (Cresp, 1998),

and

> Surely the principle of Communio starts from what we share, rather than what divides us. Communio is a call to shape and model our living out of Christ's call, on the relationship which is at the heart of God and which we call "the Trinity". (Dance, 1998)

More recently, McGilp (2000) reporting on a recent study of Australian Catholic school leaders assumed that such persons by being in positions of leadership in Catholic schools could describe their experience of Catholic leadership as well as explain how they exercised Catholic leadership. The respondents described experiences associated with empowerment, challenge, modelling, encouragement, sharing and support and upholding values and articulation of the Catholic faith. The themes associated with their exercise of Catholic leadership included personal qualities of enthusiasm, modelling, courage and promoting principles of trust and collegiality. Examples referred to connectedness with parish communities and ministering in the school community in caring, collaborative ways. They felt challenged to maintain the ethos and the role of the Church. Slattery (1998), in a study of Catholic school Principals, found that religious leadership and cultural leadership were mentioned more frequently in responses than educational or administrative leadership. He found that it was essential that a Principal be first committed to developing an authentic Catholic school.

The findings within this segment suggest that leaders in Catholic school systems weave theological, relational and cultural perspectives into a "tapestry" called loosely "Catholic leadership". While the concepts seem highly complex and linked, there is an emerging understanding of leadership within the Catholic school systems that may be experienced relationally and culturally, but is not easily defined. One of the purposes of this study is to further examine this Catholic mindset that seems to be embedded in a relationship of leaders.

Section 2.3 Research on System Leaders Including Superintendents

The purpose of this section of the literature review is to identify and validate a suitable research design for this study based on a sound conceptual framework. The seminal work of Hallinger and Heck (1996) is firstly reviewed, and secondly, a review is undertaken of recent research on the American school Superintendent. Through a synthesis of these studies, a mediated – effects design is suggested for use in this research.

Over the period 1980 – 1995 Hallinger and Heck (1996) reviewed 40 studies of empirical research into the Principal's leadership role in school effectiveness. Their perspective was that the Principal's leadership role was best considered as part of a web of environmental, personal and in-school relationships that combined to influence organisational outcomes. They believed that the complexity of extraorganisational and intraorganisational processes represented a particular challenge for researchers who studied causal relationships involving leadership and effectiveness.

Hallinger and Heck (1996) classified 40 studies according to a system developed by Pitner (1988) and adapted by them. The range of approaches included direct-effects, mediated-effects, and reciprocal-effects:

(a) A direct-effects model assumed that the leader's effects on school outcomes occurred primarily in the absence of intervening variables.
(b) A mediated-effects model assumed that some or all of the impact of the leaders on desired school outcomes occurred through manipulation of, or interaction with, features of the school organisation.
(c) A reciprocal-effects model assumed leadership as an interaction process in which the leader simultaneously acted on, and responded to, features of the school and its environment.
(d) If an antecedent variable were introduced in the direct-effects model, then the leader variable stood as both a dependent and independent variable.
(e) If a mediated-effects model was combined with an antecedent model, then an even more comprehensive explanation of the leader's role in effectiveness was possible.

Hallinger and Heck (1996) found that the model type used influenced findings. Direct effect models, with few exceptions, yielded weak results. Mediated-effects and reciprocal-effects models were increasingly sophisticated theoretically, had much stronger designs, used more powerful statistical methods of analysis, and consequently yielded more frequent instances of positive findings concerning the role of the Principal in school effectiveness (Hallinger & Heck, 1996, p.37). Mediated effects models frequently discovered significant indirect effects on student outcomes.

This template is now applied to recent research studies on the American school Superintendent with a view to the identification and validation of a suitable research design and as a part of this review develop some understanding of outcomes that are suitable for this study.

Section 2.3.1 American School Superintendent Research

Some recent American research assumes that effective schools depend on effective Principals and effective school Superintendents.

> Recent calls for restructuring [American] public education have focussed on school leaders. School Superintendents play a key part in successful schools. As expectations for public education have risen so have expectations for school Superintendents. (Castillo, 1993)

> To a great extent, the quality of America's schools depends on the effectiveness of school Superintendents. (Hood, 1996)

Leadership effectiveness research and the nexus with school effectiveness research is considerably more complex than 40 years ago. Consistent with the emphasis on leadership behaviour theory in the 1960s, Fast (1968, cited in Baker, 1983) undertook pioneering work in describing the role of Superintendent. Nine dimensions of leadership behaviour drew his attention: instructional leadership; curriculum leadership; administration of students; school staff; finance; plant and business, as well as public relations, administrative structure and organisation, and general planning. He developed a Superintendent Behaviour Questionnaire (SBQ) and through survey research of Superintendents and others to whom they related compared perceptions, summarised as 'self' and 'others' perceptions. He reported that there were significant differences in comparative perceptions. In particular, he found that the amount of conflict between actual behaviour and expected ideal behaviour for the Superintendent by their reference groups, such as boards or school Principals, was negatively related to Superintendent effectiveness. Fast's work was to a great extent validated by the subsequent work of Boucree (1979), Baker (1983), Foster (1983), Burke (1990), Prior (1991), and Bartlett (1991). These studies documented the significant comparative differences in perceptions of Superintendents and direct reports. Michaelson's (1994) research on Californian Superintendents also replicated Fast's work, yet Michaelson appears to have uncritically assumed that the world was identical to that of 1968. Different currents in leadership theory applied to Superintendents had emerged elsewhere. State legislated educational reforms and school restructuring developments had ushered in several waves of change.

In a Californian study Birdsell (1997) found that particular collaborative Superintendent behaviours facilitated school restructuring. These behaviours were identified as: setting an organisational culture which expected, promoted and supported change; being present in schools, and giving latitude to schools to design improvement strategies. Peters (1997) found that State reform movements had significantly altered the role of Superintendent in that Superintendents had to educate diverse groups about the goals and consequences of reforms, generate support for the school district's mission, and encourage involvement and counter misinformation. Superintendents felt they had greater responsibility but less authority to direct either the things to be done or the people doing them. Owen (1997) reported that the roles of the Superintendent in creating a community climate for educational improvement included three roles as political leader, educational leader and managerial leader. Superintendents effective in bringing about change in a school district aimed at establishing commitment to the district, teambuilding with the school board, defining a vision, providing support, and unifying the community (Owen, 1997, p.2482). The clear parallels between American and Australian educational reform and school system restructuring suggested that these research findings were relevant to the present study.

In examining Superintendent effectiveness research, Hallinger and Heck's (1996) classification scheme is used.

2.3.1.1 Direct-Effects Model Linking Superintendent's Leadership and Outcomes

Studies based on a direct-effects research design linked transformational leadership or visionary leadership of the Superintendent with various outcomes. Smith (1989), in a Texan study of 100 school district Superintendents, could not find conclusive evidence that there was a link between Superintendent behaviour

and Principal motivation. In fact, there was some evidence that a managerial orientation rather than a transformational orientation was observed by others.

Using Burns' transformational and transactional leadership theory, Walker (1992) examined the ways Superintendents communicated expectations for Principal performance in relation to three areas of instructional leadership: (a) building a commitment to a shared vision; (b) working with teachers to foster instructional improvement; and (c) ensuring student achievement and equity. She found that Superintendent's expectations were communicated through directing behaviour, fostering development and encouraging collaboration. Walker concluded that the Superintendent played a key role in developing consistent understanding by Principals, as well as by shaping the cultural norms of the district, and setting the agenda for school reform (p.397).

In a study of the possible practical application of charismatic leadership theory, Kramer (1996) found that global charisma, a composite of eight charismatic-type behaviours, and visionary leadership had the greatest impact on subordinates' perceptions. This was based on the research of Conger and Kanungo (1989). Factor analysis suggested five outcome scales: satisfaction; teamwork; organisational trustworthiness; work environment, and overall perceived leadership skill. While in the present study there was no interest in charismatic leadership theory as such, the outcomes identified provided some possible direction for questionnaire items.

Transformational and transactional leadership behaviours of Community College Presidents as measured by Bass' 'full-range' leadership model were found to be significantly linked to outcomes of extra effort of followers, follower satisfaction, and perceived leader effectiveness (Gilbert, 1997).

Wenzel (1996) studied retired Superintendents and established that to be visionary leaders, Superintendents needed to be politically astute, flexible and skilful in moving diverse groups to compromise and collaborate in order to advance educational goals. Clinch (1996) reported some women Superintendents' forecast of critical leadership roles for the 21st Century included an expectation that the Superintendent was a collaborative, visionary leader who was also a change agent. They also projected that the role as instructional leader would become very important. Both research studies supported the argument that Consultants' influence as educational leaders should be examined.

Felix (1997) investigated the relationship between the Superintendent's visionary leadership behaviours and characteristics and the Principal's commitment to the district. The following aspects of Felix's work stimulated the present research design. Firstly, Visionary Leadership theory (Sashkin 1998a) was incorporated into the present study. Secondly, the different perceptions between two adjacent leaders, such as Superintendents and Principals, were explored. Thirdly, sample size in Felix's research sample used was comparable to the present study. Felix found that Superintendents' perceptions of her/his leadership had little effect on Principals' commitment to the district. Principals' perceptions of visionary leadership had a positive significant influence on the relationship with Principal's commitment. He also reported the specific results that capable

management, creative leadership and follower-centred leadership were the only significant predictors of Principal's commitment (pp.76-78).

Visionary leadership has been claimed to be as important for Principals as for Superintendents. Dalton (1997) compared perceptions of Superintendents and Principals on elementary Principals' leadership characteristics. He found that both Superintendents and Principals agreed that visionary leadership was important and that management characteristics were relatively less important. Goldman (1998) compared ratings across adjacent management levels of leadership skills and leadership competencies. He found significant differences in perception of empowering others, visionary thinking and in global perspective. Cuffe (1996) in looking at correlates of visionary Principal leadership in secondary schools found that the more visionary Principal had a healthier school climate, and engendered greater loyalty of teachers to the Principal, and commitment of teachers to the school. This research also confirmed the potential for testing Principals' commitment to the system as a result of the Consultants' visionary leadership.

In a case study of three Californian Superintendents, Klatt (1996) found that Superintendents in bringing about systemic change exhibited the same generic professional characteristics as Principals. These characteristics included an open style of management and leadership techniques focussed on developing learning organisations. Two other recent studies using visionary leadership theory in other than educational field were relevant to this research. Vona (1996), researching leadership in organisational work units in a service industry, found there was a significant relationship between visionary leadership and the climate of innovation. She found specifically that creative leadership, one of the leadership variables used in this research, had a significant positive correlation with a 'team vision' scale. Both research studies demonstrated that Principal innovativeness and developing learning communities could be outcomes of the Consultants' leadership influence.. Lafferty (1998), in looking at a USA military training leadership development program based on Visionary Leadership theory, found gains in self-scores after, compared with before, the program. He also found that exposure to a transformational leader, as well as to the organisational culture, were necessary to add long-term value to that leadership development program. Summarising, the direct-effects research provided a range of examples of outcomes that could be pertinent to this study in that the leaders produced desirable results.

2.3.1.2 Mediated-Effects Models

A second group of studies utilising a mediated-effects design included examples of intervening variables. Sashkin's (1998a) visionary leadership theory was applied in recent research involving the use of intervening variables. Dixon (1997) examined the impact of intervening variables on the relationship between chief executive leadership and hospital effectiveness. She used the Leadership Profile (Rosenbach, Sashkin & Harburg, 1996) that is incorporated in this study to measure transactional and transformational leadership of twelve hospital chief executives. Hospital effectiveness was measured by an accreditation hospital effectiveness measure (JCAHO), and also by financial operating margins, as well as by patient satisfaction. The intervening variables affecting the relationship between leadership and effectiveness were: strategy; structure; control systems; distribution of power, and core values. Conceptually the intervening variables were not outcomes as such, but mediating influences. Dixon found that there was no significant relationship between chief executive

leadership (transactional and transformational) and the primary accreditation outcome measure (JCAHO), and between leadership and the financial operating margin. While outcomes could be described as 'hard' measures, two transformational leadership characteristics, confident leadership and visionary leadership, and transformational leadership behaviour, namely communication, were significantly related to patient satisfaction, a 'soft' measure. The findings suggested that chief executives used transactional and transformational behaviours directly and indirectly to bring about outcomes (Dixon, 1997, p.1808). This would seem to validate the model used in the present study which uses soft, qualitative measures of relationship and outcomes.

Given that the above study found a nexus between confident and visionary leadership and communication on the one hand, and patient satisfaction as an outcome, it would appear that 'core values' was a more probable intervening variable than structure, control systems, and perhaps distribution of power. Core values featured in a Zone-Andrews (1997) study looking at leadership competencies and performance of Hispanic Protestant Church leaders. The core values included: a worldview of Hispanic Church leadership; bicultural leadership, and value-driven, spiritual and educational leadership. In the present study, a dimension similar to that of core values, viz. Shared Catholic Leadership Mindset, is assumed to be an intervening variable.

Thompson (1997) speculated that Superintendents could indirectly influence teaching and learning processes within their school districts through specific leadership behaviours. Through qualitative research he found that a strong and compelling vision, keeping the vision in front of the learning community, strong and effective change facilitation, and sustaining high expectations of himself and all members of the learning community were necessary to make the vision a reality. The concept of the facilitation of change was also reported by Bigos (1997). Change was achieved in several ways including through curriculum audits that strengthened the position of the Superintendent. Recent Australian research into system managed processes including school development processes and educational audits were reported to have had a similar result in a large Catholic school system in Sydney (Clarke, 1998). Spry (1995) had also found that change might not have necessarily been positive when she found a Queensland Catholic School development process became a mechanism for recentralised control by the system authority. This raised the possible implication for the present study as to whether system processes were seen as developmental or control mechanisms.

Another example of the intervening-variable model was developed in Colyer's (1996) research. She investigated the relationship between visionary leadership and organisational performance. In this example, Sashkin's earlier instrument, a revised (Sashkin, 1995b, 1996a) Leadership Behaviour Questionnaire was used. She found that the leader's culture-building factors were the best predictors of organisational performance. It was found that the degree of agreement between 'self' and 'other' scores moderated the predictive validity between leadership and performance.

Earlier, Endeman (1990) had investigated visionary leadership in Californian Superintendents and the effects of this leadership on school district organisational culture and on student achievement in test scores. She reported that Principals from high visionary Superintendents assessed their district culture as being significantly higher than Principals led by low visionary Superintendents. Secondly, looking at student test scores across years 3-6

and 8-12 over three years, Endeman found it difficult to imply that the degree of visionary leadership of the Superintendent made a significant difference to test results. This study was useful in the present research design because it demonstrated that it was highly conjectural whether a school Principal yet alone a system leader could have any direct effect on student academic achievement. Even if organisational culture was a mediating variable, it did not follow that the outcome would be significantly higher through this indirect association.

Nishitani (1997) researched the story of Bill Honig who found himself a failed Superintendent when an error of judgment eliminated phonics from reading programs in Californian elementary schools and plummeted a generation of students into nearly the bottom nationally in reading performance tests. While Nishitani's research documented Honig's visionary leadership his ultimate demise was triggered when trust in his integrity was abruptly destroyed. In this instance, interpersonal relations with constituents create a mediated effect and perhaps there was a reciprocal effect. In this review, this was the only example found of a reciprocal-effect model. This contrasts with the mediated-effects design used in the present study.

The work of Mullin in a North Carolina study (1997) provided recent evidence that relatively little research existed on the ways Superintendents' transformational leadership had an effect on second-order change. Mullin categorised Superintendent behaviours under three domains: (a) articulating professional values and beliefs; (b) developing problem-solving skills; and (c) developing a collaborative culture. She also developed Principal and teacher behavioural and affective outcomes. These second-order variables included: changed administrative practices; changed teaching practices, and improved student learning opportunities that in turn influenced student outcomes.

Wooten (1997), in another North Carolina study, investigated the relationship between multiple leadership measures of Superintendents and educational innovation, and between leadership measures and student performance measures. The theoretical model used was derived using interaction and contingency theories of leadership. She believed such a model provided a framework for the variables that appeared to significantly influence student performance. She found that there was a significant relationship between the perceived degree of transformational leadership and educational innovation. There was no relation between innovation and change in student performance in Mathematics (3-8), Reading (3-8), nor End-of-Course tests (9-12). No relationship was found between the perceived degree of transactional leadership, educational innovation and change in student performance.

Wooten (1997, p.287) modified her original model. She set out a multi-layer of intervening variables between the Superintendent's leadership style and student performance. In the first tier of intervening variables, she included Principals, system policy, system program, schedules and other structural elements. In the second tier she included teachers, student learning behaviours, and culture/climate expectations. A conclusion reached from this particular study is that the 'chain' from system leader through the first tier through the second tier to student performance is overly long. In fact, Wooten (1997) and likewise Endeman (1990) could not establish that student performance was at all linked to leadership. The implication for the present study was that it was decided not to examine student outcomes, and to concentrate on the first tier of intervening variables, i.e. the linkages between Consultant and Principals.

On the concept of leadership as an influence relationship, a New Mexico study of the relationship between the Superintendent and school board president was based upon communicator style, communicator image and channels of communication (Purvis, 1997). Using multiple regression analysis, the study identified communication variables that contributed to an outcome variable described as level of satisfaction of the board president.

Hoover (1997) studied the informal communication networks among Iowa Superintendents. He was interested in group affiliation, accessibility, status and task relationship. Because the Consultant in the present research is conceptualised as a network manager of associated Principals and school communities, this study was relevant. Earlier Genge (1991) had found that effective Alberta Superintendents exhibited clear vision, and a high level of 'people' skills such as integrity, communication and visibility. He also found that Superintendents needed interpersonal skills of being facilitative and consultative, and by being a team member demonstrating interest in curriculum and teaching.

It has also been suggested that the interpersonal relationship a Principal shares with the Superintendent may affect the Principal's job satisfaction and performance appraisal. Drury (1993) in researching this question looked at two organisational variables. The first, dyadic similarity presumed that individuals were attracted to, and responded more favourably to, those like themselves. The other variables, specific personality characteristics and locus of control, may also affect job satisfaction and performance appraisal. Drury found no substantive relationship between dyadic similarity and Principal's performance rating. There was also little support for administrative personality characteristics affecting the outcomes of satisfaction or appraisal. This however suggested the need in this study to examine the possible change in the relationship between the Consultant and Principal when the Consultant was directly involved in summative performance appraisal of Principals.

McKown (1997) recognised the gap in research between the roles of a Superintendent in a central education office and in reform of the teaching and learning environment of schools. In a case study of two Superintendents, he found that management of change in a school district was enhanced by a Superintendent's vision, capacity to find good teachers, as well as through developing strong bonds with the community. Earlier Kernutt (1991) had found that there was a greater impact on a school by Superintendents who were educational leaders than those who were viewed as administrative leaders.

Recapitulating, mediated-effects studies of Superintendents provided evidence that that such a research paradigm could be justified for use in the present study. Because it had been established earlier that the relationship between the Consultant and Principal was critical to the Catholic school system, it was reasonable to suggest that the relationship mediated the influence of the leader on the outcomes within the school.

Section 2.3.1.3 Antecedent-Effects Models

Demographic background effects of Consultants was also an area of research. These effects could be either direct or mediated. The following examples illustrate the aspects of gender and tenure. Such demographic effects could be antecedent to leadership.

A comparison study of leadership characteristics of female and male Superintendents undertaken by Wyatt (1996) found no significant difference between the two groups. Martinek (1996) found significant differences between female and male Superintendents were found on their performance of managerial tasks, instructional leadership and transformational leadership. An implication for Martinek was that more recognition be given to female leadership styles and less to traditional managerial task-centred leadership. McDonald (1997) found that Superintendents, in employing six females as high school Principals, were interested in their visionary leadership, relational leadership styles and matching the school cultures as determinants of their selection. By contrast, Wenzel (1996) reported that female Superintendents while contributing special skills found special difficulties on the job. Clay (1997) in an interpretive case study of two female Superintendents found the way the women interpreted their roles was diverse because their experiences as Superintendents were unique and personal. These studies suggested that gender was generally likely to influence outcomes.

Ernst's study (1997) of chief executives using Visionary Leadership theory (Sashkin, 1998a) investigated the relationship between visionary leadership and psychological androgyny and found no overall significant difference between men and women. However, there were significant differences between males and females on caring leadership, follower-centred leadership and reward equity variables as well as on aggregate transactional leadership scales (Ernst, 1997, pp.112-114). This finding justified the conclusion that the gender variable made some difference to outcomes.

Johnson (1997) examined the relationship between length of tenure of Arkansas Superintendents and selected school/student performance measures. She found no significant relationship.

Hood's study of Superintendent effectiveness (1996) set out to determine whether there were valid ways of rating Superintendents. She based the standards of performance upon the American Association of School Administrators (AASA) criteria. Secondly, she assumed that Superintendents as leaders demonstrated certain leadership competencies, which she derived from 'Benchmarks', an instrument developed by the Center for Creative Leadership for multi-rater use. She found that Superintendents viewed leadership and effectiveness as distinct major constructs. Results of structural equation modelling indicated that there was no relationship between these leadership skills and the effectiveness measures. Among other matters, she concluded that the assessment tool of leadership competencies did not identify the skills important for effectiveness. She recommended that further research was needed to determine the missing link between effectiveness and leadership skills. This research though thorough and sophisticated, appeared to reduce the concept of leadership to skills, an approach quite different to the current study. Nevertheless, it was helpful in terms of research design.

The use of competencies as indicators for selection and appraisal of leaders was also examined in the USA by Harter (1991); Castillo (1993), and in the UK by Jirasinghe and Lyons (1996). It is noted that Castillo found there were generic leadership competencies for Superintendents and Principals. This competency approach was not viewed as pertinent to the research questions within this study as visionary leadership theory was grounded on a more complex understanding of personal characteristics and behaviours, interaction and cultural setting than the competency approach.

On the basis of Hallinger and Heck's (1996) classification, the studies on American school Superintendent research reported in this literature review were synthesised. Direct-effects model studies of Superintendent's influence showed outcomes affecting school Principals and school staff. Outcomes affecting Principals included in these research studies were Principal motivation (Smith, 1989), Principal performance (Walker, 1992) and Principal commitment (Felix, 1997). Outcomes affecting school staff included follower satisfaction, organisational trustworthiness, work environment (Kramer, 1996); extra effort by followers (Gilbert, 1997); empowerment of others, global perspective (Dalton, 1997); school climate, teacher loyalty, teacher commitment (Cuffe, 1996) and organisational culture (Sashkin & Sashkin, 1990; Lafferty, 1998).

Mediated-effects studies of Superintendents reported the effect of leadership on other outcomes. These included: improved student test scores (Endeman, 1990); student performance (Wooten, 1997); team performance (Carless et al., 1996); level of satisfaction (Purvis, 1997); job satisfaction (Drury, 1993); consumer satisfaction, accreditation index, financial operating margin (Dixon, 1997), and improved teaching and learning (Thompson, 1997).

The significant mediating variables identified in these studies included district culture (Endeman, 1990); core values, distribution of power (Dixon, 1997); group affiliation (Hoover, 1997); channels of communication (Purvis, 1997); group cohesion (Carless et al., 1996); educational innovation (Wooten, 1997), and dyadic similarity (Drury, 1993).

A few examples of the antecedent – model showed significant impact related to the influence of gender (Wyatt, 1996; Martinek, 1996; McDonald, 1997, Wenzel, 1996; Clay, 1997; Ernst, 1997), and length of tenure (Johnson, 1997).

To summarise this section, there is evidence that theories of transformational leadership and/or visionary leadership underpin most of the recent research on school Superintendents. This particular study will use the visionary leadership theory as the theory seems to accord with the complex weave of relationship, the Catholic identity of the school systems, and as the outcome measures used in the studies reported above have influenced the research design.

Secondly, a mediated-effects model design can be justified for use in this study as the research design assumes the influence of the Consultant's leadership on various outcomes is mediated by the relationship with Principals, and as the studies reviewed demonstrate similar mediating variables and their impact. This will be used to examine the association between ten Leadership variables for the Consultant and three outcomes – Educational Outcomes, School Outcomes and Spiritual Outcomes, through two mediating variables –

Interpersonal Relation and Shared Catholic Leadership Mindset. Antecedent effects due to gender, school type and years of networking will also be examined.

Section 2.3.2 Australian System Leaders Research

In addition to the information obtained regarding American school Superintendents, some pertinent information on middle level system leader – managers in Australian School Education systems was reviewed.

The first example of middle-level leadership evolution occurred in the New South Wales Government school system. The earliest school inspectors in New South Wales were probably appointed in the mid-nineteenth century to the then known national schools. McPherson (1996, 1997) researched some of the stories and folklore of inspectors since that time. Subsequent evolutionary development of the role of the inspector parallels that of the American Superintendent through phases such as master educator, expert manager, executive officer, politician, quality assurance and improving standards (Carter & Cunnigham, 1997). Two significant changes resulting from restructuring brought about changes in the title and functions of inspectors.

The first was the result of school restructuring instituted by a New South Wales Minister of Education, Dr. Terry Metherell, following the release of the Scott Review Report (1990). From the nineteenth century until 1990, the Inspector had been the senior field administrator of schools. The Inspector of schools was described as an important link between schools, regional offices and Head Office:

> Inspectors of Schools are senior professional officers. They are a vital link between the regional offices of the Department of Education and the schools and the communities they serve. They carry out many important tasks - developmental tasks arising from the exercise of the Inspector's own professional skills and initiatives, and educational leadership tasks which arise from the need to meet system requirements, government policies and community expectations. (Scott, 1990, p.22)

The Scott Management Review (1990) provided impetus to devolution of management to schools in a major restructuring of New South Wales Department of Education. With this reform the school, not the system, was the key organisational element providing teaching and learning. The role of the system, if it was to be effective, had to focus on providing support to schools and their leaders. The system was renamed the New South Wales Department of School Education and a new kind of schools management unit based on a 'cluster' of about 14 or 15 schools was set up which was thought to be more manageable than a school district. The Cluster Director was the most senior 'field' position responsible for a cluster and Principals were to report directly to the Cluster Director. The Cluster Director was seen as the pivotal change agent of school reform, a new role of leadership. According to the Scott Review, the Cluster Director's role included the following features:

(a) A close collegial relationship with Principals, and a supportive relationship with other staff as well.
(b) A helping relationship with the school as a whole: assisting the school to develop the capacity to become 'well-managed, self-determining, self-renewing centres of educational quality.
(c) A leadership role in guiding the schools as they developed their own School Renewal plans, involved their local community, identified their staff development needs and designed their own

staff development programs, established arrangements for implementing performance appraisals, and sought to evaluate their own overall educational effectiveness at the local school level.

(d) A clear role of accountability, whereby Principals were accountable to the Cluster Director for the educational and administrative performance of the school; and, in turn, the Cluster Director was responsible to the Assistant Director- General in the region, for the educational and administrative performance of all schools in the cluster.
(Scott, 1990, p.81)

Manefield (1993) reviewed the New South Wales Department of School Education system and the role of the Cluster Director in the period 1989 – 1991. Manefield found that the system effectively blocked and subverted change because it was driven by a rational, functional paradigm rather than a value-based, substantive reality of improving teaching and learning in classrooms and schools. He claimed that in terms of functional operation, schools were tightly controlled by the system. On the other hand, the schools were loosely coupled to adopt strategic substantive values. While being initially dislocated by structural change and the insecurity of some work practices, schools remained largely unchallenged at the norm level of their culture. This clearly had relevance to the present study. Any change in the role of the system middle-level leader had to be seen in the context of the effect on schools.

Significant to the context of this present study was the further change initiated in the New South Wales Government school system in 1997. The 10 Regions throughout the State were abolished and the 160 Cluster Directors positions reported by Manefield were declared redundant. Instead of school clusters of about 15 schools, school districts were 're-created' each comprising about 60 schools. There were to be 40 'District Superintendents'.

The District Superintendents were concerned with day-to-day management of the schools in their district. This included industrial concerns, staff discipline, grievance issues and complaints, school effectiveness, and critical management particularly related to media involvement. As delegate of the Assistant Director-General they also had oversight of school improvement programs and annual school reporting in these districts. They were to monitor significant matters affecting secondary schools and secondary education in general and ensure that appropriate responses were initiated through the [renamed and reorganised] Department of Education and Training. The significance for this study was the rationale for the shift in the role from Cluster Director to District Superintendent, from a devolving school-centred educational leader to a recentralised system-centred manager. This change coincided with Catholic school systems assuming new responsibilities and accountabilities for system registration, and hence there was a shift also in the role of Consultants in the same direction.

Education reform in Queensland, a neighbouring State to New South Wales, affected the role of the District Director, a position equivalent to the New South Wales District Superintendent. Cranston and Jarzabkowski (2000) reported that the assigned or stated role of the Queensland District Director in 1997 was to provide professional and management leadership for schools within the District to ensure quality and consistency in

educational outcomes mainly through performance measurement of school outcomes. A second role was that of reviewing and assessing the performance of school Principals, ensuring that outcomes consistent with each school's planning and accountability documentation, the Department's strategic plan and corporate direction. A third role was to lead the effective implementation of school-based management of the District through provision of advice and practical assistance to Principals and School Councils. Cranston and Jarzabkowski observed that the position description seemed strongly biased towards management activities with aspects of leadership less clearly defined. Furthermore, they found that, following a change of Government and Director-General and the expansion of central office responsibilities enacted roles expanded and the District Directors did less monitoring of educational outcomes. Moreover, District Directors also reported an ambiguity about the primary focus of their role.

At a time when the above changes in the New South Wales and Queensland State systems were devolving, Catholic school systems were consolidating. If the positions of inspectors, cluster directors, district directors or Superintendents were so readily altered in system reforms, what were the implications for Catholic Schools Consultants to the Catholic school systems? These studies suggested that in the present study the evolving roles of Consultants in school reform, quality assurance of outcomes and performance of Principals be investigated.

Section 2.4 Literature Review of Outcomes

In this section of the literature review, the outcomes of leadership influence on schools are considered and reviewed. The underlying premise is that the Consultant influences certain outcomes within schools either directly or indirectly. As a member of the Catholic Education office [sometimes termed the Catholic Schools office] the Consultant exercises educational influence and an influence on schools particularly in the context of educational reform and school restructuring movement. Finally, the Consultant is expected to have a spiritual impact consonant with the Catholic cultural characteristics of the school system.

Section 2.4.1 Educational Outcomes

This section of the literature review will deal with literature concerning the influence of leaders on the learning community. Educational leadership has been understood in different ways. Within his five-force model of leadership referred to in Section 2.12, Sergiovanni (1990, 1991) understood educational leadership as expert knowledge about matters of education. Evidence of educational leadership being exercised might therefore be found in educational outcomes.

There is research evidence that school Principals have an educational influence. Hallinger and Leithwood (1994) reported five studies which, while each had a different model of leadership of the Principal, showed the Principal's leadership was having an educational influence. Leitner (1994) found that the Principal's influence on student achievement was indirectly through promoting teaching and learning. Goldring and Pasternack (1994) reported that a relationship existed between the Principal's goal setting strategies and school effectiveness. Cheng (1994) similarly found a relationship existed between a Principal's leadership and school performance. As reported in Section 2.3 there is increasing information about the educational impact of school

Superintendents. Negligible empirical information was found about the educational influence of a Consultant on Catholic schools. This present research seeks to contribute to that field.

Duignan and Macpherson (1991), from their extensive research into Australian Educational leadership, developed a practical theory of educative leadership. Educative Leadership was seen as an activity conducted in a material world, as cultural agency in a social world, and as reflective practice in an abstract realm of ideas. Educative leadership theory was applied to practical situations such as curriculum development, quality teaching, multicultural education, and rationalisation of school services. This theory was later applied to New South Wales secondary school appraisal of Principals by the then cluster directors (Clark, 1994). Educative leadership theory was an attempt to redress the exaggerated influence of corporate managerialism on educational administration. Through the concept of 'touchstone' (Duignan & Macpherson, 1991, p.8) there was an effort to find the common ground underlying competing values affecting education. For example, teachers were respected as having power over pedagogy in their classrooms. Educational leaders therefore took responsibility for creating the cultural changes that enhanced teaching and learning. Teachers would only change practice if conditions were created for reflection, critical analysis and experimentation. Principals therefore in the first instance were educational leaders. By extension, within this research, the issue was therefore raised as to the role of the Consultant in influencing the teaching and learning in schools.

Starratt (1996) contended that learning itself immersed the learner in a thick cultural stew of meanings, and was therefore always interpretive, tentative, and subject to revision. He believed learning was fundamentally human, value-based, and that school learning needed to relate to students' experience of everyday life. Clearly, the teacher in the classroom strongly influenced the meanings that students developed. Terry McLaughlin (1994), through his attention to values coherence supported the view that informed debate on educational issues was essential. If teachers were then expected to appreciate all social currents affecting schooling, it followed that leaders had an important role in interpreting and articulating direction. As one example, the changing multicultural mix in Australian Catholic schools student enrolments has had significant implications in provision of services and programs (Canavan, 1998b). The consequences of family break-up and social fragmentation have also posed challenges for Catholic school Principals and teachers (Denis McLaughlin, 2000). Hammond (1995) argued that every activity in a school district had to be viewed through the lens of student learning. As it was a moral imperative that all students learned, she believed that the school district Superintendent was accountable for the learning success. Clearly, Consultants had a similar responsibility to influence learning in schools.

Learning had however to be understood in a much broader context than student learning. The ability of an organisation to transform itself has been described as a 'learning organisation':

> We conceive of a learning organisation as one able to sustain consistent internal innovation or 'learning', with the immediate goals of improving quality, enhancing customer or supplier relationship, or more effectively executing business strategy, and the ultimate objective of sustaining profitability. (Mills & Friesen, 1992, p.146)

Garvin (1993) proposed that a learning organisation was an organisation skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights. The learning organisation linked individual learning with organisational learning. According to Watkins and Marsick (1992) organisational learning was a metaphor for understanding how systems changed. The linkage between individuals, between individuals and organisations, and between organisations can be understood as forming knowledge networks.

The notion that human organisations had cognitive capabilities had been seen as becoming a mainstream idea. Corporate memory, reasoning, decision-making, and creativity would be signs of such cognition (Lipnack & Stamps, 1994, p.210). G. Pinchot and E. Pinchot (1996) developed the concept of the "intelligent organisation." Glass (1996) used the metaphor of the brain-based organisation. He wrote of the idea that networks rather than size of the organisation were important. Learning to deal with rapid change, chaos and complexity were reasons for the shift to network thinking.

Senge (1990) popularised learning organisations as places where people were continuously learning together. He identified five strategies or 'technologies' by which learning occurred - systems thinking, acquiring personal mastery, changing mental models, building shared vision, and understanding the power of team learning. Garvin (1993) added other strategies included experimentation, learning from past experiences, and learning from others. Mills and Friesen (1992) included systemisation of knowledge into practices, processes and procedures, and through alliances or mergers with other organisations. They asserted that organisations learned. A learning organisation had an enhanced capacity to learn. This posed the question: in what way the Consultants should contribute to developing a learning organisation within their sphere of influence?

A particular extension of the learning organisation was the virtual organisation (Whitby, 1995; Shannon, 1997). Hale and Whitlam (1997, p3) defined a virtual organisation as the name given to any organisation that was continually evolving, redefining and reinventing itself for practical business purposes. Such a virtual organisation was found to be characterised by institutionalising organisational change, and demonstrating focused strategic direction and purpose, thus enabling individuals to optimise their potential to contribute, by creating new forms, developing dynamic communication, and creating cultures which supported continual organisational adaptation. Given that the network of the Consultant and associated Principals was a virtual organisation, this study needed to test whether there was evidence that Consultants and Principals so viewed their local cluster.

Bhindi (1997) in his research on learning communities found that a platform for staff capacity building, for transformation of educational settings and of leadership as stewardship, and for reformation of management structures and for processes for quality outcomes was important. Four trends detected by Dawson (1997) provided evidence of some movement in schools towards the learning community concept:

(a) From information acquisition as the primary focus of schooling to information management and knowledge creation.
(b) From school as closed organisation to school as open community.
(c) From certainty to ambiguity.

(d) From a focus on inputs to a focus on outcomes.

Dawson (1997) argued that schools should be seen as learning communities rather than as organisations, and identified a number of fundamental differences, including the observation that leadership came from shared ideas rather than from personal authority, and that relationships were constructed by beliefs, values and norms rather than hierarchy and roles. Dwyer (1997) also emphasised that educational leadership went well beyond promoting efficient instruction to leading an educating community in reflecting on the best ways of serving students by fostering their learning and growth. Given these views on learning and schools as educating communities, it was important to the present study that some evidence be sought as to the ways Consultants influenced schools as learning communities.

West-Burnham (1997) argued that educational leadership needed to be re-conceptualised through a change in the language used. If the primary purpose of schooling was learning, then the primary purpose of any educational leadership was to facilitate learning and hence dynamic growth of the community rather than the exercise of control and accountability. Within this view, teachers as well as Principals were also leaders. Although West-Burnham's example was that of schools, it suggested that school systems leadership could be viewed as facilitating learning communities rather than primarily being viewed as administrative leadership-management, concerned with control and accountability. It was therefore relevant to this study to explore the dilemma that Consultants might be educational leaders and at the same time agents for accountability and quality assurance.

Recapitulating, learning and teaching were the core business of schools. To what extent educational leadership of the Consultant influenced outcomes was therefore relevant to this research. The new insights and research about the virtual, learning community and leadership as learning were also pertinent. If their Consultant is being seen as a manager of a learning network it is important to investigate how she/he impacts on Principals and the educational communities.

Section 2.4.2 School Outcomes

Another dimension of this review was the effect of the school restructuring movement on the identity of individual schools and school systems. The evolving leadership roles of the Consultant during the 1990s as a direct consequence of the educational reform movements and the influence of the Consultant on school and system outcomes need to form part of this study.

The educational reform movement could be understood as a case study in the interaction of organisations and social systems, according to Stern and Barley (1996), who argued that study of the impact of organisations on the broad social systems in which they were embedded had been neglected, although Scott (1996) contested this view. Shifting educational needs, as identified by domestic and international business organisations, led to legislative influence on schools and school systems. Mulford (1994) traced the Australian movement of Government intervention and politicisation into school education during the 1980s and the subsequent waves of reform and restructuring. He identified with Caldwell and Spinks' (1992) assessment that at the heart of the matter governments had lost faith in systems of education renewing or restructuring themselves, and likewise

with Creed's (1989) comment that ministers had an unjustified faith in organisational restructuring as a means of implementing their policies.

Corporate managerialism (a private sector form of business management) affected public service administration generally, as efficiency for more scarce resources was required. The birth of new federalism was a more subtle form of recentralisation. Dawkin's *Strengthening Australia's Schools* (1987) had to be seen in the broader context of integration of education, employment and training (Lingard, Knight & Porter, 1993). In the school education sector the States had traditionally held responsibility, although since the 1960s Commonwealth funding, largely for equity purposes, had supplemented State systems, and underpinned Independent schooling resource bases. Now, through the instrument of tied grants and 'policy federalism' (corporate federalism in schooling policy formation), with increased State-Federal collaboration, new restructuring affected schooling (Lingard et al., pp.88-92). As Catholic school systems relied increasingly on State and Commonwealth Government funding, these systems experienced the pressures of providing commensurate accountability. Consultants, as agents of the Director, became identified increasingly with system processes instituted to demonstrate compliance with educational and financial accountability. The perception of both Consultants and Principals on this aspect will form part of the survey.

Mulford (1994) identified three waves of reform. Firstly, the mandate phase included national curricula, the Finn (1991), Mayer (1992) and Carmichael (1992) reports into post-compulsory education, assessment and reporting by competencies, and pre-vocational training. This phase also launched basic skills testing in various forms. The second wave of restructuring involved the 'rightsizing' of educational bureaucracies into leaner, flatter central structures that were primarily to be policy and quality assurance focussed. Concurrently, the devolution towards self-managed schools movement was promoted (Caldwell & Spinks, 1992; Caldwell, 1997). The third phase, or privatisation phase, adopted market and choice as underlying business approaches applicable to schools.

Devolution of responsibility had been associated with system restructuring. Karmel (1973), in his watershed report, argued:

> Responsibility should be devolved as far as possible upon the people involved in the actual task of schooling; in consultation with the parents of the pupils they teach and at senior level with the students themselves. Its belief in this grassroots approach to the control of schools reflects a conviction that responsibility will be most effectively discharged where people entrusted with making decisions are also the people responsible for carrying them out, with an obligation to justify them, and in a position to profit from the experience. (Karmel, p.10)

This social democratic view of devolution (bottom-up) had shifted in the late eighties to a corporate managerialist construction (top-down) in the light of economic rationalist arguments. Townsend (1996) provided a review of Australian education system restructuring from the Karmel Report in 1973 through the high spending 1970s and 1980s with little assessment of effectiveness. He concluded that restructured school systems were cheaper, because doing away with centralised structures meant that staff there was no longer needed. Hence massive amounts of funding were provided in the early nineties for Principal development

activities. While Catholic school systems were not as monolithic as the State school system, it was pertinent to this study to test whether the Consultant's influence on school leaders selection and development was evident.

Louden and Wallace (1994), while noting the similarities of the educational reform movement within Australia with overseas, particularly in the UK and USA, observed that Australia had a more centralist history of governance, that neither top-down nor bottom-up approaches to school reform worked on their own, and pointed out that the assumption that the school was the unit of reform was not necessarily valid. Because Catholic schools had only quite recently formed systems, it was important to this study to identify ways in which the autonomy of the school was maintained, or obversely the extent to which school Principals identified with the system.

Sharpe (1996b) reviewed arguments for and against devolution. He concluded that in a worldwide movement to greater school autonomy, the claim that devolution of responsibility to more self-managing schools would lead to better management, better teaching, and improvements in the quality and equity of student outcomes needed to be researched further. Earlier Sharpe (1993) had concluded, after a review of four variables – input, structural, process, environmental – and the extent of devolution for each that

> There has been a significant trend to school-based management of processes and a smaller shift in the same direction for structures and its relations with the school's environment. The position related to inputs is less clear. My own view is that the apparent increase in control by governments, systems and curriculum authorities over policies, culture, outcomes, performance and curriculum design, assessment and reporting has the power to greatly modify of even nullify the benefits many schools are sensing from greater freedom in other aspects of management. (p.17)

Corroborating this view, Beare (1991, p.24), in reviewing Australian educational outcomes after a spate of reforms over a decade, stated that it was quite possible to argue that education was worse off than when the decade started. Weiler (1990), in a European and developing countries study, had found that the arguments in favour of decentralisation had conflicted with arguments favouring centralisation. Ferris (1992) identified doubts over decentralised decision-making in improving educational performance. Macpherson (1998) found that Tasmanian parents rejected systemic subsidiarity [decentralisation] in favour of a more communitarian approach to accountability. The extent to which the Principals in Catholic schools thought they influenced system decision-making and policies through the link with the Consultant will be examined in this study.

Mulford and Hogan (1999) found that contrary to the main reason for introducing local school management in Tasmania, well over half of the Principals and teachers believed their own attention had been diverted from teaching and learning. They concluded that devolution may have shifted power from central offices to school, however, there had not been a move beyond administration to the educational domain. Wildy (1999), in a Western Australian school study found that as a result of school restructuring, Principals perceived that they had neither freedom from the central system nor freedom to meet local needs. Critical of the procedural illusions surrounding many of the restructuring efforts, Mulford (1994) emphasised that there was a big difference between decreeing and actually implementing change. Whether politicians and educational

administrators had displaced the essence of education – teaching and learning – was a critical question. This study affords the opportunity to check whether Principals and staff see the Consultant as having any influence on teaching and learning and/ or see the Consultant as an administrative rather than as an educational leader.

Hattie (1993) had rejected structural changes alone as an illusion. The major changes that improved the quality of education had to be addressed at the classroom teacher level and by allowing Principals to function as educational leaders. Aspin and Chapman (1994) had found evidence that there had been an inordinate degree of importance given to particular sectors of society, and to short term solutions proposed by politicians, when the nature of schooling demanded a longer-term view. They believed that the way forward was to give education back to the educators, and that they should have a role equal to that of politicians, business persons and other members of the community in bringing about quality schooling. This raised the important question for this study as to the perception of Consultants of the educational leadership of Principals and the nature of their own educational relationship with Principals and staff.

Some local Catholic school systems had developed quite sophisticated strategic management and quality assurance processes (Barrett & McNamara, 1994; Canavan, 1995; Steane, 1995) and Spry (2000). Clark (1998) in reviewing one such school review and development (SRD) process commended the system for having a significant, comprehensive, ambitious and positive development process that compared favourably with international best practice (MacBeath, 1997). Educational audit processes for each school provided quality assurance evidence that the system could be registered and accredited with the New South Wales statutory authority, the Board of Studies. Nevertheless, Clark et al. (1998) found that the SRD process had an apparently limited effect on teaching and learning in classrooms. He proposed that consistent with UK findings an apparent blind spot in schools lay in the culture of school development planning. There needed to be a clear, focussed diagnosis of how the quality of student outcomes and the quality of teaching and learning could be more effective. In terms of this study, the role of the Consultant in system processes and quality assurance processes as making a difference to school outcomes will be examined.

Riley, Docking and Rowles (1999) reported UK research that schools which showed high levels of teacher quality were characterised by having a 'symbiotic' relationship between the school, the district authority and community, within a context of shared educational values. They found that the educational leadership model was significantly associated with improvement-orientated systems.

Beare (1995) described the organisational structure of Catholic school systems as "refreshingly different"(p.8) from State school systems in that Catholic structures allowed expression of three principles of subsidiarity, pluriformity and complementarity. According to Handy (1994), subsidiarity could be understood as reverse delegation by the parts to the centre. Acknowledging the Catholic Church's social teaching that larger organisations ought not to arrogate functions that could be performed by smaller and lower bodies, Handy regarded subsidiarity as the centre of his 'new federalism' (p.126). Hollenbach (1996) was convinced that pluriformity and complementarity, or as he described individual freedom and common good, were characteristic of Catholic schools and that it could be argued that Catholic education was more public in a

pluralist USA society than State-sponsored schools. The extent to which the Consultant promoted subsidiarity as well as the common good needs to be assessed within this study.

To summarise: Catholic school and school systems have not been insulated from the politicisation identified with school restructuring. Along with government school system authorities the stresses around accountability and devolution have been apparent in all Catholic school systems. There is some evidence that strategic managerial strategies are impacting on schools but not a great deal on classrooms. The Consultant's leadership influence on schools arising in part from the school reform movements and from balancing the autonomy of schools while promoting cohesion of a system will be tested in this study.

Section 2.4.3 Spiritual Outcomes

The role of the Consultant in a large Catholic school system requires that the Consultant contribute to the religious dimension of the schools by fostering links between schools, parents, pastors and parishes, and by assisting school executives to foster the spiritual development of staff (Catholic Education Office Sydney, 1997). The Consultant was also expected to enhance the quality of school leadership by facilitating the spiritual, personal and professional development of Principals and executive staff.

Sergiovanni (1990) referred to symbolic and cultural leadership forces as adding value and creating excellence in leadership. Symbolic leadership was evident when school leaders assumed the role of 'chief' emphasising selective attention or modelling of important goals or behaviours. Cultural leadership came from defining, strengthening and articulating values and beliefs that gave identity. Muccigrosso (1994) explained that the cultural and symbolic aspects of the Catholic school were essential to its very reason for being. The Principal therefore had to serve as a catalyst and nurturer of spiritual growth of all members of the school community. This situation suggests that in the present study, it would be helpful to ascertain whether spiritual values were perceived to exist, whether Consultants modelled these values, and at what extent these values were reflected in schools.

Robinson (2000) noted that the Macquarie Dictionary gave 30 separate meanings to the word 'spirit' and 10 to the word 'spiritual'. Some were directly religious, but others gave a broader meaning such as inspiring or animating principle such as pervades and tempers thought, feeling or action or pertaining to the spirit as the seat of the moral or religious nature. In this broad sense, Robinson proposed that the word spiritual meant that dimension of life that sought to give basic meaning to all that one did and that sought to link all the different aspects of our life into one whole.

Spirituality has been described as a process of living out a set of deeply held personal values, of honouring forces or a presence greater than oneself (Block, 1996). For Duignan and Bhindi (1998), spirituality meant that individuals and groups experienced a sense of deep and enduring meaning and significance from an appreciation of their interconnectedness and interdependency and from a sense of their connectedness to something greater than self. Handy (1998) in reflecting on the search for meaning stated:

> We may not need any more cathedrals but we do need cathedral thinkers, people who can think beyond their own lifetimes. (p.129)

This supported the attention in the present study to the shared meaning and values which were foundational to the Consultant-Principal relationship. For Vaill (1998), spirituality sought fundamentally to get beyond materialist conceptions of meaning. Spirituality was a decision to search beyond what one could do to and/or on and/or within oneself (p.179). How was spiritual dialogue applied in organisations? Organisational credos and statement of basic beliefs or core values were appearing widely. Helping with the meaning making in the transcendent sphere was important. Spiritual empowerment was one of the most important means of empowerment.

Duignan and Bhindi (1998) connected spirituality and leadership in terms that the leader in dealing with individuals and groups could not avoid the whole person. Issues of meaning and values were within and beyond the rational. In their view a spiritual dimension of organisation was being recovered. Treston (1992) believed that the pivot of leadership for Catholic education was a conversion of consciousness to a more holistic appreciation of Catholic education within the divine integrity of creation. Treston (1994) contended that Christian spirituality was part of a cultural movement to spirituality. The holistic and intangible character of Catholic ethos was relevant to this present study.

Green (1998) in exploring the nature of spirituality of leadership in Catholic schools asserted that the authentic leader embraced the transformative style of leadership that characterised Jesus' ministry of service. The qualities of such transformative leadership as identified by Burford (1993) included compassion and respect, justice, forgiveness and reconciliation, confidence, and a commitment to evangelising. Inner transformation for Christians resulted from leadership that was understood as a transformative (Carey, 1991), pastoral (Neumann, 1992), a ministry (O'Hara, 1995) that could be provided by any member of the church for the whole community (Lennan, 1999). Kelly (1990) had previously affirmed the need of leadership formation for recovering the permanent inner poem of Catholic tradition, and the quality of imagination. Therefore, within the present study, an opportunity will be given to expression of views which developed this link between a transformative style of leadership and inner transformation.

David Walker (1998) identified, within the Catholic tradition, his expectations of spiritual leadership. He assumed that within the Catholic tradition spiritual leaders, as committed travellers on a journey to God with others, accepted this role as a ministry of service to those in their care, and were aware of the extended Christian community to which they belonged.

Catholic school system documentation indicated that spiritual leadership was expected of Principals. Catholic Education Office Sydney (1999) required a Catholic school Principal to demonstrate "a vibrant Christian spirituality in the Catholic tradition, sound theological and educational understandings, and life-giving leadership skills". This spiritual leadership was assumed to include a personal faith, modelling personal prayer, and taking a prominent role in the liturgical prayer life of the school. While being a servant leader, a Principal was encouraged to demonstrate a commitment to making the Word a focus in the day-to-day prayer and life of

the school community, and to offer leadership that was a sign of hope, and to strive to exemplify the integration of faith and life. Bracken (2000) in his research raised the question how can teachers in Catholic schools be supported in their spiritual development? By implication, the Consultant would be expected to provide similar spiritual leadership. This included enhancing the spiritual development of the Principal and staff. A further implication for the present study is that while Catholic school systems describe expectations of Principals and staff witnessing a 'vibrant Christian spirituality' it is difficult to ascribe any connection with the leadership influence of a Consultant.

Burford (1997) addressed the challenge for a Principal in nurturing the 'ethical coupling' of teachers to each other, to their profession, and to the purposes of the school. He noted that if teachers were not holding dear the values and beliefs of the Catholic school, the 'ethical coupling' may well be secular but possibly lacking the essence of a faith community, that is spiritual beliefs and values. Within the present study, the concept of 'ethical coupling' accords well with the notion of a Shared Catholic Leadership Mindset between Consultant and Principal.

To summarise: the above research suggests that it was possible to identify spiritual outcomes that resulted from the influence of the Consultant on Catholic school Principals, executives and staff. Spiritual leadership was visualised as akin to symbolic and cultural leadership and through some form of 'ethical coupling' the Consultant had an influence on outcomes. The present study, therefore, includes some questions which may indicate the existence of spiritual outcomes and the analysis will examine any causal links between the Consultant's leadership, the Consultant-Principal relationship, and these outcomes.

Section 2.5 Chapter Summary

This chapter provided a context for understanding leadership theories and identified a theory of visionary leadership which may contribute to a greater understanding of the influence of the Catholic Schools Consultant on outcomes in Catholic systemic schools systems. The review of literature examined the paradigm of leadership as a professional relationship. The interpersonal 'chemistry' of the leadership relationship such as that between a Consultant and Principal(s) was seen to parallel some qualities within the relationship. Qualities such as credibility, collaboration, servant leadership and authenticity were viewed as important. It also depended on the value congruence of the two leaders. The basis of value congruence was attributed to a particular Catholic worldview that shaped and formed a shared vision of a 'Catholic' leadership mindset.

A particular research approach, mediated-effects design, was identified within this literature review and applied to some recent leadership studies mainly of Superintendents influencing outcomes both directly and indirectly. This confirmed the appropriateness of this research design for this study.

Three major outcomes of potential influence of system leaders such as Catholic Schools Consultants were reviewed as suitable for this research. These were broadly described as educational outcomes, school outcomes and spiritual outcomes. This literature review supported the propositions that educational leadership could be extended in terms of leadership for learning communities; that school restructuring generated certain outcomes

for schools and systems; and that the Catholic identity of the school systems effected some spiritual transformation of Principals and staff.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Section 3.0 Introduction

The purpose of this research is to gain understanding of leadership according to a theory that suggests a relational paradigm, and to see whether practice fits this theory. To these ends, the position of the Catholic Schools Consultant has been selected for a case study due to its importance in the integration of the Catholic school and Catholic school system communities. A better understanding of the working of this particular position has implications for the future of Catholic school systems within their historical context. Such understanding is likely to have impact on issues such as devolution, system relationships with schools, selection and professional development of leaders, as well as the management and administration of the Catholic school systems. This process of understanding has the view of leadership as relationship at its core.

The purpose of this chapter is to describe the steps taken to carry out the study. Essentially, survey research using a mediated-effects design is used. Measures of three groups of variables are described – Leadership, Relationship and Outcomes. Leadership and Relationship Variables are assumed to be explanatory variables and Outcomes Variables are dependent variables. The major data analysis methods described are factor analysis, comparative analysis, multiple regression analysis, structural equation modelling and Multiple Analysis of Variance (MANOVA).

The research question and the subquestions outlined in Chapter One generated the research design. These questions are:

Research question:
How do Catholic Schools Consultants through their leadership and relationship with Principals influence the outcomes of Catholic systemic schools in New South Wales?

Research Subquestions:

Group A questions: Comparative Analysis

Question 1: To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the Consultant's leadership as described by ten Leadership variables?

Question 2: To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the relation between the Consultant and Principals as described by two Relation variables?

Question 3: To what extent does agreement exist between the comparative perceptions of Consultants and Principals regarding the Consultant's influence on three selected Outcomes variables?

Group B questions: Multiple Regression Analysis and, for Principal Data only, Structural Equation Modelling

Question 4(a): What association exists between the ten Leadership variables and the two Relation variables as perceived by Principals?

Question 4(b): What association exists between the ten Leadership variables and the two Relation variables as perceived by Consultants?

Question 5(a): What association exists between the ten Leadership variables and the three Outcomes variables as perceived by Principals?

Question 5(b): What association exists between the ten Leadership variables and the three Outcomes variables as perceived by Consultants?

Question 6(a): What association exists between the two Relation variables as predictors and the three Outcomes variables as perceived by Principals?

Question 6(b): What association exists between the two Relation variables as predictors and the three Outcomes variables as perceived by Consultants

Question 7(a): What association exists between the two Relation variables as perceived by Principals?

Question 7 (b): What association exists between the two Relation variables as perceived by Consultants?

Question 8(a): What influence do the two Relation variables have as mediators between the ten Leadership predictor variables and the three outcome criterion variables as perceived by Principals?

Question 8(b): What influence do the two Relation variables have as mediators between the ten Leadership variables and the three Outcomes variables as perceived by Consultants?

Group C questions: Multivariate Analysis of Variance (MANOVA)

Question 9(a): To what extent do demographic background factors (gender, school type, and years of networking between Consultant and Principals) affect the above associations [Questions 4(a), 5(a), 6(a), 7(a), 8(a)] as perceived by Principals?

Question 9(b): To what extent do demographic background factors (gender, school type, and years of networking between Consultant and Principals) affect the above associations [Questions 4(b), 5(b), 6(b), 7(b), 8(b)] perceived by Consultants?

Group D questions: Qualitative Data Analysis

Question 10: What further validation of the above findings or insights are provided by the individual items or the open-ended questions of the survey?

In this chapter, the research paradigm and its justification will be treated (Section 3.1). The research design and survey development is also covered (Section 3.2). Particular aspects of the design then will be elaborated upon. These aspects are the research instrument, measures incorporated and survey administration (Section 3.3), the research population, sample and participants (Section 3.4), and the data analysis methods (Section 3.5). Thereafter specific attention is given to Validity and Reliability issues (Section 3. 6), and to ethical considerations (Section 3.7). Finally, a summary is presented (Section 3.8).

Section 3.1 Research Paradigm

As outlined in Chapter One, Section 1.5, the investigation of the Consultant as a relational leader invites a holistic research approach. The orientation of the design however is primarily quantitative, integrating the perceptions of Consultants and Principals about the Consultant as a leader, the relationship between the Consultant and the Principal, and selected outcomes within the school as part of the school system. At the same time the interpretation of the Catholic Schools Consultants and Principals is explored through some qualitative open-ended questions.

The basic survey research paradigm adopted has been described as positivist, scientific, logical, and deductive by Denzin and Lincoln, (1994). Survey research has been criticised by de Vaus (1995) on philosophical grounds because surveys:

(a) Cannot adequately establish connections between variables.
(b) Cannot get to the meaningful aspects of social action.
(c) Look at particular aspects of people's beliefs and actions without looking at context.
(d) Assume that human action is determined by external forces and neglect the role of human consciousness.
(e) Are equated with a rigid model of science centred around hypothesis testing and significance tests.
(f) Do not access some things that are not measurable.

Nevertheless, as de Vaus (1995) recognised, survey research provides a way of systematically gathering and analysing a large amount of data over a short period of time. One can locate characteristics and causes from a large number of respondents. It provides for systematic presentation of facts or opinions and also for explanation. Results are usually more generalisable than those from qualitative methods. It also assists in theory testing. Preliminary consideration was given to issues related to survey research. These issues included survey research design (Sproull, 1995; Fink, 1995a; de Vaus, 1995; Lievesley, 1998); levels of significance and levels of measurement (Sproull, 1995); questionnaire construction (Oppenheim, 1992; Foddy, 1993; Fink, 1995b; de Vaus, 1995); content validity (Dane, 1990); construct validity (Mok, 1992); bias (C. Macpherson, 1998) and data analysis methods (Popham & Sirotnik, 1993; Fink, 1995c; de Vaus, 1995).

Section 3.2 Research Design for this Study

The research design was based on the assumption that a 'classical' view of leadership could be augmented by a more complex, interactive, relational view of leadership. The Consultant as leader interacts with a school Principal. At times, the Principal was conceptualised in the literature as the passive follower. Yet simultaneously, the Principal was also seen as an active leader in the school. Less examined was the nature of the leadership synergy that results from the interaction of Consultant and Principal, when both were viewed as leaders. As well as the interpersonal aspects of relationship that might be applied to leaders, the shared mindset of 'Catholic leadership' formed part of this relational view. Finally, the question of the effects of this leadership is explored through selected outcomes of the leadership of the Consultant if augmented by the relationship between Consultant and Principal.

Consideration of the need for generalisability and the desire to collect data from a wide cross section of New South Wales Catholic school systems determined the use of a survey research design. Hence an exploratory approach using survey research enables an overview to be gained of the main features of the leadership of Consultants across eleven Catholic school systems.

The literature review pointed towards three directions for the investigation. The first direction focussed on the leadership of the Consultant. The approach described as Visionary Leadership Theory (Sashkin, 1998a,1998b) was adopted as pertinent to this research. Within that theory, Sashkin described three dimensions of leadership – transactional leadership, transformational behaviour and transformational characteristics.

The second direction of investigation derived from a new paradigm of leadership as based on relationship. A major influence on the research design came from the Australian Catholic University International Conference on Catholic Leadership in 1998 and from the literature review. If a claim was made that leadership in Catholic organisations was relational, then the relation between the Consultant and the Principal needed to be investigated as well as the 'Catholic' frame of reference within which leadership was exercised.

The third direction of investigation was that of outcomes generated from the Consultant's influence and/or from the relationship between the Consultant and Principal. As limited research on Consultants was available, several practitioners were consulted to clarify expectations of Consultants and to identify possible outcomes. Role descriptions of the Consultant, system documentation, and particularly a newly revised leadership program for Principals (Catholic Education Office Sydney, 1998a) provided useful source material. Related source material considered that included Beaumont (1997), Haynes, (1997), Canavan, (1998c), McNamara (1997a), Catholic Education Office Parramatta (1993) and Catholic Education Office Sydney (1994a, 1994b, 1995b, 1998b, 1998c).

A mediated-effects design was adopted to explain the associations between leadership, relationship and outcomes.

In Chapter Two the work of Hallinger and Heck (1996) was reviewed. Then several research studies on the American School District Superintendent were classified using Hallinger and Heck's mediated-effects design framework. Given this study's research questions, a mediated-effects design was adopted. The 2 Relation variables were assumed to act as mediating or intervening variables between 10 Leadership variables and 3 Outcomes variables.

Section 3.2.1 Development of Survey Instrument

From the literature review, the identification of measures and item construction was begun. Consideration was given to existing instrumentation. The first instrument adopted was the Leadership Profile instrument developed by Rosenbach, Sashkin and Harburg (1996). Approval was obtained for use of this instrument (Appendix B).

The items for both the Relation and Outcomes instruments were developed mainly from documentation and interviews. These interviews involved three University lecturers, a Director of a Catholic school system, two education Officers, two former Consultants, two Principals, and two management consultants. Six of these individuals held doctoral qualifications and ten had specialist knowledge in leadership.

With successive drafts the shape of the questionnaire changed to suit the research design. The survey questions were revised in the light of the conceptual framework and literature review. The critique of a management psychologist assisted in minimising biased responses.

Content validity involved assessing whether a measure dealt with a representative sample of the various aspects of the concept as described by Dane (1990). This was also part of face validity. In this research, a small circle of experts and insiders was invited to assist in the item construction and content validity phase. Items were tested in terms of variation in response, meaning and redundancy of concept, scalability or contribution to scale formation, non-response, and acquiescence response set. Considerable modification was made to the structure of items in the light of comments received. Item faults and potential ambiguities were minimised.

This process led to the construction of a draft questionnaire consisting of 50 items on leadership, 30 items on each of relation and outcomes, some eight demographic background items, and four open-ended items.

Section 3.2.2 Pre-testing of Survey Instrument

Ten persons were invited to participate in the pre-testing of the initial survey instrument (see Appendix C).These respondents comprised five Catholic Education Office Directors, three Catholic school Principals, two university lecturers and a senior Catholic education officer in human resource management. Four of the Directors, the education officer and one Principal had been Consultants fairly recently. Each completed the questionnaire, timed the exercise, and finally completed an evaluation using the questions in the letter of invitation. Each person was then interviewed. Because of distance, in a few instances a telephone conference was arranged. Respondents forwarded their completed, annotated responses. Each of these was carefully

considered. In all, thirty-five changes to wording were made. Several recommendations for improving format were also included.

One substantial and common concern arose concerning Section A, which was the Leadership Profile. Some pre-testers thought that the items were too American. Subsequent correspondence with Sashkin confirmed his earlier response that the instrument had been used in cross-cultural settings (see Appendix D). The author, Sashkin accepted some suggested minor changes in wording, e.g. the term 'people' was changed to 'school personnel', the term 'organisation' was changed to 'diocesan school system', and in item 17 'can see' was changed to 'acknowledge'.

There was another point of discussion that became relevant at the analysis stage later in this research. It was explained to the author, Sashkin, that some pre-testers had challenged the phrasing 'power and influence' in items 28, 38 and 48. As this was a first use of the questionnaire in an Australian education setting, there was reluctance to propose a change, as the explanation on the scale "Follower-centred Leadership" (Sashkin, 1998b, p.4) seemed reasonable. Sashkin replied that although this scale contained two factorially independent dimensions, one assessing pro-social power, the other directed at personalised (narcissistic) power need, he would eventually deal with the two dimensions in some further work on the instrument. Nevertheless he believed the scale(s) clearly worked, and that cross-cultural issues were minimal. Item construction, using 'power and influence' may have confused respondents. The results in this study suggest that Consultants had a different forms of influence on Principals. To check this possibility, three supplementary items were included in the questionnaire, being Questions 53, 58 and 64.

In finalising the questionnaire, a grid was constructed to check the wording of each item. There had been many revisions, and it was appreciated that some of the clarity of items may have been lost in attempting refinement of concepts. To check the quality of items, the criteria of de Vaus (1995) were used to check such issues as bias, ambiguity, simplicity and clarity. Each of the items was rated using these criteria before modifications were made. Generally, items were not negatively worded, as it did not improve discrimination.

Section 3.2.3 Format Considerations

Some consideration was given to formatting of the questionnaire. The pre-testers provided some feedback on this. The formatting guidelines as described by Borg and Gall (1983) considered and adopted were questionnaire attractiveness, utility, logic and ease of completion.

Instructions contained in the introduction to the survey instrument included information on purpose, sample, guarantee of confidentiality and anonymity, and scope of the survey.

Section 3.3 Research Instrumentation and Survey Administration

There were two versions of the questionnaire, one for Consultants and a mirror version for Principals (Appendix E). The Consultants' version was set in the first person, whereas the Principals' version was set in the third person.

In Section A of the questionnaire, some fifty statements described ten leadership variables. Respondents were asked to rate the extent to which they perceived the statement best describing their Consultant. A five point Likert scale was provided for scoring responses. In Section B and C of the questionnaire, respondents were asked to indicate how strongly they agreed or disagreed with each statement. There were thirty items in each of Sections B and C. A five point Likert scale response was used in Section B. In Section C an additional category of response 'Not applicable' was provided based on the feedback from the pre-testers and the assumption that in some diocesan school systems particular statements may not have been applicable. Section D consisted of eight demographic background items that required category responses or simple numerical information. Section E consisted of four open-ended qualitative responses that clarified aspects of the quantitative sections or allowed other views of the leadership of Consultants to be expressed.

A covering letter indicated that about thirty minutes was the anticipated time for completion of the survey. Confidentiality and anonymity guarantees were given in this covering letter.

Section 3.3.1 Measures

Formal validation and reliability of the scales used will be treated in Section 3.6. Descriptive information is now provided on each of the scales.

3.3.1.1 Leadership scales

The first group of leadership variables was measured using the instrument originally developed by Rosenbach, Sashkin and Harburg (1996) and as varied for the study. A brief description of each of the ten scales, the relevant items for these scales within the questionnaire and an example of an item are shown in Table 3.1. Hereafter in the text when any of the ten variables are cited formally, the variable will be capitalised e.g. Capable Management, Credible Leadership. Otherwise, normal English usage applies.

Table 3.1 Descriptive Information on Leadership Scales

Capable Management (Items 1,11,21,31,41)
This measures how well the transactional leader accomplishes the day-to-day tasks that are necessary for any group or organisation to function well over the short term.
e.g. This Consultant makes sure school personnel have the resources to do a good job.

Reward Equity (Items 2,12,22,32,42)
This measures the degree to which the transactional leader makes clear and explicit one's goals and performance expectations, and how well one delivers on the rewards promised for good performance and goal accomplishment.
e.g. This Consultant rewards school personnel fairly for their efforts.

Communications Leadership (Items 3,13,23,33,43)
This measures the ability to manage and direct the attention of others through especially clear and focussed interpersonal communication including attention to those with whom one is communicating and appreciation of followers' feelings.
e.g. This Consultant communicates a clear sense of priorities.

Credible Leadership (Items 4,14,24,34,44)
This measures the leader's perceived integrity as described by trustworthiness, reliability, and consistency of actions and words.
e.g. This Consultant follows through on commitments.

Caring Leadership (Items 5,15,25,35,45)
This measures the degree to which a leader demonstrates respect and concern for others.
e.g. This Consultant shows concern for the feelings of others.

Creative Leadership (Items 6,16,26,36,46)
This measures to which a leader is willing to take calculated risks, empowering others to make a vision a reality.
e.g. This Consultant involves others in new ideas and projects.

Confident Leadership (Items 7,17,27,37,47)
This measures the extent to which a leader possesses and displays a basic sense of self-assurance, and the degree to which the leader is able to instil the same self –confidence in others.
e.g. This Consultant is confident in her or his own abilities.

Follower-centred Leadership (Items 8,18,28,38,48)
This measures the degree to which the leader, through the positive use of power and influence to see that group and organisational goals are achieved, sees followers as empowered partners.
e.g. This Consultant uses power and influence to benefit others.

Visionary Leadership (Items 9,19,29,39,49)
This measures a leader's ability to define and express a future for the group or organisation. Such a leader has the perspective to deal with ambiguity and complexity, the ability to plan for extended periods of time, and a capacity to involve followers in the planning process.
e.g. This Consultant expresses a vision that engages school personnel.

Principled Leadership (Items 10,20,30,40,50)
This measures the leader's effectiveness in developing and supporting certain shared values and beliefs among group members that strengthen the culture of the organisation.
e.g. This Consultant values action over maintaining the status quo.

3.3.1.2 Relation Scales

The second group of two variables centred on the relationship between a Consultant and a Principal. 'Relation' as used in this research is understood as a construct describing two dimensions of the relationship between a Consultant and a Principal. These variables describe the interpersonal relationship, and the Shared Catholic Leadership Mindset underpinning the school-system links. A brief description of each of the scales, the relevant items in the questionnaire and an example of an item is shown in Table 3.2. Hereafter in the text when either variable is cited formally the variable will be capitalised. Otherwise normal English usage applies.

Table 3.2 Descriptive Information on the Catholic School Consultant and Principal Relation Scales

Interpersonal Relation (Items 51,52,54,55,57,59,60,61,66) As used in this research, this is a measure of a selected set of concepts describing the interpersonal relationship between a Consultant and a network of Principals. e.g. Integrity is a major characteristic of the relationship between the Consultant and myself.
Shared Catholic Leadership Mindset (Items 68,69,71,73,74,75,78) As used in this research, this is a measure of a leadership paradigm in which two leaders in a professional relationship, the Consultant and the Principal, share a common vision and common values. These values are based on an understanding of Church as community, and the exercise of shared leadership for Catholic schools. e.g. Our relationship is the key element in managing the balance of the school's and the diocesan school system's interest.

3.3.1.3 Outcomes Scales

The third group of variables centred on outcomes. These were viewed as dependent variables. A brief description of each of three distinct outcome scales is found in Table 3.3. With each description, the relevant items in the questionnaire are identified, and an example of an item given. Hereafter in the text when any of these variables are cited formally the variable will be capitalised. Otherwise normal English usage applies.

Table 3.3 Descriptive Information on Outcomes Scales

Educational Outcomes (Items 94,99,101,103,105)
This measures the extent to which school staff are influenced by a Consultant in attaining certain educational and learning outcomes
e.g. This Consultant has helped the staff see the school as a learning community.

School Outcomes (Item 96,102,104,109,110)
This measures the extent of school autonomy or identity within the diocesan school system.
e.g. This Consultant is an effective advocate for the school's needs.

Spiritual Outcomes (Item 82,86,87,91,98)
This measures whether the Consultant has any influence on spiritual outcomes for Principal and school.
e.g. The spiritual meaning of my Principalship has been strengthened through my association with the Consultant.

3.3.2 Administration Procedures for Survey

Two important procedural elements of survey administration were incorporated:

(a) Each of the eleven Diocesan Directors agreed to nominate a research Contact officer. These persons assisted in the dissemination of the questionnaires and follow-up letters.

(b) It was critical to the methodology to correctly associate the responses of a given Consultant with those of the cluster of associated Principals for data analysis by networks. This was achieved through a coding process. At the same time, ethical considerations of confidentiality were necessary (see Section 3.8 below).

Maximising response rates was addressed through implementing procedures recommended by de Vaus (1995) incorporating covering letters, use of stamp-addressed envelopes, reminders in School system 'mail outs', follow up contacts by phone and letter, and through research Contact officers being available to answer respondents' questions. The reminder letters at three and six weeks after the initial survey distribution contributed to the final response rate of 92 percent for Consultants and 77 percent for Principals.

Section 3.4 Research Population, Sample and Participants

The target population for this research comprised the Catholic Schools Consultants and the primary and secondary Catholic systemic school Principals in the New South Wales Diocesan Catholic School Systems.

The term Consultant as defined earlier refers to an Area Administrator, Regional Consultant or similar Educator Officer with responsibilities to Principals in geographical regions or networks of Catholic systemic primary and/or secondary schools.

Section 3.4.1 Research Population

Through lists provided by the Catholic Education Offices, it was estimated that the number of Catholic Schools Consultants in New South Wales was 53. At the time of the study, there were 422 primary school Principals, 97 secondary school Principals, and 18 Principals of central schools having primary and secondary departments (Catholic Education Commission, New South Wales, 1998, School Statistical Returns, Schedule1998/4.1). This meant the maximum population of Principals was 537 as given in this annual census information.

Possible discrepancies with the actual number of surveys distributed in 1999 could have been caused by school closures brought about by district rationalisation or by new school openings. There was the further restriction of acting Principal appointments when the incumbent was on leave at the time of survey administration.

It was also clear that particular Principals or Consultants were either in their first year of Principalship/Consultancy or while very experienced were only newly appointed to a particular school or, in the case of Consultants, found themselves with some reconfiguration of schools within their cluster responsibility. It was recognised that these complexities were not critical to the focus of this research and for this reason the categories were included. One of the interests in the research itself was to ascertain whether these different demographic background factors made any significant difference (Section D of the questionnaire).

Section 3.4.2 Sampling

In determining sample size, the survey design involved a hierarchical data structure with a 2-level design system, namely Consultants and Principals. Mok and Warton (1996) considered sample size determinations for unbalanced designs involving both random samples of schools and students within schools using two criteria: lack of bias, and efficiency in terms of small sampling variance. They found that with unbalanced designs where the number of students sampled from each school was not necessarily equal more careful attention to the number of schools was important.

Consistent with these findings of Mok and Warton (1996), it was decided to invite the total population of Consultants to participate in this study. It was recognised that even if all Consultants volunteered, there was no guarantee that all cluster sizes of Principals would be balanced. A target of 40 Consultants and at least 250 Principals was considered valid in terms of the inferential statistical processes used in the analysis phase. It was further decided that when a given Consultant agreed to participate, the Principals associated with that Consultant would be invited to participate. This meant that the total population of Principals was invited, except for those networks of Principals associated with a Consultant who chose not to participate. Given the voluntary nature of the participation, it was deemed acceptable that the size of networks of Principals would not be balanced.

Table 3.4 Response Rates by Groups

Group	Surveys distributed	Surveys returned	Percentage of respondents
Consultants	49	45	92
Principals	480	370	77

While Table 3.4 sets out the response rates, in fact 44 usable responses (90%) came from Consultants, while 365 usable responses (76%) came from Principals.

Section 3.5 Data Analysis Methods

In this section, data preparation and preliminary analysis, including a summary of the computer programs used in the analysis are treated. Then, the data analysis methods used to answer the research questions are discussed.

Section 3.5.1 Data Preparation and Preliminary Analysis

A simple data entry program was prepared (see Appendix F). Following Mok's suggestion, double entry was undertaken with an allowed error rate of transmission of 0.05%. Missing data were dealt with by assigning '9' where this occurred according to the process recommended by de Vaus (1995) and Lievesley (1998).

All anomalies were considered and a determination made on a case by case basis. For example, one particular Diocesan Office forgot to code the questionnaires. When this was detected early, it was possible to remediate the situation and so retrieve a sufficient number of questionnaires through follow-up by the research Contact officer.

The data were consolidated on a raw data (ASCII) file. This file was converted to raw data files (SPSS, PRELIS). Using a simple LISREL screening program, three data files were created using PRELIS. Sections A, B and C of the questionnaire were thus transposed ready for analysis. Section D, the demographic section of the questionnaire, was recoded into suitable categories (SPSS file). Section A responses needed to be recoded in reverse order (de Vaus, 1995).

Because ordinal measurement was used for Sections A, B and C, frequency distributions were obtained from a PRELIS program. The output also provided graphical patterns, showing that the raw response data was skewed and not always a normal distribution.

Preliminary descriptive analysis was undertaken. The full descriptive data file is provided in Appendix G. Some further use of the descriptive data is reported under the answer to Question 10 (see Section 3.5.2). This is in addition to the use of the data in the other analyses as explained later in this chapter.

3.5.1.1 Unit of analysis

An important issue in data analysis is the choice of an appropriate unit of analysis. In this study, the perceptions of 44 Consultants were compared with those of 365 Principals. Following the suggestion raised by Freeman (1978), it was assumed in this study that the influence of each Consultant, viewed as an independent person, brought about certain effects on Principals at a time prior to the actual survey period.

Keeves and Lewis (1983) in looking at classroom environment research pointed out that students were not statistically independent of each other and as such did not form a simple random sample. Consequently they argued it was necessary to consider the primary sampling units of schools or classrooms and only then consider individual students as nested within classrooms within schools. Dorman (1996) and Dorman, Fraser and McRobbie (1995, 1997a, 1997b) assumed classrooms and/or school level units of analysis were appropriate. Multilevel analysis studies such as those of Hill and Rowe (1996) and Rowe and Rowe (1999) confirmed the view that the unit of analysis was important. The implication for this study is that each Consultant is not randomly associated with a network of Principals, but rather the unit of analysis refers to a particular network of Principals.

A related methodological issue was the distinction between private alpha press and consensual beta press (Fraser, 1994; Dorman, 1995). Based on the work of Stern, Stein and Bloom (Fraser, 1994), private beta press refers to the individual's perception of the environment whereas consensual beta press was the shared view that members of the group held about the environment. Consensual beta press was commonly measured by averaging the perceptions of respondents in the sample to form group means. These group means and not the individual scores were then used in subsequent statistical analysis.

Analogously and within the present research, each Consultant was associated with a network or cluster-group of Principals. Typically one Consultant was associated with five to fifteen Principals. The above discussion suggests that, if the primary sampling unit was the cluster, it was appropriate to measure the consensual beta press for each cluster with the group mean as the unit of analysis. Based on this view, the present study used the group mean as the unit of analysis for the comparative perception component and the multiple regression component of the study.

The descriptive and qualitative component of the study used the individual as the unit of analysis, there being no obvious way of dealing with variability of comments. Likewise, for the structural equation modelling analysis, only Principal data could be used as the minimum sample size needed to be greater than 150 (Holmes-Smith, 1999) and there were 365 useable Principal responses for analysis. The unit of analysis for these two analyses was thus the individual Principal. This level of analysis was justified as complementing the other analyses in which each Principal was viewed as nested within a group of Principals.

3.5.1.2 Methods for Structural Equation Modelling

PRELIS 2.30 and LISREL 8.30 were used for analyses employing structural equation modelling. This involved both the confirmatory factor analyses for the measurement model and later the measurement model and the

structural model stages of the full regression analyses. It was decided that the findings of the research regarding validity and reliability of the fifteen scales should be reported in this Chapter (see Section 3.6). All other are reported in the next Chapter, (see Section 4.5). Hence at this point, it is noted that Section 3.5.1.3 and 3.5.1.4 set out the methods used for carrying out confirmatory factor analysis reported later in the chapter (Section 3.6).

3.5.1.3 Measurement Model and Confirmatory Factor Analysis

The survey questionnaire instrument included 50 items used to assess 10 dimensions of leadership, 16 items to assess 2 dimensions of relationship, and 15 items used to assess 3 dimensions of outcomes. To confirm the factor structure of the instrument and establish construct validity, separate confirmatory analyses using PRELIS 2.30 and LISREL 8.30 as suggested by Holmes-Smith (1999) and Jöreskog and Sörbom (1996a, 1996b) were performed on the data. Confirmatory factor analysis is a data analysis technique that investigates the multi-dimensionality of measurement models as recommended by Byrne (1998), Holmes-Smith (1999) and Maruyama (1998). In this process, a model is postulated to describe the relationship between observed variables and their underlying constructs, also called latent variables, and this model is tested for goodness of fit.

The method steps taken involved writing a PRELIS syntax program 'Prerun' (Appendix H) to generate a polychloric covariance matrix. A polychloric correlation was used in preference to Pearson Product Moment correlation because of the ordinal level of measurement of Likert response scales used rather than the continuous level of measurement. Then using a LISREL syntax program 'Runlis' (Appendix J) a path diagram and output were produced. The output included measures of regression coefficients, error variances, item reliabilities and factor score weights. Finally, goodness of fit measures were produced.

3.5.1.4 Goodness of Fit Indices

Hoyle (1995) described structural equation modelling (SEM) as a comprehensive statistical approach to testing hypotheses about relations among observed and latent variables. Hu and Bentler (1995) regarded the Chi-square test as the conventional overall test of fit in covariance structure analysis for the reason that it assessed the magnitude of the discrepancy between the sample and fitted covariance matrices. As well as describing absolute fit index, Hu and Bentler described incremental fit indices that measured the proportionate improvement in fit by comparing a target model with a more restricted baseline model. Among the incremental fit indices were the Normed Fit Index (NFI: Bentler, 1990); Tucker and Lewis Index (TLI: 1973, also generalised to the NNFI); the Comparative Fit Index (CFI: Bentler, 1989,1990). The absolute fit indices included one for maximum likelihood methods (GFI: Jöreskog & Sörbom, 1986), an Adjusted Comparative Fit Index (AGFI: Tanaka & Huba, 1985) and Parsimonious Fit Index (PFI: James, Mulaik & Brett, 1982). Maruyama (1998, p.241) provided a summary explanation of the fit indices. Examination of the merits of particular indices was found in Bollen (1986); Marsh, Balla and McDonald (1988); and Goffin (1993). These incremental types of indices are numbers that can lie between 0 and 1. In general, the closer the index is to one, the better the model. Indices greater than 0.90 are taken to indicate reasonably good fit, and indices greater than 0.95 are taken to indicate very good fit. The Root-Mean square Error of Approximation (RMSEA: Steiger &

Lind, 1980) was regarded as a robust index with respect to increase in degrees of freedom. The rule of thumb used in assessing model goodness-of-fit is that RMSEA less than 0.05 indicated a close fit, between 0.05 and 0.10 moderate fit, and greater than 0.10 poor fit (Holmes-Smith, 1999; Mok & Flynn, 1998).

In this research, to examine the measurement and structural models, indices of model fit generally used included χ^2, RMSEA, GFI, AGFI, NFI, NNFI and CFI. The relative strength of each path in a given structural model was assessed by the regression path coefficient for that path with a *t*-test conducted to establish the statistical significance of that path.

3.5.1.5 Structural Equation Modelling

The method of full structural equation modelling is set out here because of its complexity and the use of Goodness-of-fit Indices described in Section 3.5.1.4. Its application to the research questions is reported under Question 8.

The method of analysis used to develop a suitable structural equation model was based on the two-step process developed by Anderson and Gerbing (1988) as adapted by Holmes-Smith and Rowe (1994). Essentially, for reasons of sample size, the solution is analysed first as a measurement model. Then the features of the structural model are refined.

One-factor congeneric measurement models were fitted to all fifteen factors included in this analysis. It was assumed that the indicator or observed variables potentially contributed to the underlying latent variables being estimated. For each scale, the scale reliability was calculated using SPSS 9.0 program and finding Cronbach's alpha coefficient as a convenient index. As explained in detail by Holmes-Smith and Rowe (1994), the composite regression coefficients and measurement error variances were derived from the reliability coefficients. These fixed composite variable regression coefficients and measurement error variances were then used in the measurement part of the structural equation models.

Also, factor score regressions for each of the scales were obtained from the one-factor congeneric measurement models to develop composite 'observed' variables. For example, the Principals' responses to Creative Leadership were contained in an SPSS data file as RQ6, RQ16, RQ26, RQ36 and RQ46. A new command file was created that read in that data file. The following statement was included in that command file:

COMPUTE CREATIVE = 0.12*RQ6 + 0.21*RQ16 + 0.37*RQ26 + 0.25*RQ36 + 0.17*RQ46,
where the multiplier in front of each indicator variable was the factor score regression weight for that indicator variable, and the new variable created was the new composite variable CREATIVE [for Creative Leadership].After repeating this process for the other fourteen sets of indicator variables, a new system file containing composite scores for all fifteen latent variables was created. A new ASCII data file was established to be used in new PRELIS and LISREL analyses which investigated the relationship among the fifteen latent variables, as measured by the 15 composite variables, and which used composite regression coefficients and measurement error variances explained above.

The LISREL command syntax file for the model that was fitted to the Principal data is found in Appendix K. It is noted that the command 'VA' has been used to fix the values of the regression loadings (LY or LX) and the error variances (TE or TD).

Based on the findings that fifteen factors or latent variables were valid, the second aspect of structural equation modelling was the investigation of the potential relationships between those variables that were assumed to be independent or explanatory, and those that were assumed to be dependent. Structural equation modelling combined both factor analysis and regression analysis as well as dealing with ordinal measures (Holmes-Smith, 1999). The initial hypothesised model was that which resulted from the multiple regression analysis using Principal data only since sample size N needed to be greater than 150.

Goodness of fit statistics were examined. Over and above general fit, a review of the modification indices showed some evidence of misfit. Because causal paths of the model were of interest, only indices related to the structural parameters, beta (BE) and gamma (GA), were considered. Further post-hoc analyses were undertaken following the method of Byrne (1998). Three guidelines developed by Byrne (1998, p.251) were (a) careful knowledge of the substantial theory; (b) an adequate assessment of the statistical criteria based on information pooled from various indices of fit; and (c) a judgement made on the basis that a simple rather than a complex solution is preferable. An iterative process was followed until a model with satisfactory goodness of fit was justified. The relative merits of the models tested were assessed by using the change in χ^2 values and in the other fit indices. The results of this analysis are found in the next Chapter, (Section 4. 5).

Section 3.5.2 Data Analysis Methods in Relation to Research Subquestions

To elaborate on the methods used for data analysis, each of the research sub questions is presented and an explanation of the data method used for each is provided.

1. To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the Consultant's leadership as described by ten Leadership variables?

2. To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the relation between the Consultant and Principals as described by two Relation variables?

3. To what extent does agreement exist between the comparative perceptions of Consultants and Principals regarding the Consultant's influence on three selected Outcomes variables?

For each of these questions comparative means analysis was used. The unit of analysis was the group mean. Each sample consisted of one Consultant and the associated network of Principals. Thus for Consultant ID 01, the score of the Consultant on a particular factor was simply taken as the sum of scores of the five indicator or observed variables. For the associated network of Principals the group mean of that sample of Principals was

determined. Thus the data set consisted of 44 pairs of Consultant and Principal group means for each of the 15 scales.

The group means, standard deviations and standard error of the mean were obtained. A more precise measure of the difference between the group means of Principals and Consultants was obtained by carrying out a paired sample *t*-test. A two-tailed test was undertaken with a significance level set of $p < .05$.

4. What association exists between the ten Leadership variables and the two Relation variables as perceived by (a) Principals and (b) Consultants?

5. What association exists between the ten Leadership variables and the three Outcomes variables as perceived by (a) Principals and (b) Consultants?

6. What association exists between the two Relation variables as predictors and the three Outcomes variables as perceived by (a) Principals and (b) Consultants?

7. What association exists between the two Relation variables as perceived by (a) Principals and (b) Consultants?

For each of these questions, multiple regression analysis was used with both Principal and Consultant data. Various regression models were tested where a particular dependent variable was selected and one or more other variables used as independent predictor variables (Gustafsson & Belke, 1993). SPSS 9.0 program was used to analyse the data. For each multiple regression model, a multiple correlation coefficient – R^2 – provided a measure of the ratio of explained variance to the total variance. Secondly, an analysis of variance (ANOVA) test provided a measure *F* of overall analysis of variance where two or more predictor variables were used.

The *F* measure essentially measured the ratio of the between groups and within groups variance through a calculation of mean squares. The magnitude of *F* tended to increase as the difference between the group means increased. The significance level for *F* was set at $p < 0.05$. Thirdly, SPSS 9.0 gave a series of measures of the regression coefficients Beta (*B*), which were the slopes due to each particular predictor variable. For each Beta result, a standard error of the estimate was calculated as well as the standardised coefficient (β). Again, the significance level was set at $p < .05$.

8. What influence do the two Relation variables have as mediators between the ten leadership predictor variables and the three Outcomes variables as perceived by (a) Principals and (b) Consultants?

This was answered by integration of the findings of Questions 4, 5 and 6. An integrated model was developed as a means of interpreting the results. The method of Baron and Kenny (1986, p.1177) was used to confirm the functioning of the mediating variables. To test for mediation, the mediator is regressed on the independent

variable; the dependent variable is regressed on the independent variable; and thirdly the dependent variable is regressed on both the independent variable and on the mediator. The effect of the independent variable on the dependent variable must be less in the third regression than in the second regression.

Structural equation modelling analysis was also used to investigate Qs. 5(a) to 8(a) using the Principal data. The details of this method of analysis were treated above (see Sections 3.5.1.4 and 3.5.1.5).

9. To what extent do demographic background factors (gender, school type, and years of networking between Consultant and Principals) affect these associations as perceived by (a) Principals and (b) Consultants?

For this analysis, aggregate data rather than repeated measures data was used. Three-way MANOVAs were performed on the leadership, relation and outcomes variables introducing the demographic factors. Gender was used as the main effect, and results compared with school type and years of networking for within and between effects. Statistical analysis (SHARMA followed the procedures set out in detail in Stevens (1996), Sharma (1996) and Keselman et al. (1998).

10. What further validation of the above findings or insights are provided by the individual items or the open-ended questions of the survey?

The descriptive data provided in the questionnaire including the responses to the open-ended questions were used to answer this question.

Section 3.6 Instrument Validity and Reliability

The aspects of content validity and face validity were considered under the development of the instrument and under pretesting (Section 3.2). This section will deal with construct validity and reliability of the instrument.

Section 3.6.1 Validation of Instrument

The measurement question was posed:
Is it possible to develop and validate a set of scales to measure Leadership, Relation and selected Outcomes for this research on the Catholic Schools Consultant in New South Wales?

To establish the structural validity of each factor, the unidimensionality of each scale was first determined. This was followed by a confirmatory factor analysis.

Each of these concepts can best be illustrated with an example. Within the questionnaire, five items 6, 16, 26, 36 and 46 were assumed to be 'congeneric' i.e. to belong together, around a latent variable Creative Leadership (Jöreskog, 1971). The construct Creative Leadership was constituted as a scale.

'Creative Leadership' describes a transformational leader as one who is willing to take risks and create opportunities, and who empowers others by encouraging and allowing them to accept challenges.

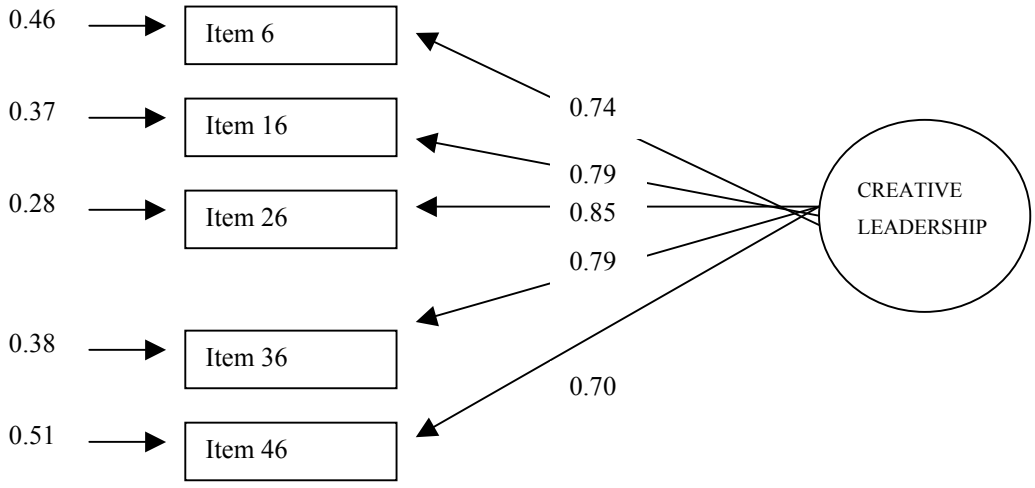
The individual items forming this latent variable or factor were measures that the Consultant

6. creates opportunities for school personnel to succeed
16. designs situations that permit school personnel to achieve their goals
26. involves others in new ideas and projects
36. helps others learn from mistakes
46. gives school personnel the authority they need to fulfil their responsibilities.

Using LISREL 8.30, a path diagram and output information were generated which represented the relationship between the item measures and the latent variable or factor. This relationship between the indicator variables and the underlying latent variables is shown in Figure 1.

This information can be condensed as in Table 3.5. Looking firstly at the parameter estimates, the regression coefficient (λ) is a measure of the factor loading, or of the extent to which a measure is explained by the latent variable. The error variance (θ) is a measure of the error in this measure. R^2 is a measure of item reliability. Factor score regression indicated the weight or differential effect of the particular item measure on the final latent variable.

Figure 1 Path Diagram for Creative Leadership



As can be seen in Table 3.5, regression coefficients ranged from 0.70 to 0.85 suggesting these items are well explained by the latent variable Creative Leadership. The factor score regressions vary from 0.12 to 0.37 indicating that the items are weighted differently in terms of the underlying variable.

The goodness of fit statistics in this example were very good. This suggests the one-factor congeneric model fitted the data well. (χ^2)= 7.27 with 4 degrees of freedom (*df*) and probability (*p*) = 0.12 was quite good.

RMSEA was 0.047 and the other Goodness of fit measures ranged from 0.97 (AGFI) to 1.00 (CFI). The conclusion can be drawn that this Scale is a valid measure of Creative Leadership.

Table 3.5 ***Fitted One-factor Congeneric Model for the* Creative Leadership *Scale: Parameter Estimates, Item Reliabilities, Factor Score Regressions, Scale Reliabilities and Goodness-of-Fit Measures***

Creative Leadership	Item Regression coefficient (λ)	Item Error variance (θ)	Item Reliability R^2	Factor Score Regression
Parameter estimates				
Item 6 – create time	0.74	0.46	0.54	0.12
Item 16- design	0.79	0.37	0.63	0.21
Item 26- involving	0.85	0.28	0.72	0.37
Item 36- helping	0.79	0.38	0.62	0.25
Item 46- authorise	0.70	0.51	0.49	0.17
Scale reliability (α)	0.86			
Goodness-of–fit measures				
Chi-square (χ^2)	7.27			
Degrees of freedom (*df*)	4			
Probability (*p*)	0.12			
Root mean square error of approximation (RMSEA)	0.047			
Goodness of fit index (GFI)	0.99			
Adjusted goodness of fit index (AGFI)	0.97			
Parsimonious goodness of fit index (PGFI)	0.26			
Tucker – Lewis (TLI) 0r Non-Normed fit index (NNFI)	0.99			
Comparative Fit Index (CFI)	1.00			

Notes: Acceptable ranges for GFIs was set at 0.95 – 1.00 (Holmes-Smith, 1999) except for PGFI. Likelihood ratio (χ^2 / *df*) was 1.5 – 2.00 for good fit.

The full set of fifteen factors have been similarly analysed (Appendix M). The results of the Goodness-of-Fit indices of the leadership factor models are as shown in Table 3.6. The ten Leadership Scales validated Sashkin's (1995, 1998b) factors.

Table 3.6 Goodness-of-Fit Indices of Leadership Factor Models

Factor Models	χ^2	df	χ^2 / df	RMSEA	TLI	GFI	AGFI	PGFI	CFI
Capable Management	8.20	4	2.05	0.054	0.99	0.99	0.97	0.26	1.00
Reward Equity	2.51	3	0.84	0.000	1.00	0.99	0.99	0.20	1.00
Communication Leadership	3.51	2	1.76	0.046	0.99	1.00	0.97	0.20	1.00
Credible Leadership	1.58	1	1.58	0.040	1.00	1.00	0.97	0.07	1.00
Caring Leadership	3.01	2	1.51	0.037	1.00	1.00	0.98	0.13	1.00
Creative Leadership	7.27	4	1.82	0.047	0.99	0.99	0.97	0.26	1.00
Confident Leadership	4.95	3	1.65	0.042	0.99	0.99	0.97	0.20	1.00
Follower-Centred Leadership	2.82	2	1.41	0.034	0.99	1.00	0.98	0.13	1.00
Visionary Leadership	6.81	4	1.70	0.044	0.99	0.99	0.97	0.26	1.00
Principled Leadership	2.69	3	0.90	0.000	1.00	1.00	0.99	0.30	1.00

Notes: 1.RMSEA stands for Root-Mean –Square Error of Approximation (MacCallum & Hong, 1997). 2. TLI stands for Tucker- Lewis Index (Tucker & Lewis, 1973). 3. GFI stands for Goodness-of-Fit Index (Jöreskog & Sörbom, 1986). 4. AGFI stands for Adjusted Goodness-of-Fit Index (Tanaka & Huba, 1985). 5. PGFI stands for Parsimonious Goodness-of –Fit Index (James, Mulaik & Brett, 1982). CFI stands for Comparative Fit Index (Bentler, 1990).

The two Scales, Interpersonal Relation and Shared Catholic Leadership Mindset, were the result of original scale development and validation procedures. The scales Educational Outcomes, School Outcomes and Spiritual Outcomes similarly developed and validated three factors describing selected Outcomes. Table 3.7 sets out the results of the Goodness-of-Fit indices for the Relation factors and the Outcomes factors. The descriptive data is re-presented under separate factors (see Appendix L).

Table 3.7 Goodness-of-Fit Indices of Relation Factor Models and Outcomes Factor Models

Factor Models	χ^2	df	χ^2 / df	RMSEA	TLI	GFI	AGFI	PGFI	CFI
Interpersonal Relations	44.59	22	2.02	0.051	0.99	0.97	0.95	0.48	0.99
Shared Catholic Leadership Mindset	24.09	13	1.70	0.048	0.99	0.98	0.96	0.46	0.99
Educational Outcomes	6.99	4	1.75	0.045	0.99	0.99	0.97	0.26	1.00
School Outcomes	7.46	4	1.87	0.049	0.99	0.99	0.97	0.26	1.00
Spiritual Outcomes	6.33	4	1.58	0.040	0.99	0.99	0.97	0.26	1.00

Notes: 1. RMSEA stands for Root-Mean-Square Error of Approximation (MacCallum & Hong, 1997). 2. TLI stands for Tucker-Lewis Index (Tucker & Lewis, 1973). 3. GFI stands for Goodness-of-Fit Index (Jöreskog & Sörbom, 1986). 4. AGFI stands for Adjusted Goodness-of-Fit Index (Tanaka & Huba, 1985). 5. PGFI stands for Parsimonious Goodness-of-Fit Index (James, Mulaik & Brett, 1982). CFI stands for Comparative Fit Index (Bentler, 1990).

Section 3.6.2 Reliability

The research provided reliability information. Item-reliabilities are listed in Tables M.1 – M.15 in Appendix M. As seen within Creative Leadership (Table 3.5 above), all item reliabilities were generally moderate to high.

Scale reliability was also checked by calculating Cronbach alpha using SPSS 9.0. All scale reliabilities are presented in Table 3.8. For Creative Leadership, scale reliability was 0.86 using the Principal data and 0.71 for Consultant data. For further use in the structural equation modelling, the composite scale regression coefficients and composite scale error covariances were calculated using the method of Holmes-Smith and Rowe (1994) previously explained. The results are also shown in Table 3.8.

Table 3.8 Scale Reliabilities (Cronbach Coefficients) for Leadership Variables From Consultants' Data and From Principals' Data; Composite Scale Regression Coefficients and Error Covariances for Principals' Data

Scale	Reliability-Consultants N = 44	Reliability-Principals N = 365	Composite Scale Regression coefficient (Principals)	Composite Scale Error covariance (Principals)
Capable Management	0.78	0.88	0.938	0.12
Reward Equity	0.68	0.89	0.943	0.11
Communications Leadership	0.52	0.85	0.922	0.15
Credible Leadership	0.83	0.90	0.949	0.10
Caring leadership	0.73	0.88	0.927	0.12
Creative Leadership	0.71	0.86	0.938	0.14
Confident Leadership	0.65	0.83	0.911	0.17
Follower-centred Leadership	0.71	0.53	0.730	0.47
Visionary Leadership	0.56	0.86	0.927	0.14
Principled Leadership	0.64	0.81	0.900	0.19
Interpersonal Relation	0.67	0.93	0.964	0.07
Shared Catholic Leadership Mindset	0.73	0.86	0.927	0.14
Educational Outcomes	0.56	0.87	0.933	0.13
School focus Outcome	0.34	0.80	0.894	0.20
Spiritual Outcomes	0.77	0.90	0.949	0.10

Notes: Composite Scale Regression coefficient is square root of reliability r.
Composite Scale Error covariance is 1 – r. (Source: Holmes- Smith, 1999).

Comparison with ten leadership scale reliabilities for recent American research using The Leadership Profile (Vona, 1997; Ernst, 1997; Lafferty, 1998; Sashkin, 1996c; Sashkin, 1996b) indicates that these scales have improved internal reliability measures. These comparative results are contained within Table 3.9. Follower-centred Leadership scale noticeably had a lower reliability score on all studies although this study produced higher result than the other studies. In other studies on the Follower-centred scale the reliability ranged from 0.21 to 0.37, whereas in this study the reliability was 0.53.

Table 3.9 Comparison of Reliabilities for (Cronbach Coefficients) the Leadership Profile Scales for Principals' Data

Scale	This Study	Vona, 1996	Ernst, 1997	Lafferty, 1996	Sashkin, 1998C	Sashkin, 1998D
Capable Management	0.88	0.82	0.60	0.81	0.79	0.82
Reward Equity	0.89	0.80	0.74	0.83	0.80	0.89
Communications Leadership	0.85	0.80	0.57	0.73	0.68	0.80
Credible Leadership	0.89	0.89	0.71	0.84	0.85	0.89
Caring Leadership	0.87	0.90	0.74	0.81	0.79	0.90
Creative Leadership	0.86	0.84	0.49	0.84	0.80	0.84
Confident Leadership	0.83	0.75	0.64	0.73	0.77	0.75
Follower-centred Leadership	0.53	0.37	0.31	0.24	0.21	0.37
Visionary Leadership	0.86	0.57	0.62	0.50	0.42	0.57
Principled Leadership	0.81	0.71	0.55	0.64	0.57	0.71

Section 3.7 Ethical Considerations

Section 3.7.1 General

Research protocols required the approval of the ACU Research Projects Committee prior to implementation of the research. That approval was given (April 1999). In this section, some of the significant ethical considerations in design, survey administration, data security and reporting are discussed.

The main ethical concerns in this study were the personal freedom for Consultants and Principals to participate, and reasonable procedures to deal with anonymity and confidentiality of respondents.

Section 3.7.2 Informed Consent

Eleven Catholic School systems in New South Wales were involved in the research. During the design phase, Diocesan Directors were contacted seeking approval-in-principle to undertake the study in that system. All eleven Directors gave written approval. A sample letter is found in Appendix N.

Secondly, the design was predicated on an assumption that all Consultants who participated were volunteers. Each group of Consultants was briefed regarding the terms of the research process and given an opportunity to raise questions. Each Consultant was contacted by letter inviting her/him to participate and to give written informed consent. As the survey was answered anonymously this was not essential. However, through the informed consent, the Consultant agreed that the Principals with whom the Consultant was associated could be invited to participate in the survey with confidentiality and anonymity assured. Secondly, the design itself required the Consultant to complete one version of the questionnaire and the associated Principals a similar version. Because the analysis was in part based on repeated measures, it was important that through a coding mechanism the completed questionnaires from Principals could be correctly associated with a given coded response from a Consultant.

Section 3.7.3 Confidentiality and Anonymity

Anonymity was addressed through an Identification Number coding procedure. The process was analogous to that used at the time of voting when a returning officer marks the electoral roll verifying that a voter has voted but otherwise had no knowledge nor means of accessing the actual voting paper. Each Diocesan Director appointed a Research Contact Officer, generally an administrative assistant, to act as dispatch officer. Only the researcher received the completed questionnaires directly. At no stage was the identity of a Consultant or Principal available to the researcher.

Confidentiality was enhanced through the coding procedure. The cover page of the actual questionnaire briefly explained the coding procedure and stated that each reply was confidential.

Section 3.7.4 Data recording, Security and Disposal

The completed questionnaires were the only form of raw data. Except for the open-ended questions, data entry meant only the raw data file was used in the analysis. In accordance with ACU research policy and procedures, the original data was stored in a locked filing cabinet in the researcher's office and will be retained for the set period of five years.

Section 3.8 Chapter Summary

To conclude, this chapter has outlined the research design, the methods used to develop the survey instrument, and the structure of the instrument. The diverse range of analytical methods used in the study was explained. The validity of the instrument was tested using confirmatory factor analysis. The reliability results using Cronbach's alpha coefficient were calculated. The validity and reliability of these scales have been reported. Finally, ethical considerations were addressed. In the next chapter, the results of the analyses are presented.

CHAPTER FOUR

RESULTS OF QUANTITATIVE DATA ANALYSIS

Section 4.1 Introduction

The purpose of the present Chapter is to report on the analysis of data collected, the use of 15 scales and of the underlying factors or latent variables. Data reported in the previous Chapter showed the development and/or validation of 15 measurement scales used in this research. This enabled the answering of Research Questions 1 to 10 (see Section 1.3) which pertain to the leadership of the Consultant, the Relation of a Consultant with Principals, and selected Outcomes derived from analysis. Data were collected from 45 Catholic Schools Consultants and 365 Principals across 13 Catholic school systems in New South Wales. Details on the specific nature of the sample are given in Chapter Three of this study (see Section 3.4. Demographic background information, responses to some opinion items, and qualitative responses were incorporated in these results.

The research design of this study involved the use of Relation and Outcomes scales as dependent variables with (Consultant) Leadership, gender, school type, and years of Consultant-Principal networking as independent variables. Comparative analysis of Principals' and Consultants' perceptions was undertaken throughout.

Six data analysis procedures were used:

(a) Descriptive analysis.

(b) Comparative means analysis using SPSS 9.0 on Consultant and Principal data.

(c) Multiple linear regression analysis using SPSS 9.0 on Consultant and Principal data.

(d) Structural equation modelling using LISREL 8.30 on Principal data.

(e) Multivariate analysis of variance (MANOVA) using SPSS on Consultant and Principal data.

(f) Further validation of results using qualitative content analysis on both Principal and Consultant data.

In general, the significance level adopted for all inferential tests of significance was "*p < .05; **p < .01".

The units of analysis were generally the group means of the Consultants and of the cluster network of associated Principals. Repeated measures were used in several analyses and hence group means are extensively reported. In the structural equation modelling analysis the unit of analysis was the individual Principal response and only Principal data was used in such analysis.

The original descriptive data is found in Appendix G.

Following this introductory section, there are seven sections to this Chapter. Section 4.2 provides details of the particular research questions answered in this component of the study. In particular, Section 4.2 clearly identifies which questions investigated the variables referring to Consultant leadership, the Relation between Consultants and Principals, and selected Outcomes used in the study. It also identifies which questions examine the associations between the above variables and the extent of interaction between the variables. Section 4.3 reports the findings of comparative means analysis of the perceptions of both Consultants and Principals on the various variables referring to Consultant leadership, the Relation between Consultants and Principals, and of selected Outcomes. Section 4.4 provides results of multiple regression analyses of associations between Consultant Leadership, Relation and selected Outcomes. Using Principal data and Consultant data Section 4.5 reports the findings of a further exploratory analysis of Principal data using structural equation modelling. Section 4.6 reports the findings of multivariate analysis of certain demographic factors in terms of their importance to the study. Section 4.7 examines the descriptive data to validate findings or to gain other insights. Section 4.8, a chapter summary, presents the key findings. Discussion of these findings occurs in Chapter Five of this thesis.

In regard to Sections 4.4 and 4.5, it was decided to report results of analysis by the Method of Analysis rather than by Questions alone. More specifically, Group B Questions 4(a), 5(a), 6(a), 7(a), 8(a) using Principal data are answered in Section 4.4 using multiple regression analysis and in Section 4.5 using structural equation modelling. The first method of analysis provided a means of comparison of analysis using Principal data and Consultant data. Structural equation modelling analysis was not an option for analysis of Consultant data because of the small sample size. This method is otherwise more sophisticated and efficient than multiple regression analysis.

Section 4.2 Research Questions Answered in this Chapter

The ten research sub-questions answered with quantitative and qualitative data were:

Group A questions: Comparative Analysis

1. To what extent does agreement exist between the comparative perceptions of Consultants and the Principals of the Consultant's Leadership as described by ten Leadership variables?
2. To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the Relation between the Consultant and Principals as described by two Relation variables?
3. To what extent does agreement exist between the comparative perceptions of Consultants and Principals regarding the Consultant's influence on three selected Outcomes variables?

Group B questions: Multiple Regression Analysis and, for Principal Data only, Structural Equation Modelling

4(a) What association exists between the ten Leadership variables and the two Relation variables as perceived by Principals?

4(b) What association exists between the ten Leadership variables and the two Relation variables as perceived by Consultants?

5(a) What association exists between the ten Leadership variables and the three

Outcomes variables as perceived by Principals?

5(b) What association exists between the ten Leadership variables and the three Outcomes variables as perceived by Consultants?

6(a) What association exists between the two Relation variables as predictors and the three Outcomes criterion variables as perceived by Principals?

6(b) What association exists between the two Relation variables as predictors and the three Outcomes criterion variables as perceived by Consultants?

7(a) What association exists between the two Relation variables as perceived by Principals?

7(b) What association exists between the two Relation variables as perceived by Consultants?

8(a) What influence do the two Relation variables have as mediators between the ten Leadership variables and the three Outcomes variables as perceived by Principals?

8(b) What influence do the two Relation variables have as mediators between the ten Leadership variables and the three Outcomes variables as perceived by Consultants?

Group C questions: Multivariate Analysis of Variance (MANOVA)

9(a) To what extent do demographic background factors (gender, school type, and years of networking between Consultant and Principals) affect the above associations as perceived by Principals?

9(b) To what extent do demographic background factors (gender, school type, and years of networking between Consultant and Principals) affect the above associations as perceived by Consultants?

Group D questions: Questionnaire Data Analysis

10. What further validation of the above findings or insights are provided by the individual items or the open-ended questions of the survey?

Section 4.3 Comparative Analysis of Consultant and Principal Data

This section reports upon the investigation of Questions 1, 2 and 3 concerning the variables of Consultant leadership, the Relation between the Consultant and Principals, and of three selected Outcomes. The comparative perceptions of Consultants and Principals are analysed. Data were collected from 44 Consultants and 365 Principals. Each Consultant networked with a cluster of Principals. Hence there were 44 paired comparisons. As the group mean was the unit of analysis for this component of the study, Principal scores were used to calculate group means for each cluster of Principals. The final data set consisted of 660 entries (44 clusters x 15 scales).

Section 4.3.1 Consultant Leadership Factors through Comparative Perceptions (Consultants and Principals)

Question 1: To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the Consultant's leadership as described by ten Leadership variables?

To investigate this question, group means of Consultants and Principals were calculated and *t*-tests for paired samples were conducted. The leadership instrument comprised ten variables or factors that have been identified and validated in Chapter Three, Section 6.

Each leadership variable was comprised of five items. Credible Leadership, for example, included items on the Consultant being reliable, following through on commitments, keeping promises, acting in ways consistent with her or his words, and ability to be trusted. Caring leadership included items on the Consultant showing concern for feelings, respecting differences, showing care, treating others with respect, and making others feel a real part of the system. Appendix G sets out the original descriptive results and Appendix L shows the same information presented by factors.

Group means and standard deviations for the data sets are as reported in Table 4.1. The results were interpreted in this way. There were ten variables. For each variable, there were five items each rated on a five-point scale. So the maximum score possible was 25,

and the minimum score possible 5. Hence the overall results will be described as

Outstanding	Group Mean 20 – 25
Above average	Group Mean 15 – 19
Below average	Group Mean 10 – 14
Poor	Group Mean 0 – 9.

The assignment of qualitative labels is based on possible scores, adapted from an approach used by Carless, Mann and Wearing (1996), and not on actual norms or comparisons as developed by Sashkin (1998b). This was justified, as there were no norms available for the other two variables in this study, i.e. relation and outcomes.

Table 4.1 Descriptive Statistics for Ten Leadership Variables by Principals and Consultants.

Variable	Principal			Consultant		
	M[a]	*SD*	*n*	*M*[a]	*SD*	*n*
Capable Management	16.67	2.51	43	18.72	2.60	43
Reward Equity	15.33	2.36	40	16.13	2.60	40
Communications Leadership	18.03	2.33	43	19.93	1.97	43
Credible Leadershi	20.76	1.99	43	22.11	2.00	43

p						
Caring Leadership	20.26	1.95	44	21.81	2.08	44
Creative Leadership	17.41	2.31	43	19.00	2.53	43
Confident Lead	18.88	1.99	44	19.14	2.25	44

ership

Follower-centred Leadership | 11.74 | 1.63 | 44 | 11.41 | 2.90 | 44

Visionary Leadership | 16.91 | 2.42 | 44 | 18.70 | 2.21 | 44

Principled Leadership	18.39	1.80	44	20.16	1.91	43

Note: [a] The mean score was calculated from group data.

Hence the group means for Capable Management for both Principals and Consultants are described as above average, being 16.67 and 18.72 respectively. Two results that can be described as outstanding for both groups were Credible Leadership and Caring Leadership. Credible Leadership scored a group mean of 20.76 for Principals and 22.11 for Consultants, while Caring Leadership scored a group mean of 20.26 for Principals and 21.86 for Consultants. It was noted that the group means of Principals was generally less than the group mean of Consultants. This was interpreted to indicate that the 'self perception' of Consultants was higher than that of the perceptions of Principals. Except for the below average group means for Follower-centred Leadership, it is noted that both Consultants score themselves and are scored by Principals as outstanding to above average on nine leadership variables. This would suggest that both Consultants and Principals view the Consultants as leaders. This is an important result to be discussed in Chapter Five, Section 5.2.1.

Paired sample *t*-tests were conducted to test for statistically significant differences between Consultant and Principal scores. A series of two-tailed tests was undertaken. The overall significance level was set at .05, and the Bonferroni Inequality (Stevens, 1996) was employed because 10 separate analyses were conducted. The conservative application of this inequality requires the planned Type I error for each analysis to be set at the family-wise level divided by the number of analyses (i.e. .05 ÷ 10 = .005). The results are as shown in Table 4.2.

Table 4.2 Paired Samples t-Test: Leadership

	Group mean Principal – Group mean Consultant	*t*	*df*
Capable Management		-3.422*	42
Reward Equity		-1.225	39
Communications	-3.750*		42
Leadership			
Credible Leadership	-2.890*		43
Caring Leadership	-3.320*		43

ng		
Leadership Creative Leadership Confident Leadership Follo	-2.829*	42
	-0.524	43
	0.597	43

lower-centred Leadership	Visionary Leadership	-3.454*	43
	Principled Leadership	-4.080*	42

Note: *$p < .005$

Apart from Reward Equity, Confident Leadership and Follower-centred Leadership, all pairs had a *t*-score that was significant This generally meant that there was a significant difference between the Consultants' and Principals' perceptions of the leadership factors that made up the leadership profile of Consultants even though the group mean scores

were above average to outstanding.

Pairs 3-6 described four transformational leadership behaviours of the Consultant. These significant factors were Communications Leadership, Credible Leadership, Caring Leadership, and Creative Leadership. Principals and Consultants viewed each factor quite differently. Appendix L sets out the items of each factor. These statistically significant differences suggest that the Consultants paint a 'rosier' picture than Principals. Communications Leadership described the way Consultants pay attention to what others say, listen for feelings as well as ideas, are able to get complicated ideas across clearly, communicate priorities and gain school personnel's attention (see Appendix L, Table 3).

Pairs 7-10 described four transformational leadership characteristics of the Consultant. The individual factors were Confident Leadership, Follower-centred Leadership, Visionary Leadership and Principled Leadership. The *t*-test results presented here show that only Visionary Leadership and Principled Leadership demonstrated significant differences in group mean scores. Again, Appendix G sets out the descriptive results for each scale item and Appendix L shows the same information for factors. To illustrate, these results Visionary Leadership scale includes items on the way the Consultant considers planning to benefit others, concentrates on short-term goals, explains long-range plans and goals, expresses a vision that engages school personnel, and has plans that extent over a period of several years or longer.

Consultants and Principals scored the group mean of Follower-centred Leadership, a leadership characteristic, as below average. (The group mean scores were 11.41 for Consultants and 11.74 for Principals (Table 4.1).) Examination of item and scale reliability and of scale validity was discussed in Chapter Three, Section 3.6. As explained previously, this scale combined two sub-factors, personal power and pro-social power. Combining the terms 'power and influence' may have confused respondents. The findings of the three supplementary items (Questions 53, 58 and 64) which were used to check this possible confusion are shown in Tables 4.3 and 4.4.

A convenient way of assessing the strength of opinion is to collapse Strongly Disagree and Disagree to represent disagree, and to collapse Agree and Strongly Agree to represent agree. Clearly 94.8% Consultants and 84.6% Principals disagree that the Consultant's influence was through coercion (item 53). There is a clear contrast of views between Consultants and Principals on item 58. While 60.6% Consultants agreed that the Consultant's influence is through persuasion, only 19.8% Principals agreed, and 50.6% disagreed. It is noted that 24-29% respondents were neutral. On Item 64 Consultants (79%) and Principals (62.3%) agreed that the Consultant created the conditions for empowering Principals. Neutral responses (Consultants 15.8%, Principals 22.1%) were noted.

Table 4.3 Perceptions by Consultants on Consultant's Influence (%)

Statement (text – Consultants' version)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
53. My influence on Principals is through coercion	63.2	31.6	2.6		2.6
58. My influence on Principals is through persuasion	5.3	5.3	28.9	47.4	13.2
64. I create the conditions for empowering Principals.		5.3	15.8	57.9	21.1

Table 4.4 Perceptions by Principals on Consultant's Influence (%)

Statement (text – Principals' version)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
53. The Consultant's influence on me is through coercion	58.1	26.5	8.6	4.4	2.4
58. The Consultant's influence on me is through persuasion	28.6	27.4	24.2	17.7	2.1
64. The Consultant creates the conditions for empowering me.	3.2	12.4	22.1	44.0	18.3

In summary, the ten Leadership variables have been arranged in order of descending group means as can be seen in Table 4.5 below. It is noted that except for Follower-centred Leadership, all group mean scores are above average or better. The comment column describes this classification. This suggests that overall Consultants and Principals agree that Consultants are above average as both transformational and transactional leaders.

Seven out of ten variables registered significant differences between the Consultants and the Principals' group means. Follower-centred Leadership gave a below average result.

This can be explained by the item and scale construction. Also there was evidence that Consultants were seen by Principals as empowering Principals, and not coercive nor persuasive.

Table 4.5 Summary of Ranking of Ten Leadership Variables by Consultants and Principals

Variable			Mean Consultant	Mean Principal	*t*- test	Comment
Credible Leadership			22.11	20.76	Significant	Outstanding
Caring Leadership			21.82	20.26	Significant	Outstanding
P r i n c i p l e d L e a d e r s h i p	20.17	18.39	Significant	Above Av.		
C o m m u n i c a t i o n s L e a d e r s h i p	19.93	18.03	Significant	Above Av.		
C o	19.14	18.88	-	Above Av.		

nfidentLeadership				
CreativeLeadership	19.00	17.41	Significant	Above Av.
CapableManagement.	18.72	16.67	Significant	Above Av.
Vis	18.70	16.90	Significant	Above Av.

ionary Leadership Reward Equity	16.13	15.12	-	Above Av.	
Follower-centred Leadership	11.41	11.74	-	Below Av.	

Section 4.3.2 Relation between Consultant and Principals through Comparative Perceptions (Consultants and Principals)

Question 2: To what extent does agreement exist between the comparative perceptions of Consultants and Principals of the relation between the Consultant and Principals as described by two Relation variables?

To investigate this question, group mean scores by Consultants and by Principals were calculated and *t*-tests for paired samples were conducted. The Relation instrument included two variables that had been identified and validated in Chapter Three, Section 3.6. These variables were Interpersonal Relation between Consultant and Principals, and Shared Catholic Leadership Mindset.

It is noted that nine items constituted the Interpersonal Relation scale and seven items

the Shared Catholic Leadership Mindset scale. As a result, the group means will be higher than those of the leadership factors. Using a similar classification to that used for Leadership Variables, an outstanding score on the Interpersonal Relation scale would be 36-45. On the Shared Catholic Leadership Mindset scale an outstanding score would be 28-35, while above average score would be 21-27. The group means by both Principals and Consultants were scored as outstanding on Interpersonal Relation, and above average on Shared Catholic Leadership Mindset. Table 4.6 indicates that both the Principals and the Consultants almost agreed on Interpersonal Relation factor mean score (38.33 versus 38.80). As this factor was measured using items that described aspects of the same interpersonal relationship between the Consultant and the Principal, it was reasonable to expect this congruence of views. The Shared Catholic Leadership Mindset group mean scores for Principals was 26.14 or above average and for Consultants was 28.70 or outstanding.

Table 4.6 Descriptive statistics for Two Relation Variables by Principals and Consultants

Variable	Principal			Consultant		
	M[a]	*SD*	*n*	*M*[a]	*SD*	*n*
Interpersonal Relation	38.33	2.79	44	38.80	2.74	44
Shared Catholic Leadership Mindset	26.14	2.94	44	28.70	3.01	44

Note: [a] The mean score was calculated from group data

A more precise measure of the differences was obtained by carrying out a paired sample *t*-test and again applying the Bonferroni Inequality test for significance (i.e. .05 ÷ 2 = .025). The results are shown in Table 4.7

Table 4.7 Paired Samples t-Test: Relation variables

Group mean Principal – Group mean Consultant	*t*	*df*
Interpersonal Relation	-.641	43
Shared Catholic Leadership Mindset	-3.421*	43

Note: * $p < .025$

As shown in Table 4.7 Interpersonal Relation did not differ significantly between the Consultant and Principals. As shown in the same table Shared Catholic Leadership Mindset yielded a t score (t (43) = –3.421, p = .001) that was significant at $p < .025$ level. The conclusion was therefore that there was perceived agreement about the first factor but divergent perceptions about the second factor.

To summarise the above, the group means of both Principals and Consultants were scored as outstanding on Interpersonal Relation and were highly congruent. For Shared Catholic Leadership Mindset the Consultants' score was outstanding, while the Principals' score was above average. There was agreement about the significant interpersonal relationship between Consultants and Principals. This was not unexpected, as the relationship was common to a Consultant and the cluster of Principals. On the *t*-test, there were significant differences between Consultants and Principals on the Shared Catholic Leadership Mindset variable.

Section 4.3.3 Selected Outcomes Factors through Comparative Perceptions (Consultants and Principals)

Question 3: To what extent does agreement exist between the comparative perceptions of Consultants and Principals regarding the Consultant's influence on three selected outcome variables?

To investigate this question, group means by Consultants and by Principals were calculated, and *t*-tests for paired samples were completed. The Outcomes instrument included three variables or factors that had been developed and validated as described in Chapter Three, Section 6. These variables were described as Educational Outcomes,

School Outcomes, and Spiritual Outcomes.

Each factor included five items. Hence the mean scores can be readily compared with those of the leadership factors. The group mean score values for Consultants are all above average to outstanding (19.14 to 22.18) while the Principals' group mean scores although consistently lower also indicate above average to outstanding on these Outcomes (Table 4.8). The results for School Outcomes were interpreted to indicate that both Principals and Consultants had outstanding scores for this Outcome. For both Educational and Spiritual Outcomes, both Principals and Consultants Group means were interpreted to mean that these outcomes were scored as above average.

A more precise measure of the difference was obtained by carrying out a paired sample *t*-test and again applying the Bonferroni Inequality test for significance (i.e. .05 ÷ 3 = .017). These
confirmed that there were significant differences on all three Outcomes factors between the Principals and Consultants perceived Group means.

All pairs of comparison yield negative *t* scores that were significant (p =. 000).

Table 4.8 Descriptive Statistics for Three Outcomes Variables by Principals and by Consultants

Variable	Principal			Consultant		
	M [a]	*SD*	*n*	*M* [a]	*SD*	*n*
Educational Outcomes	16.64	2.40	44	19.14	2.79	44
School Outcomes	20.13	1.81	44	22.18	1.74	44
Spiritual Outcomes	16.63	2.63	44	19.41	3.22	44

Note: [a] The mean score was calculated from group data

Table 4.9 Paired Samples t –Tests: Outcomes Variables

Group mean Principals – Group means Consultants	*t*	*df*
Educational Outcomes	-4.361*	43
School Outcomes	-5.495*	43
Spiritual Outcomes	-4.046*	43

Note: *$p < .017$.

To summarise, group mean scores were above average to outstanding scores for Principals and Consultants on these Outcomes. There were significant differences in group mean scores on all three Outcomes variables.

Section 4.4 Associations between Leadership, Relation and Outcomes Variables

This section reports upon the investigation of Questions 4, 5, 6 and 7 concerning the associations between Leadership predictor variables and the Relation variables and the Outcomes variables. The Relation variables in particular are assumed to be explanatory variables. As such, the Relation variables are examined as dependent or independent variables. Data was collected from 44 Consultants and 365 Principals. Each Consultant networked with a cluster of Principals. The Principal data and Consultant data were analysed separately using multiple regression analyses. There were 50 clusters of

Principals and maximum 44 clusters of Consultants used in this analysis.

It is noted that Questions 4(a), 5(a), 6(a) and 7(a) will also be answered using Structural Equation Modelling. The report of such further analysis is found in Section 4.5.

Section 4.4.1 Association between Leadership Variables and Relation Variables as Perceived by Principals

Question 4(a): What association exists between the ten Leadership variables and the two Relation variables as perceived by Principals?

To investigate this question, multiple regression analyses were undertaken using the 10 Leadership Variables as predictors of the two Relation variables. The results of these analyses are as shown in Table 4.10.

Table 4.10 Summary of Multiple Regression Analysis Using Principal Data for Leadership Variables Predicting Relation (N= 50)

Variable	Interpersonal Relation			Shared Catholic Leadership Mindset		
	B	*SE B*	β	*B*	*SE B*	β
Capable Management	0.247	0.301	0.220	-0.294	0.261	-0.265
Reward equity	-0.215	0.290	-0.181	-0.176	0.251	-0.150
Communications Leadership	-2.525E-02	0.398	-0.020	0.873*	0.344	0.688
Credib	0.243	0.271	0.177	-0.730**	0.235	-0.537

le						
Leadership Caring	0.329	0.307	0.213	0.236	0.266	0.154
Leadership Creative	-8.663E-02	0.379	-0.066	0.423	0.328	0.324
Leadership Confid	0.769	0.390	0.518	1.290**	0.337	0.877

ent						
Leadership Follower-centred	-0.514*	0.216	-0.306	-0.340	0.187	-0.205
Leadership Visionary	-0.348	0.366	-0.292	-0.532	0.317	-0.451
Lead						

ership Principled Leadership	0.236	0.372	0.153	-8.800E-02	0.322	-0.058
Constant	20.898**	5.179		11.096*	4.481	
R^2	0.630			0.717		
F	6.636**			9.885**		

Note: *$p < .05$, **$p < .01$. B = Unstandardised regression coefficient; β = Standardised regression coefficient

In an overall sense, the ten Leadership variables had a significant association with Interpersonal Relation ($F = 6.636$, $p < .01$) and Shared Catholic Leadership Mindset ($F = 9.885$, $p < .01$). Follower–centred leadership is a significant predictor of Interpersonal Relation ($B = -0.514$; $\beta = -0.306$, $p = < .05$). A Consultant who exhibited personal, even narcissistic, power was less likely to bring about a mutual interpersonal relation with Principals, and the converse was true. Qualities of reciprocity, trust, support, integrity,

rapport and mutual service were included in the descriptors of interpersonal relation within this research.

Communications Leadership and Confident Leadership of the Consultant are significant predictors of Shared Catholic Leadership Mindset. A one unit change in standard deviation of Communications Leadership predicts a 0.688 change in of Shared Catholic Leadership Mindset, and a similar one unit change in Confident Leadership predicts a 0.877 improvement in standard deviation of Shared Catholic Leadership Mindset. Credible Leadership is a significant predictor (B = -0.730, β = -0.537) of Shared Catholic Leadership Mindset. It is reasonable to suggest that a Consultant who was confident and good communicator could convey a cultural perspective of a Catholic mindset premised on the Principal and Consultant working together in shared leadership. In the context of this study, Shared Catholic Leadership Mindset included the concepts of co-leadership, collaborative ministry within the church, the critical link and balance of school and system brought about through the relationship of Consultant and Principals.

Section 4.4.2 Association between Leadership Variables and Criterion Variables as Perceived by Principals

Question 5(a): What association exists between the ten Leadership variables and the three Outcomes variables as perceived by Principals?

To investigate this question, multiple regression analyses were undertaken. The results are as shown in Table 4.11. This same question is also answered in Section 4.5 using Structural Equation Modelling. In an overall sense, the ten Leadership variables had a significant association with Educational Outcomes (F = 8.212, p <. 01), School Focus Outcomes (F = 11.628, p < .01), and Spiritual Outcomes (F = 7.718, p < .01). However, there is no specific Leadership factor as a significant predictor of Education Outcomes. Communications Leadership is a significant predictor of School Outcomes (B = 0.443, β = 0.534). This is not an uncommon feature of regression analyses involving large number of scales (ten) simultaneously.

Communications Leadership is a significant predictor, and Credible Leadership and Follower–centred Leadership are significant predictors of Spiritual Outcomes. Examples of spiritual outcomes included the Principal's understanding of leadership as a ministry of service, spiritual energy and meaning of principalship, fostering the spiritual development of staff, and the development of the Catholic identity of the school.

Table 4.11 Summary of Multiple Regression Analysis using Principal data for Leadership Variables predicting Outcomes (N= 50)

Variable	Educational Outcomes			School Outcomes			Spiritual Outcomes		
	B	*SE B*	β	*B*	*SE B*	β	*B*	*SE B*	β
Capable Management	5.251E-03	0.265	0.005	0.201	0.161	0.276	4.186E-02	0.278	0.039
Reward equity	4.988E-02	0.255	-0.045	-8.256E-03	0.155	-0.011	-1.488E-02	-.013	0.268
Communications Leadership	0.466	0.349	0.387	0.443*	0.212	0.534	0.899*	0.366	0.725
Credi	-0.329	0.238	-0.255	4.325E-02	0.145	0.049	-0.558*	0.250	-.420

ble									
Leadership Caring	-0.160	0.270	-0.110	-1.842E-02	0.164	-0.018	0.235	0.283	0.157
Leadership Creative	0.661	0.333	0.533	2.957E-02	0.202	0.035	0.368	0.350	0.289
Leadership Confi	-0.155	0.342	-0.111	0.130	0.208	0.135	-0.289	0.360	-.201

dent									
Leadership Follower-centred Leadership Visionary Lea	-0.246	0.190	-0.155	-0.228	0.115	-0.209	-0.411*	0.199	-.253
	0.485	0.322	0.433	7.057E-04	0.196	0.001	-1.138E-02	0.338	-.010

Principled Leadership	-0.318	0.326	-0.219	-8.888E-02	0.198	-0.089	4.410E-02	0.343	0.029
Constant	10.807*	4.545		9.573**	2.763		9.840*	4.774	
R^2	0.678			0.749			0.664		
F	8.212**			11.628**			7.718**		

Note: *$p < .05$, **$p < .01$. *B* = Unstandardised regression coefficient
β = Standardised regression coefficient

Section 4.4.3 Association between Relation Variables and Outcomes Variables as Perceived by Principals

Question 6(a): What association exists between the two Relation variables as predictors and the three Outcomes criterion variables as perceived by Principals?

To investigate this question, multiple regression analyses were undertaken. The results are as shown in Table 4.12. For the purpose of this investigation the two Relation variables were treated as predictor variables of the three Outcomes variables. This question is also considered in Section 4.5 using Structural Equation Modelling.

Table 4.12 Summary of Multiple Regression Analysis Using Principal Data for Relation Variables Predicting Outcomes (N = 50)

Variable	Educational Outcomes			School Outcome			Spiritual Outcomes		
	B	*SE B*	β	*B*	*SE B*	β	*B*	*SE B*	β
Interpersonal Relation	-0.241	0.140	-0.256	2.688E-03	0.080	0.004	0-.198	0.130	-.205
Shared Catholic Leadership Mindset	0.691**	0.142	0.727	0.491**	0.080	0.750	0.783**	0.132	0.801
Constant	7.783	4.213		7.092**	2.389		3.668	3.918	
R^2	0.362			0.567			0.478		
F	13.333**			30.753**			21.554**		

Note: **p* < .05, ***p* <.01 *B* = unstandardised regression coefficient

β = Standardised regression coefficient

Overall, both Relation variables had a significant association with each of the Outcomes

variables. For Educational Outcomes (F = 13.333, p < .01), School Outcomes (F = 30.753, p < .01) and with Spiritual Outcomes (F = 21.554, p < .01), it was evident that the associations were at least as significant as those arising from Leadership variables – Outcomes associations (Table 4.11, Section 4.4.2). Shared Catholic Leadership Mindset is a significant positive predictor of Educational Outcomes, School Outcomes and Spiritual Outcomes. A one unit shift of standard deviation on Shared Catholic Leadership Mindset is associated with a shift of standard deviation of 0.727 on Educational Outcomes, 0.750 on School Outcomes, and 0.801 on Spiritual Outcomes.

Section 4.4.4 Association between the Two Relation Variables

Question 7(a): What association exists between the two Relation variables as perceived by Principals?

To investigate this question, the assumption that Interpersonal Relation predicted Shared Catholic Leadership Mindset was tested in a simple regression analysis. The results of such analysis is as shown in Table 4.13.

Table 4.13 Summary of Simple Regression Analysis Using Principal Data for Interpersonal Relation Predicting Shared Leadership Mindset. (N = 50)

Variable	Shared Catholic Leadership Mindset *B*	*SE B*	β
Interpersonal Relation	0.617**	0.112	0.623
Constant	2.391	4.277	
r^2 0.389			
F	30.514**		

Note: *p < .05, **p < .01. *B* = Unstandardised regression coefficient; β = Standardised regression coefficient

In Table 4.13 it is clear that Interpersonal Relation is a significant predictor of Shared

Catholic Leadership Mindset. 38.9% of variance in Shared Catholic Leadership Mindset is explained by Interpersonal Relation. An interpretation of this finding was that there was a symbiotic, dynamic nexus between both Relation variables.

Section 4.4.5 Mediating Association of Relation Variables with Leadership and Outcomes Variables as Perceived by Principals

Question 8(a): What influence do the two Relation variables have as mediators between the ten Leadership predictor variables and the three Outcomes criterion variables as perceived by Principals?

This question was investigated using an integrated model that developed from the findings of the separate analyses reported in Sections 4.4.1-4.4.4. The assumption was made that Relation variables were at one time dependent variables on the Leadership variables (Section 4.4.1), and simultaneously independent or predictor variables of Outcomes variables (Section 4.4.3). It was further assumed that there was an interaction between the two Relation variables themselves (Section 4.4.4). Finally, the ten Leadership variables continued to have a direct and independent effect on Outcomes variables (Section 4.4.2).

From Section 4.4.1, the findings were that Follower-centred Leadership predicted Interpersonal Relation. Secondly, Communications Leadership, Credible Leadership and Confident Leadership predicted Shared Catholic Leadership Mindset.

From Section 4.4.2, the findings were that there was no specific prediction of any Leadership variable on Educational Outcomes. Communications Leadership predicted School Outcomes. Communications Leadership, Credible Leadership, and Follower-centred Leadership predicted Spiritual Outcomes.

From Section 4.4.3, the findings were that Shared Catholic Leadership Mindset predicted Educational Outcomes, School Outcomes and Spiritual Outcomes.

From Section 4.4.4, the findings were that Interpersonal Relation predicted Shared Catholic Leadership Mindset.

The results of such analyses are represented in an integrated model showing the path relations in Figure 4.1.

An explanation of this integrated model follows. Only significant predictions from the analyses in Section 4.4.1 to 4.4.4 are included. The direction of each prediction is shown on Figure 4.1.

Based on this model, it was hypothesised that the two Relation variables were acting as mediating variables between the Leadership and Outcomes variable. The Consultant's leadership impetus was both direct and indirect in regard to Outcomes. It could be argued that, for example, that there was a path from Follower-centred Leadership directly to Spiritual Outcomes. At the same time there was a path from Follower-centred Leadership through one Relation variable, Interpersonal Relation, to the Relation variable, Shared Catholic Leadership Mindset, and then on to Spiritual Outcomes. Three paths from Communications Leadership and Credible Leadership and Confident Leadership directly predict Shared Catholic Leadership Mindset, and through this mediating variable indirectly predicts Spiritual Outcomes. It was noted in Section 4.4.2 that none of the ten Leadership variables directly predicted any Educational Outcomes.

Inter-Personal Relation

Shared Catholic Leadership Mindset Leadership

Communications Leadership

Educational Outcomes

Credible Leadership

School

Outcomes

Confident Leadership

Spiritual Outcomes

Follower-centred Leadership

Figure 4.1 Multiple Regression Paths Using Principal Data

Following a method explained by Baron and Kenny (1986) and outlined in Section 3.5, three regression analyses were conducted. Firstly, the hypothesised mediator variable Shared Catholic Leadership Mindset was regressed on the independent variable, Communications Leadership. The unstandardised regression coefficient (B = 0.824) was significant, (p < .01). Secondly, the dependent variable Spiritual Outcomes was regressed on the same independent variable, Communications Leadership. The unstandardised regression coefficient (B = 0.670) was significant, (p <.01). Thirdly, regressing the dependent variable Spiritual Outcomes on both the independent variable Communications Leadership and on the mediating variable Shared Catholic Leadership Mindset gave a non-significant regression coefficient (B = 0.129). However, numerically the value of B had declined from 0.824 to 0.129. The unstandardised regression coefficient for regressing Spiritual Outcomes on Shared Catholic Leadership Mindset

alone ($B = 0.657$) was significant, ($p < .01$).

Clearly Communications Leadership predicted Shared Catholic Leadership Mindset in the first regression. Communications Leadership predicted Spiritual Outcomes in the second regression. Thirdly, Shared Catholic Leadership Mindset significantly predicted Spiritual Outcomes in the third regression ($B = 0.657$). Since all these conditions hold in the predicted direction, it was clear that the effect of Communications Leadership was less in the third equation ($B = 0.129$) than in the second equation ($B = 0.670$). It was concluded that the Shared Catholic Leadership Mindset behaved as a mediator variable. The effect of Communications Leadership was attenuated because of the effect of Shared Catholic Leadership Mindset.

To check whether the independent variable Communications Leadership was validly assumed to cause the mediator, Shared Catholic Leadership Mindset, the two variables were correlated. A Pearson correlation coefficient ($r = 0.657$) was obtained which was significant ($p < .01$). Such correlation was moderate to strong when the effects of both Communications Leadership and Shared Catholic Leadership Mindset were estimated. This resulted in reduced power in terms of the absolute size of B declining from 0.824 to 0.129.

Although this method could be repeated for other mediating effects, structural equation modelling provided a more efficient means of dealing with intervening variables involving multiple regression paths. This is addressed in Section 4.5. This multiple regression analysis using Principal data justifies the proposition that at least one of the Relation variables, Shared Catholic Leadership Mindset, acts as a mediating variable between Communication Leadership and Spiritual Leadership.

Section 4.4.6 Association between Leadership Predictor Variables and Relation Criterion Variables as Perceived by Consultants

Question 4(b): What association exists between the ten Leadership variables and the two Relation variables as perceived by Consultants?

To investigate this question, separate multiple regression analyses were undertaken using the ten Leadership variables as predictors of each of the Relation variables. The results of such analyses are as shown in Table 4.14.

Table 4.14 Summary of Multiple Regression Analysis Using Consultant Data for Leadership Variables predicting Relation (N= 38)

Variable	Interpersonal Relation			Shared Catholic Leadership Mindset		
	B	*SE B*	β	*B*	*SE B*	β
Capable Management	-0.135	0.246	-0.128	-0.145	0.286	-0.122
Reward equity	0.329	0.191	0.319	0.314	0.222	0.270
Communications Leadership	0.224	0.272	0.178	0.377	0.317	0.267
Cred	-0.211	0.260	-0.167	0.482	0.302	0.339

ible						
Leadership Caring	0.270	0.243	0.217	0.178	0.283	0.127
Leadership Creative	-8.983E-02	0.208	-0.086	5.597E-02	0.243	0.047
Leadership Conf	0.167	0.285	0.135	-0.199	0.331	-0.142

ident						
Leadership						
Follower-centred	0.222	0.182	0.220	4.807E-02	0.212	0.042
Leadership						
Visionary	-0.174	0.293	-0.144	3.846E-02	0.341	0.028
Le						

adership						
Principled	0.307	0.328	0.218	6.111E-02	0.382	-0.039
Leadership						
Constant	23.446**	5.671		7.018	6.601	
R^2	0.385			0.344		
F	1.693			1.418		

Note: **p* < .05, ***p* < .01. *B* = Unstandardised regression coefficient
β = Standardised regression coefficient

Overall, the 10 Leadership variables had a significant association with Interpersonal Relation ($F = 23.446$, $p < .01$) but not with Shared Catholic Leadership Mindset. There were no significant predictors among any of the ten Leadership variables on either Relation variable according to Consultants' perceptions.

Section 4.4.7 Association between Leadership Predictor Variables and Outcomes Criterion Variables as Perceived by Consultants

Question 5 (b): What association exists between the ten Leadership variables and the three Outcomes variables as perceived by Consultants?

To investigate this question, separate multiple regression analyses were undertaken using the ten Leadership variables as predictors of each of the three Outcomes variables. The results are as shown in Table 4.15.

Table 4.15 Summary of Multiple Regression Analysis Using Consultant Data for Leadership Variables predicting Outcomes (N= 38)

Variable	Educational Outcomes			School Outcomes			Spiritual Outcomes		
	B	*SE B*	β	*B*	*SE B*	β	*B*	*SE B*	β
Capable Management	-0.254	0.252	-0.227	4.769E-03	0.167	0.007	0.549*	0.228	0.490
Reward equity	0.212	0.196	0.194	-4.204E-04	0.130	-.001	3.750E-02	0.177	0.034
Communications Leadership	-0.314	0.280	-0.235	0.294	0.186	0.373	1.416E-02	0.253	0.011
Cred	-0.499	0.267	-0.372	0.135	0.177	0.169	-0.148	0.241	-.110

ible									
Leadership Caring	-0.116	0.250	-0.088	5.403E-03	0.166	0.007	-8.341E-02	0.226	-.063
Leadership Creative	0.275	0.214	0.247	-2.392E-02	0.142	-.036	-0.492*	0.194	-.439
Leadership Conf	0.446	0.292	0.337	-8.422E-02	0.194	-.108	0.116	0.264	0.087

ident									
Leadership Follower-centred Leadership Visionary Le	-0.354	0.187	0.330	8.504E-02	0.124	0.134	0.212	0.169	0.197
	0.384	0.301	0.298	-0.218	0.200	-.286	0.393	0.272	0.303

adership									
Principled	0.693	0.337	0.463	0.278	0.224	0.314	9.819E-02	0.305	0.065
Leadership Constant	9.399	5.824		12.621**	3.867		8.443	5.265	
R^2	0.426			0.278			0.536		
F	2.001			1.041			3.117**		

Note: *$p < .05$, **$p < .01$. *B* = unstandardised regression coefficient
β = Standardised regression coefficient

According to Consultants' responses, there was no overall association between the Leadership variables and Educational Outcomes. None of the ten Leadership variables predicted Educational Outcomes. In the second regression analysis there was no significant overall association between the Leadership variables and School Outcomes.

None of the ten Leadership variables significantly predicted School Outcomes. There was a significant overall association between the Leadership variables and Spiritual Outcomes ($F = 3.117$, $p < .01$). Capable Management predicted Spiritual Outcomes ($\beta = 0.490$) while Creative Leadership predicted this also but in an opposite direction ($\beta = -0.439$).

Section 4.4.8 Association between Relation Variables and Outcomes Variables as Perceived by Consultants

Question 6(b): What association exists between the two Relation variables as predictors and the three Outcomes criterion variables as perceived by Consultants?

To investigate this question, separate multiple regression analyses were undertaken using the two Relation variables as predictors of each of three Outcomes variables. The results are as shown in Table 4.16.

Table 4.16 Summary of Multiple Regression Analysis Using Consultant Data for Interpersonal Relation and Shared Catholic Leadership Mindset Variables Predicting Outcomes (N = 44)

Variable	Educational Outcomes			School Outcome			Spiritual Outcomes		
	B	*SE B*	β	*B*	*SE B*	β	*B*	*SE B*	β
Interpersonal Relation	0.355	0.195	0.349	0.359**	0.107	0.566	0.587*	0.218	0.499	
Shared Catholic Leadership Mindset		3.648E-02	0.177	0.039		1.494E-02	0.097	0.026	-0.107	0.198	-0.101
Constant	4.313	5.734		7.807*	3.138		-0.274	6.414		
R^2	0.141			0.340			0.194			
F		3.367*			10.544**			4.925*		

Note: **p* < .05, ***p* < .01. *B* = Unstandardised regression coefficient

β = Standardised regression coefficient

Overall, the Relation variables had a significant association with Educational Outcomes ($F = 3.367$, $p < .05$), School Focus Outcomes ($F = 10.544$, $p < .01$), and Spiritual Outcomes ($F = 4.925$ at $p < .05$). Neither of the two Relation variables was a specific significant predictor of Educational Outcomes according to Consultants' responses. Taken in conjunction with the finding of Section 4.4.7, this result indicates that, according to Consultants' perceptions, no specific Educational Outcomes were due to their leadership nor from the Interpersonal Relation or Shared Catholic Leadership Mindset with the Principals.

Interpersonal Relation had a predictive influence on School Outcomes ($B = 0.359$, $\beta = 0.566$). Consultants, who built up a positive interpersonal relationship with Principals were more able to promote school autonomy and advocate for school needs to be met by the system. Interpersonal Relation was a significant predictor of Spiritual Outcomes ($B = 0.587$, $\beta = 0.499$).

Section 4.4.9 Association between The Two Relation Variables as Perceived by Consultants

Question 7 (b): What association exists between the two Relation variables as perceived by Consultants?

To investigate this question, a simple regression analysis was undertaken. The assumption made that Interpersonal Relation predicted Shared Catholic Leadership Mindset was tested in a simple regression analysis. The results are shown in Table 4.17.

Table 4.17 Summary of Multiple Regression Analysis Using Consultant Data for Interpersonal Relation Predicting Shared Catholic Leadership Mindset.

Variable		Shared Catholic Leadership Mindset		
		B	*SE B*	β
Interpersonal Relation	0.719**	0.128	0.653	
Constant		0.812	4.997	
r^2	0.427			
F	31.305**			

Note: **p* < .05, ***p* < .01. *B* = Unstandardised regression coefficient
β = Standardised regression coefficient

In Table 4.18 it is clear that Interpersonal Relation is a significant predictor of Shared Catholic Leadership Mindset. A one unit change in standard deviation in Interpersonal Relation predicted a 0.653 change in standard deviation in Shared Catholic Leadership Mindset in standardised terms. This result seems understandable since both Consultants and Principals are providing responses about a matter of common experience – their interpersonal relation, and the shared meaning underpinning that professional relationship.

Section 4.4.10 Mediating Association of Relation Variables with Leadership and Outcomes Variables as Perceived by Consultants

Question 8(b): What influence do the two Relation variables have as mediators between

the ten Leadership variables and the three Outcomes variables as perceived by Consultants?

This question was answered by an integration of the findings of the separate analyses reported in Sections 4.4.6 – 4.4.9. The assumption was made that Relations variables were at one time dependent variables on the Leadership variables (Section 4.4.6), and simultaneously independent or predictor variables of Outcomes variables (Section 4.4.8). It was further assumed that there was an interaction between the two Relation variables themselves (Section 4.4.9). Finally, the ten Leadership variables continued to have a direct and independent effect on Outcomes variables (Section 4.4.7).

From Section 4.4.6, the findings were that none of the ten Leadership variables specifically predicted either of the Relation variables.

From Section 4.4.7, the findings were that none of the ten Leadership variables specifically predicted Educational Outcomes or School Outcomes. Capable Management and Creative Leadership predicted Spiritual Outcomes.

From Section 4.4.8, the findings were that neither of the Relation variables was a significant predictor of Educational Outcomes. Interpersonal Relation was a significant predictor of School Outcomes and of Spiritual Outcomes.

From Section 4.4.9, the findings were that Interpersonal Relation predicted Shared Catholic Leadership Mindset.

The results of such integration are represented in a model as shown in Figure 4.2.

An explanation of the model follows. Only significant predictions are included. The direction of each prediction is as shown in Figure 4.2.

On the basis of these findings from the Consultants' perceptions, it was concluded that

the Relation variables were not acting as mediating variables. It is noted that there was no need to use the Baron and Kenny (1986) analysis since there was no mediating variable. Two of the Consultant's leadership behaviours, Capable Management and Creative Leadership, acted directly on Spiritual Outcomes, and independently, Interpersonal Relation acted on Spiritual Outcomes as well as on School Outcomes and Shared Catholic Leadership Mindset. It is noted that Consultants identify only two of the ten Leadership variables as influential.

Interpersonal Relation

Shared Catholic Leadership Mindset

Capable Management

School Outcomes

Creative Leadership

Spiritual Outcomes

Figure 4.2 Multiple Regression Paths Using Consultant Data

Comparison of the integrated findings from the Principals' perceptions (Section 4.4.5) with the findings of this section led to the conclusion that there were two quite different leadership models of influence mechanism operating in Catholic school systems. The Principals' model was different from the Consultants' model. Discussion of these findings is presented in Chapter Five.

Section 4.5 Associations between Leadership, Relation and Outcomes Variables Using Structural Equation Modelling

This section reports upon the investigation of Questions 4(a), 5(a), 6(a) and 7(a) again using only Principal data. This analysis differs from that in the Section 4.4 in that structural equation modelling is used. Secondly, the unit of analysis in this section is the individual Principal. 365 responses were used. LISREL 8.30 with a sample of 265 Principals was used to analyse this data after dealing with missing data.

The level of significance was set at $p < .05$. For the reason that unstandardised regression coefficients are reported in this analysis, it was decided to use the abbreviations GA (for gamma) and BE (for beta). This usage avoids confusion with the commonly reported γ, β used in reporting standardised coefficients.

To investigate these questions, a structural model generated from the multiple regression analysis using the Principal data only (see Figure 4.1) was identified. LISREL output suggested a poor overall fit. ($\chi^2 = 315.85$ with $df = 48$, giving a maximum likelihood ratio of 6.58). Other goodness-of-fit statistics were similarly poor (RMSEA = 0.149, GFI = 0.86, NNFI = 0.80). Accordingly, post-hoc analyses were undertaken by the addition of structural paths to be justified both substantively and statistically following Byrne's (1998) method. A final well fitting model was obtained after the addition of five parameters. As well, the deletion of three parameters originally specified was tested in accordance with Byrne's use of non-significant structural regression coefficients, beta

and gamma. This was done in the interest of parsimony. It was found that the deletion of these parameters did not improve the final model. A summary of the specifications and fit statistics is as shown in Table 4.18.

Model 6 was adopted as the final model. This provided the best overall-fitting model. The other goodness of fit statistics for this model were GFI = 0.96; NFI = 0.98; NNFI = 0.98, PGFI = 0.35. The final structural model for the associations between the Leadership and Relation and Outcomes variables including the path regression coefficients is as shown in Figure 4.3.

Table 4.18 Summary of Specifications and Fit Statistics for Tested Models of Leadership Relationship

Model	Parameter +	Parameter -	χ^2	*df*	CFI	ECVI	RMSEA	Δ χ^2	Δ *df*
1. Initial	-	-	315.85	48	0.91	1.82	0.149	-	-
2.	GA (1,4)	-	213.65	47	0.95	1.43	0.119	102.20	1
3.	BE (3,5)	-	129.91	46	0.97	1.32	0.085	83.74	1
4.	GA (1,5)	-	106.01	45	0.98	1.02	0.073	23.90	1
5.	BE (4,3)	-	83.84	44	0.99	0.94	0.060	22.17	1
6.	GA (3,9)	-	69.54	43	0.99	0.89	0.049	14.30	1
Final									
7.	-	BE (3,2) GA (5,4) GA (1,8)	75.35	46	0.99	0.89	0.050	-5.81	-3

As causal paths were of interest, the composite variables, their regression coefficients and error variances are not shown. In the diagrams a continuous line represents a significant statistical association, (t >1.56) and a broken line represents a non-significant association.

In subsequent figures, the use of a thickened line is intended to feature some particular paths for discussion purposes only.

Section 4.5.1 Association between Leadership Predictor Variables and Relation Variables as Perceived by Principals

Question 4(a): What association exists between the ten Leadership variables and the two Relation variables as perceived by Principals?

As represented by Figure 4.4, five independent Leadership variables were identified as having an influence on the two Relation variables. Three variables, Credible Leadership, Caring Leadership and Follower-centred Leadership had a direct association with Interpersonal Relation. Three variables, Communications Leadership, Credible Leadership and Confident Leadership had a direct association with Shared Catholic Leadership Mindset.

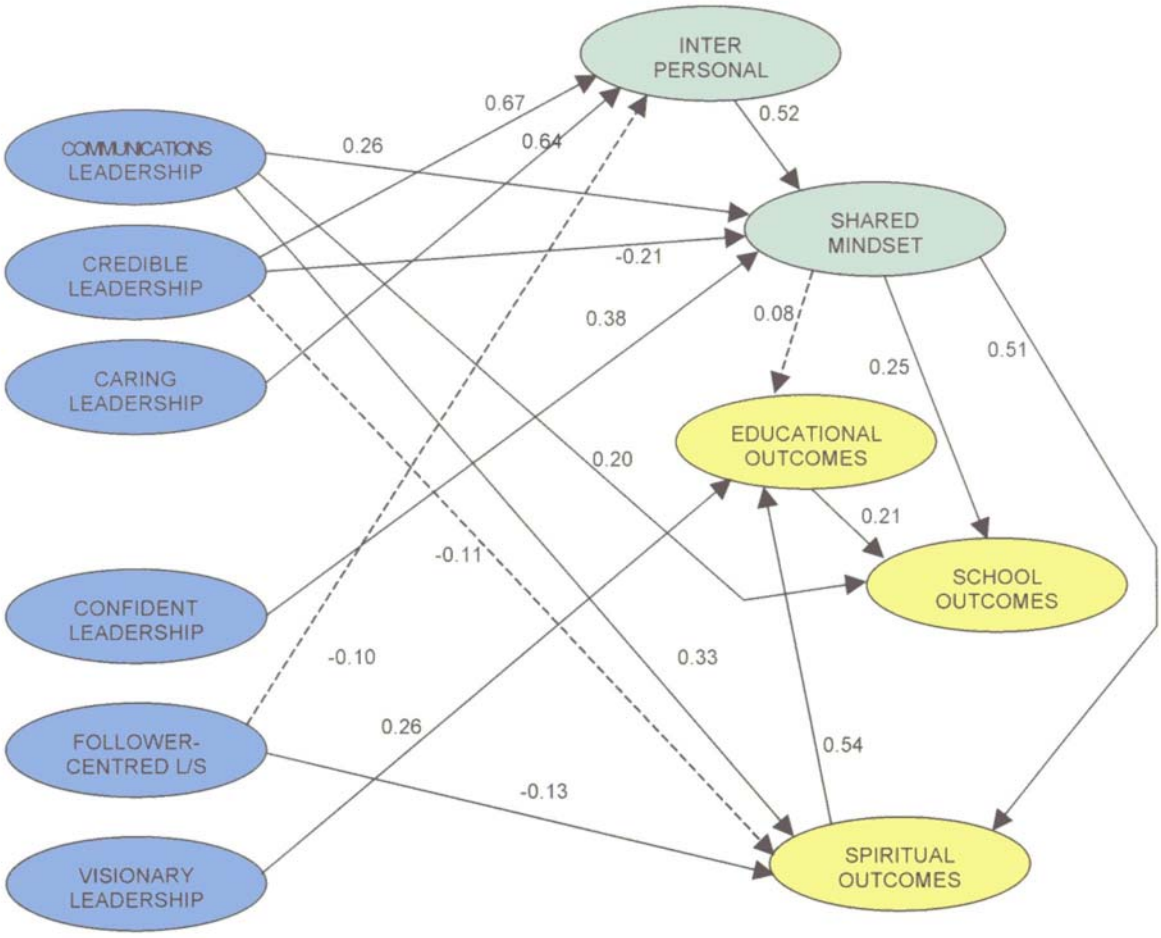


Figure 4.3

Final Structural Equation model showing causal structure related to Leadership of Consultants (Co-efficients associated with structural paths represent unstandardised estimates; continuous line significant at $p < .05$)

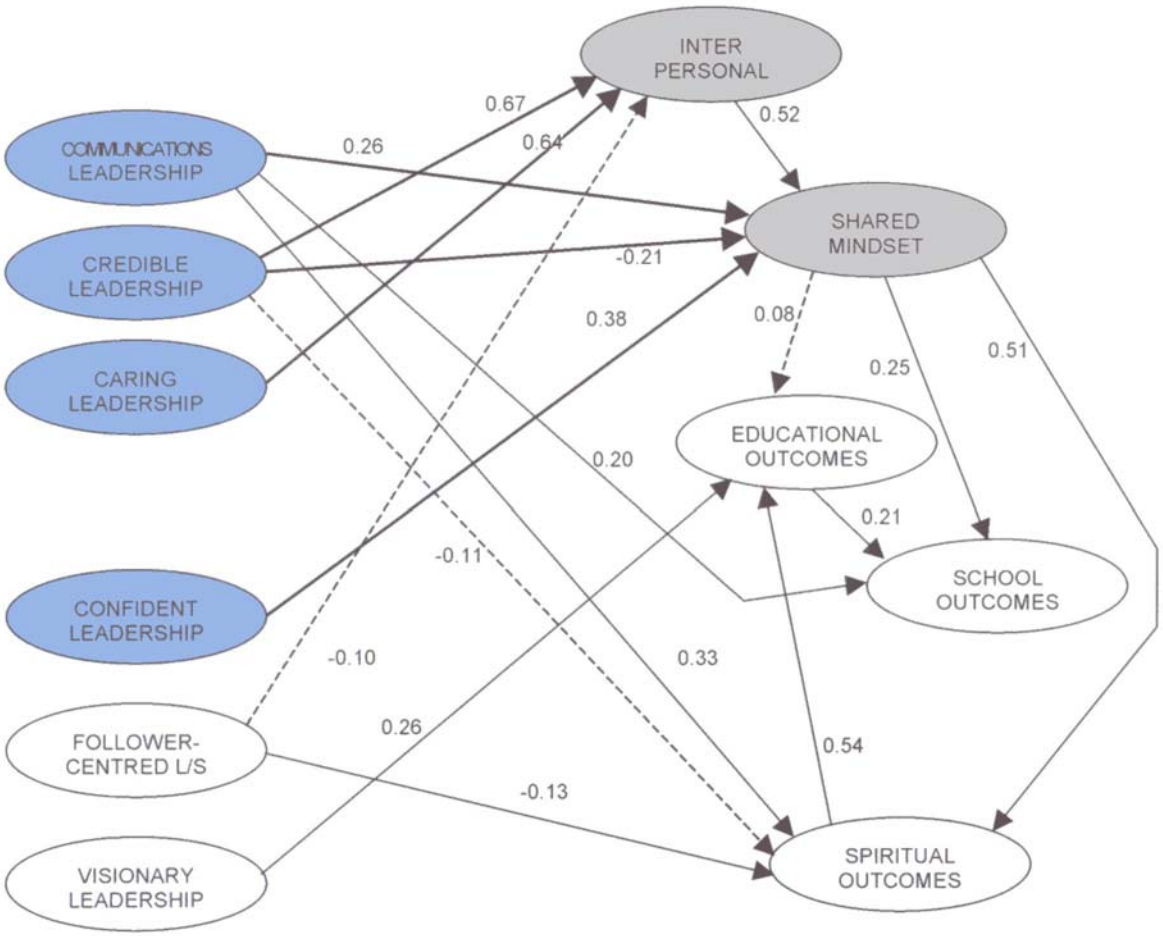


Figure 4.4

Final Structural Equation model highlighting causal paths between five Leadership variables and Relation variables (Co-efficients associated with structural paths represent unstandardised estimates; continuous line significant at $p < .05$)

Firstly, the path from Credible Leadership to Interpersonal Relation was a significant association in a statistical sense (GA = 0.67). This significant association suggests that the more credible the Consultant the more the interpersonal relation between the Consultant and the network of Principals would be enhanced. Likewise the path from Caring Leadership to Interpersonal Relation was a statistically significant association (GA = 0.64) suggesting the more caring a Consultant the more the interpersonal relation improved. It is noted that the absolute magnitude of Credible Leadership and any other variable is the highest leadership variable (GA = 0.67), with Caring Leadership slightly less. It is also noted that both are linked with relationship with Principals.

The path from Follower-centred Leadership to Interpersonal Relation was not statistically significant (GA = -0.10) although of theoretical importance. The negative coefficient suggests an inverse association. This could mean that a Consultant who exhibited narcissistic 'power over' rather than 'power with' the Principal was less likely to induce a positive interpersonal relationship. Obversely, a Consultant whose influence was pro-social was more likely to enhance interpersonal relationships with Principals.

On the same Figure 4.4, the path from Communications Leadership to Shared Catholic Leadership Mindset was statistically significant (GA = 0.26). Likewise, the path from Confident Leadership to Shared Catholic Leadership Mindset was statistically significant (GA = 0.38). These two results suggest that a more confident, better communicating Consultant was more likely to promote a shared mindset between two Catholic leaders, the Consultant and the Principal. The third path from Credible Leadership to Shared Catholic Leadership Mindset was significant statistically although negatively associated (GA = -0.21). Clearly looking at Figure 4.3 there is a negative direct effect (GA = -0.21) but at the same time there is a positive indirect effect from Credible Leadership through Interpersonal Relation to Shared Catholic Leadership Mindset (GA = 0.67 * O.52 = 0.35). This indirect effect would outweigh the direct effect.

On the same Figure 4.4 a direct path from Interpersonal Relation to Shared Catholic Leadership Mindset was positively and significantly associated (BE = 0.52). Both of

these variables were specified in the final model as dependent variables. This suggests that Credible, Caring and Follower-centred Leadership variables had an additional indirect influence on Shared Catholic Leadership Mindset as a result of a direct influence on Interpersonal Relation. The fact that there was a significant association between the two Relation variables suggests that the stronger the interpersonal dynamics the more likely the Consultant and Principals would be working together from a shared leadership mindset which was based on 'Catholic' assumptions and values.

It is noted that four of the independent leadership variables had no association with either of the Relation variables. The first two were Capable Management and Reward Equity, both of which were transactional leadership behaviours. The third was Creative Leadership, one of the transformational leadership behaviours. The final one was Principled Leadership, a leadership characteristic connected with the organisational culture. This would suggest that the Consultant demonstrated more those transformational behaviours and characteristics that augmented the interpersonal relationship with the Principal(s).

Section 4.5.2 Association between the Leadership Predictor Variables and the Three Outcomes Variables as Perceived by Principals

Question 5(a): What association exists between the ten Leadership variables and the three Outcomes variables as perceived by Principals?

This question was answered in a similar manner to the previous question using the same final structural equation model. As represented by Figure 4.5, five independent leadership variables were identified as having a direct influence on one or more dependent outcome variables.

The path from Visionary Leadership to Educational Outcomes was a significant association (GA = 0.26). Of all ten Leadership variables only the Visionary Leadership of the Consultant had a direct influence on the Educational Outcomes. The result suggests that the more visionary the Consultant the more enhanced were the educational outcomes.

The path from Communications Leadership to School Outcomes was statistically significant (GA = 0.20) as was the path from Communications Leadership to Spiritual Outcomes (GA = 0.33). These results suggest that the more able the Consultant as a communicator the better the outcomes for the school and the spiritual outcomes for Principal and staff.

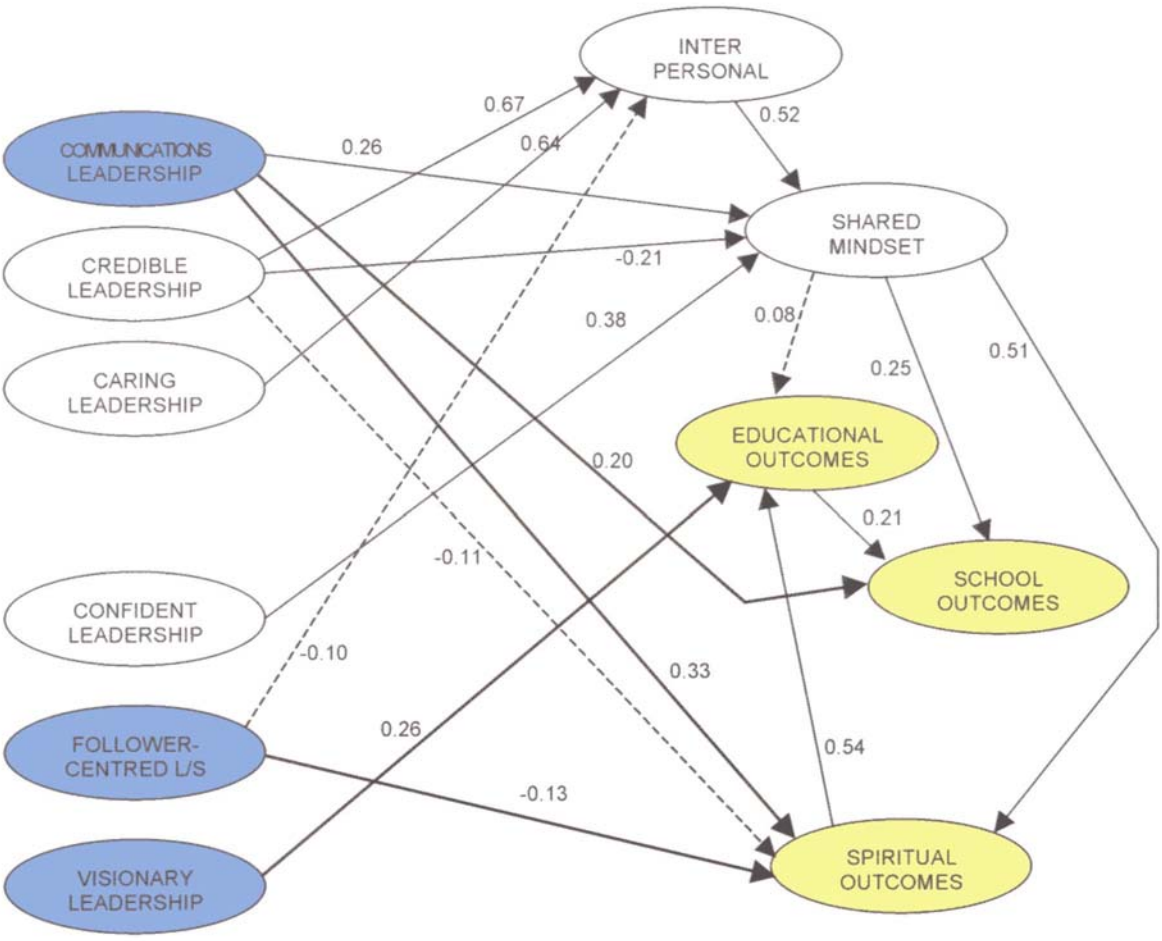


Figure 4.5

Final Structural Equation model highlighting causal paths between three Leadership variables and Outcomes variables (Co-efficients associated with structural paths represent unstandardised estimates; continuous line significant at $p < .05$)

The path from Follower-centred Leadership to Spiritual Outcomes was inversely significant (GA = -0.13), while the path from Credible Leadership to Spiritual Outcomes was inversely though not significantly associated (GA = -0.11). Structural equation modelling also tests whether the substantive theory suggests a plausible explanation for these results. The spiritual outcomes depend on inner freedom and choice for Principals and staff. Any coercive persuasion or influence by a Consultant is likely to produce a negative or counter response. The credibility of the Consultant alone is less likely to influence internal spiritual choice by an individual as many other personal considerations may be relevant to choice. Further discussion will be found in Chapter Five.

Section 4.5.3 Association between Leadership and Outcomes Variables Mediated by Relation Variables as Perceived by Principals

Question 7 (a): What influence do the two Relation variables have as mediator variables between the ten Leadership predictor variables and the three Outcomes variables?

As represented by Figure 4.6, Interpersonal Relation and Shared Catholic Leadership Mindset can be viewed as mediating variables between the Leadership variables and the Outcomes variables.

Shared Catholic Leadership Mindset is shown to have a direct significant statistical association with Spiritual Outcomes (BE = 0.51). Likewise Shared Catholic Leadership Mindset has a direct significant influence on School Outcomes (BE = 0.25) but a non-significant direct influence on Educational Outcomes (BE = 0.08). This means substantively that if the Consultant and Principal(s) are working from the same core values of leadership in a Catholic school system there is important synergy bringing about direct influence on the spiritual and school outcomes and to a less extent educational outcomes.

It is further suggested from Figure 4.6 that Communications Leadership, Credible Leadership, Caring Leadership, Confident Leadership and Follower-centred Leadership variables as well as the Interpersonal Relation would have a indirect influence on all three outcomes – Spiritual, Educational and School – because of their direct or indirect influence on Shared Catholic Leadership Mindset. Expressed differently the Consultant is

having more influence indirectly on the outcomes through building a relationship with the Principals grounded in a shared meaning system. Hence Shared Catholic Leadership Mindset

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Section 5.1 Introduction

This study was designed to develop some understanding of the ways the leadership of Catholic Schools Consultants, and their relationship with Principals influence the outcomes of Catholic systemic schools in New South Wales. In addition, the influence of selected demographic background variables on these outcomes was investigated, and further examination of descriptive data was undertaken to validate the findings, or to identify other insights.

Section 5.1.1 Overview of the Study

For the purpose of the study, a Consultant was defined as: an area administrator, regional consultant or similar education officer with regional responsibilities to Principals in Catholic systemic primary and/or secondary schools. The Consultant was responsible for enhancing the quality of Catholic Education through the growth and development of a regional cluster of Catholic schools, while fostering and promoting a cohesive diocesan school system. Within this study, it was assumed that the Consultant exercised visionary leadership in the terms used by Sashkin (1995a, 1998a). Indicators of visionary leadership included: transactional leadership; transformational leadership behaviours, and transformational leadership characteristics. Leadership was measured using the Leadership Profile instrument (Rosenbach et al., 1996).

An alternative paradigm, viewing leadership as relationship, was conceptualised and as a result, relationship was used as an explanatory intervening variable for this study. In this understanding, leadership was defined as a relationship of influence (Rost, 1991, 1993) in which all the participants 'do the leadership' (Bray, 1999). Relationship was operationalised as two factors: Interpersonal Relation, and Shared Catholic Leadership Mindset. These two relationship dimensions were developed and validated for this study.

Outcomes were conceptualised as arising from the influence of the Consultant as leader and/or from the synergy of the relationship between the Consultant and a group of Principals. Within this study, the outcomes were envisaged as evident at the interface of the school and school system. From the literature review and system documentation the particular outcome variables were conceptualised as: Educational Outcomes: School Outcomes and Spiritual Outcomes, and each was seen as a dependent variable. The first outcome was assumed to have been generated from the influence of the Consultant as an educational leader; the second from the Consultant's influence on behalf of the school system, and the third from the ideological influence of leaders sharing a Catholic worldview. These particular outcomes variables were developed and validated for this study. A mediated-effects research design was established for the purpose of linking the three dimensions of the leadership of: the Consultant; the relationship between Consultant and Principals, and the selected outcomes. This design was tested using studies on the American school superintendent.

Inquiries regarding selected demographic background variables of Consultants and Principals were also made. These included the effect of gender, school type, and years of networking i.e. years for which a particular Consultant and network of Principals were associated on each of the 15 variables in the main study.

A questionnaire comprising items on Leadership, Relation and Outcomes, as well as demographic background variables, and four open-ended questions was sent to all Consultants across the eleven diocesan school systems in New South Wales who volunteered to participate. Forty-four useable responses were received from a maximum population of forty-nine Consultants. A parallel form of the questionnaire was despatched to all systemic school Principals associated with the volunteer Consultants. Three hundred and sixty useable responses were returned on a volunteer basis from a population of five hundred and thirty Principals. The seven Consultants who did not participate reduced the maximum sample of associated Principals to four hundred and eighty.

The data was coded such that each Principal's scores were matched with those of their associated Consultant. Descriptive analysis was undertaken and confirmatory factor analysis carried to develop and / or validate each of the fifteen scales used in the later analysis. The primary unit of analysis was the group means of Principals or Consultant for each network or cluster. On this basis, comparison of perceptions of Consultants and Principals was undertaken across the 15 variables used in the study. Multiple regression analysis, using both Principal and Consultant data sets of group means, was undertaken for various models of explanatory variables predicting dependent criterion variables. Further structural equation modelling analysis using Principal data only and individual Principals as the unit of analysis was undertaken using a LISREL 8.30 program. Then the effect of selected demographic background variables on the fifteen variables was examined using MANOVA program and individual Consultants or Principals as the unit of analysis. The remaining descriptive data and other qualitative comments were collated and some extraction of information that supported the findings, or provided other insights into the study, was completed.

Section 5.2 Discussion and Conclusions

This discussion follows the framework of the research questions. The first three subsections refer to the first three research subquestions. Section 5.2.4 integrates the findings of subquestions 4 to 8 through the treatment of two models to describe the mechanisms of influence. The first model is based on the Consultants' data, while the second model is based on the Principals' data. Section 5.2.5 addresses the demographic background subquestion 9. The descriptive data treated in subquestion 10 has been integrated in the above discussion.

Section 5.2.1 Consultant's Leadership

In the conceptual framework, the first set of ten Leadership variables described the leadership of the Consultant. Within the literature review, leadership theories were discussed in terms of pre-transformational leadership theories (Bass & Stogdill, 1990) and transformational leadership theories (Bass, 1985; Bass, 1998; Bass & Stogdill, 1990; Burns, 1979) and as applied to schools (Sergiovanni, 1987, 1990, 1992, 1996). At the school system or district level, research studies on leadership involving the American school superintendent pertained to pre-transformational leadership (Baker, 1983; Birdsell, 1997; Burke, 1990; Owen, 1997; Peters,

1997) and to transformational leadership (Carter & Cunningham, 1997; Gilbert, 1997; Johnson, 1997; Kramer, 1996; McKown, 1997; Mullin, 1997; Thompson, 1997; Walker, 1992; Wooten, 1997).

Visionary leadership theory was considered as a new synthesis of transformational leadership theory (Bennis & Nanus, 1985; Kouzes & Posner, 1995; Sashkin, 1995a, 1998a). The Leadership Profile instrument for measuring leadership according to this theory was analysed (Rosenbach, Sashkin & Harburg, 1996; Sashkin, 1998b). Studies based on visionary leadership theory including some on American school superintendents were reviewed (Dixon, 1997; Endeman, 1990; Ernst, 1997; Felix, 1997; Lafferty, 1998; M. Sashkin & M.G. Sashkin, 1990; Vona, 1997).

Some other studies relating to the selection, professional development and appraisal of superintendents were examined (Castillo, 1993; Hood, 1996; Jirasinghe & Lyons, 1996). More recent theoretical developments in leadership theory were reviewed. These included: an extension of Bass' full-range leadership model (Carless, Mann & Wearing, 1996); the leadership organisation (Anderson, 1998); a more totally human mode of leadership (Vaill, 1998); leadership development programs, and the stages of maturation of leaders (D'Orsa, 1994); Cluster Director leadership (Manefield, 1993) and the leadership of Catholic school Principals (Slattery, 1998).

The findings of this study enhance an understanding of the leadership of Catholic Schools Consultants in several ways. As reported in Section 3.6, the Leadership Profile instrument (Rosenbach, Sashkin & Harburg, 1996) has been validated using confirmatory factor analysis for use in an Australian context with School system middle-level system leaders – in this instance Consultants. Both versions of the instrument, the 'Self' and 'Direct reports', have been used with Consultants and Principals respectively. The reliability measures were higher than recent American studies claimed (Sashkin, 1998b). While similar visionary leadership instruments have been used within the banking industry (Sashkin, Rosenbach and Mueller, 1994), this is the first known application to school systems in Australia.

The overall finding, from the result Section 4.3.1, was that Consultants and Principals agreed that the Consultant was a visionary leader as defined by Rosenbach, Sashkin and Harburg (1996). Because both Consultants and Principals scored group means varying from 'above average' to 'outstanding' on nine leadership scales, it was concluded that Consultants as a group showed visionary leadership. This finding confirmed similar findings of Carless, Mann and Wearing (1996) that both leaders and direct reports agreed that the leader performed the leadership tasks at above average level. The finding that Consultants and Principals had significantly different perceptions on seven of the leadership variables confirmed previous comparative perception studies that different groups had different perceptions of expectations or performance of a leader (Baker, 1983; Carless, Mann & Wearing, 1996; Castillo, 1993; Hood, 1996; Slattery, 1998).

This study varies the findings of earlier studies using Sashkin's visionary leadership theory (Ernst, 1997; Felix, 1997; Vona, 1997) in that it found that Consultants and Principals do not see Reward Equity, Confident Leadership and Follower-centred Leadership as significantly different. The other seven variables seem to better describe the Consultant's leadership. The highest-scored group means were in the areas of Credible Leadership, Caring Leadership and Principled Leadership. The outstanding group mean scores for both groups

on Credible Leadership accords well with the research of Kouzes and Posner (1993). As noted in Section 4.7, Principals endorsed the Consultants as credible when they have been a Principal, and have good interpersonal skills, time management skills, authority to follow up matters, and an ability to challenge Principals' leadership. Similarly, statements of Principals about the pastoral care aspect of the Consultants' work support the outstanding scores for Caring Leadership. Examples mentioned the help of Consultants in times of bereavement or stress. It is important to note that credible, caring and communication behaviours are perceived as foundational to building a good relationship with Principals.

The Transformational leadership characteristics of Consultants were scored above average on Principled Leadership, Visionary Leadership and Confident Leadership. The result of an above average group mean score for Principled Leadership supports Sashkin's (1995b, 1998a) contention that leaders inculcate values and beliefs by modelling organisational values. In the descriptive comments, several Consultants addressed the issue of helping Principals see the larger diocesan schools vision. This finding supports D'Orsa's (1994) view that there is a transition phase in leadership development when a Principal extends her/his horizon beyond the school world to the school system world. Anderson (1998) recognised through his concept of the leadership organisation that visioning was important. Descriptive comments in Section 4.7 indicated that Principals and Consultants agreed that feedback and critique from the Consultant helped Principals in defining their own educational vision.

Capable Management and Reward Equity scored relatively lower than several other leadership variables. As will be discussed later, from the Principals' perspective, neither variable was associated with any outcome. Principals do not regard managerial behaviour of Consultants as important. The finding that Reward Equity scored relatively low for Consultants and Principals suggests that within the Catholic school system context, rewards connoting material benefit or promotion were seen in opposition to an altruistic view of servant leadership (Greenleaf, 1977), or stewardship (Block, 1996).

One plausible explanation for the low group mean scores on Follower-centred Leadership is a corollary of the above important indicators. As a consequence of the Catholic vision and values, neither Consultants nor Principals see the Consultant as being primarily motivated by personal power. Consultants created the conditions for empowering Principals (Item 64). It is also suggested that Consultants, by virtue of the itinerant nature of their work, had less power and influence over school executive and staff than the Principals. This finding supports the report of Zand (1997) that the form of power of a leader when working in a consultancy mode allowed the leader to explore knowledge and promote trust needed to solve problems. Methodologically, the term 'power and influence' used in the questionnaire in the Australian context may have been ambiguous.

A conclusion reached from this study is that the leadership profile of a Consultant is helpfully identified using Sashkin's (1996b, 1998a) visionary leadership theory, although the scales of Reward Equity and Follower-centred Leadership are less useful in their present form without further clarification. The process by which the Consultant influences and relates to Principals is taken up in the next section.

Section 5.2.2 Consultant's Relation with Principals

A central concept in this study was that leadership was not only vested in a position but could also be conceptualised as process. The potential for so reconceptualising leadership was explored. In the literature review, leadership as relationship was examined within a new paradigm of wholeness (Capra & Steindl-Rast, 1991; Grof, 1993; O'Murchu, 1997a, 1997b; Wilber, 1996) and different mindsets (Culbert, 1996). A new definition of leadership as an influence relationship was considered (Bray, 1999; Duignan, 1997; Kouzes & Posner, 1993; Rost, 1991). The characteristics of such leadership as relationship were that it be: credible (Kouzes & Posner, 1993); collaborative (Sofield & Kuhn, 1995); networked (Limerick & Cunnington, 1993; Lipnack & Stamps, 1994; E. Pinchot & G. Pinchot, 1996; Savage, 1996), with a stewardship use of power (Block, 1996; Greenleaf, 1977), and a new attention to leadership-followership dynamics (Chaleff, 1998), and finally by demonstrating authenticity (Duignan, 1998; Duignan & Bhindi, 1997, 1998). While, in general terms, this study endorses the above research, some specific comments are offered below.

This study contributes to the understanding of leadership as relationship. As reported in Section 3.6, two scales were developed and validated within this study. These scales were Interpersonal Relation and Shared Catholic Leadership Mindset. Reliability measures compared favourably with those obtained for the ten leadership scales.

The findings show that both Consultants and Principals scored Interpersonal Relation as outstanding, as measured on the scales, and this result was supported by the statistical evidence that group mean scores of both groups were very high and that there was no significant difference between the two group mean scores. This empirical result of the actual strength of the interpersonal relation was consistent with an underlying assumption of the study that such interpersonal relationship was important.

The centrality of the interpersonal relationship between Principals and their Consultant was reinforced by the representative responses in Section 4.7. Principals frequently used the metaphor of the sounding board to describe the relationship. A Principal stated that the highly developed interpersonal skills of the Consultant made an enormous difference to meeting the needs of diverse communities and Principals. One Consultant stated that the relationship was paramount to his effectiveness. Another Consultant asserted that the quality of the relationship was the single critical factor in the success of the Consultant's influence on Principals and schools. Likewise the Consultant who observed that the Principal needed to be acknowledged and supported, and that Consultants should not try to be pseudo-Principals clearly understood the value of the interpersonal relationship. There was no doubt for another Consultant that the main expectation of Principals was the desire to walk the journey in partnership.

These responses support the view of Duignan (1997) that relationship was an organisational dynamic at the heart of leadership. It also supports the findings of Carless et al. (1996) that group cohesion generates a multiplier effect. A multiplier effect simply means there is an augmentation of the influence of the Consultant through the interaction with the Principals. This can be measured by the regression coefficients. In this study it was contended that the traditional leader-follower relationship was insufficient to explain the synergy required when the Principal was at once a leader within the school and simultaneously a follower of the

Diocesan vision and values. Anderson (1998) through his insight of a leadership organisation argued that a synergy was created and sustained through a leadership-centred culture where a group of people energised each other on a continuous basis.

The second dimension of this view of leadership as relationship is that it be influential. The cultural context of Catholic Education within which the Consultant worked with a group of Principals was integral to this different understanding of leadership. Within the literature review, the concept of Catholic leadership was seen to be congruent with a relational view of leadership (Duignan & D'Arbon, 1998a, 1998b; McGilp, 2000). Catholic leadership was explicated through a consideration of community (E. Whitehead & J. Whitehead, 1993), school community (Sergiovanni, 1992, 1996), Catholic community (Duignan, 1998; McLaughlin, 2000), and Catholic schools as intentional communities (Flynn, 1993; Groome, 1996; McLaughlin, 2000; O'Keefe, 1998a, 1998b; Vaill, 1998). A mindset (Culbert, 1996) was thus postulated which could be understood as Catholic shared leadership. This could be visualised as a 'holonic' mindset (Grof, 1993; Wilber, 1996) in which each person in this dyadic relationship, within the cultural context of the Catholic school system, 'did the leadership'. This situation is somewhat analogous to hierarchical linear models in which a student is a member of a class within a year cohort within a particular school. In the present study, the Consultant is a leader, the Principal is also a leader, within a networked relationship with other Principals, within a school system with an overall Catholic meaning of leadership. Interpersonal Relation and Shared Catholic Leadership Mindset together describe this networking phenomenon for the purposes of this study.

The findings indicate that both Consultants and Principals scored the group means for Shared Catholic Leadership Mindset as 'above average'. Consultants and Principals agreed there was a Shared Catholic Leadership Mindset. Although there were significant differences in the group mean scores, both Consultants and Principals scored as 'above average'. Specifically, they shared a vision of what it meant to be a Catholic community (item 67) and agreed that the Consultant modelled the espoused values of the diocesan school system (item 70). The identification of Shared Catholic Leadership Mindset as a discrete factor was a most important component of this study. To date, no other empirical evidence of this factor has been reported locally. This evidence supports Sergiovanni's (1987, 1991) advocacy of cultural and symbolic leadership forces. However this finding differs from Sergiovanni in that he ascribes these forces to the mature individual leader, whereas in this study the Shared Catholic Leadership Mindset is just that, a mindset shared in common among the Consultant and the associated Principals.

The 'shared' aspect of this mindset made sense to the researcher. Both Consultants and their associated network of Principals perceived a common entity, their relationship. This study supported the findings of Sofield and Kuhn (1995) into collaborative leadership and Savage's (1996) notion of peer-to-peer networking. The identification of a 'leadership mindset' supports the research of Culbert (1996) into a 'management mindset', as well as Dance's (1998) comment that a radically relational mindset was foundational to leadership in a Catholic organisation, and Duignan's (1998) 'amoeba view' of Catholic community as a state of mind. The findings endorse the views of E. Whitehead and J. Whitehead (1993) and McLaughlin (2000), who highlighted the community dimension of 'Church'. Similarly the study confirms Duignan and Bhindi's (1998)

assessment that Catholic school systems were in a good position to incorporate a new paradigm of leadership because of their moral, spiritual character.

A number of the qualitative responses supported the importance of this shared Catholic view of leadership. The Principal who asserted that the only model of leadership appropriate for any Church organisation had to be a relationship model if it was to be genuine Christian leadership was quite clear. Likewise the assessment by another Principal of one Consultant was clear:

> The Consultant is a valuable member of the school community, critical friend, professional supporter, and spiritual navigator. [Principal 4]

Another Principal wanted the role of the Consultant recognised as significant for the reason that the Consultant played a symbolic role in linking the school and the Catholic Education Office. This Principal stated that for many people the Consultant was synonymous with the Office.

That this relational paradigm was not automatically everyone's experience can be gleaned from the Principal who contrasted interstate experience with a current experience of a hierarchical model. This person advocated Handy's (1994) 'confederation' view of a Catholic school system rather than a 'line manager' view. The finding that the Consultant was seen as a network manager supports the theories of Limerick and Cunnington (1993) and of Lipnack and Stamps (1994) about the importance of network paradigm. In Limerick and Cunnington's 'metastrategic management' both the structures of the network and the process of networking operate together. Likewise Handy's 'confederation' language captures the view that relationship may not only be interpersonal but structural and symbolic.

Shared Catholic Leadership Mindset is premised on a particular view of Church as community. This study supported Dance (1998) who was firm in his view that Christian leadership had to be radically relational, and the recent research of McGilp (2000) in which she reported some Principals' experiences of Catholic leadership through connection with parish communities and ministering in the school community. One Consultant in the present study wrote quite directly that Consultants and Principals were on a journey of shared leadership to build a community of faith and learning and service based on Christian values.

The conclusion reached was that there was strong agreement of Consultants and Principals that their relationship was important and that it was based on a set of core values described as a shared, radically relational, Catholic worldview of leadership. The proposition that this enhanced view of leadership as relationship made any difference is taken up later.

Section 5.2.3 Outcomes

The findings indicate that the influence of the Consultant's leadership, and/or of the relationship and shared mindset of Consultants and Principals, will be felt through various outcomes. Three factors were identified as Educational Outcomes, School Outcomes, and Spiritual Outcomes. These factors were validated within this research and the item reliabilities and the scale reliabilities as reported in Section 3.6 suggest that these were

three good factors that could be used in evaluating Consultant impact. The comparative perceptions of Consultants and Principals were significantly different, although in absolute terms the group mean scores were above average for both groups on each outcome (Section 4.4.3). In addition, as reported in the descriptive results in Section 4.7, there are several other outcomes that did not factorise here but which illuminate other ways the Consultant and/or the Consultant-Principal relationship influence schools.

Educational Outcomes were assumed to have arisen in part from the influence of the Consultant as educational leader. The perceptions of Consultants and Principals, as shown by the group means, were significantly different regarding this outcome (see Section 4.3.3 and Appendix L Table 13). This included their different views on the way the Consultant influenced the teachers to focus on student learning, helped staff see the school as a learning community, or was seen as an agent of reform. This particular result contrasts with Scott's (1990) idea of Cluster Directors as school reform agents, but supports Manefield's (1993) finding that such middle level system educational leaders were not accepted as reform agents.

As reported in Section 4.7, three contrasting views seem relevant. In one perspective, Principals did not see the Consultants as educational leaders, or thought that some 'systems need in the air' was the only reason for seeing the Consultant in the school. Presumably a 'systems need' referred pejoratively to system processes. A second perspective was that offered by the Principal who commented that the ideal Consultant was the 'parent of the school learning team.' The third perspective came from a Principal who had been a Consultant. This person thought that the Consultant was seen as a mouthpiece for the system rather than a professional leader in one's own right. The real risk for Consultants, according to this respondent, was that they were perceived by Principals as or removed from the realities of school life. For this Principal, making a difference as a Consultant was linked to having greater focus on educational issues not just crisis management.

School Outcomes emerged as an important part of this study. The tension between centripetal forces towards Catholic school system formation, and the wider centrifugal forces of educational devolution and school restructuring movement, was lived out at the school site. Results on the particular items making up the factor suggest that the Consultant was seen as flexible, as an advocate for schools, and she/he made a difference to a cluster of schools for their long-term development. This finding supported Beare's (1995) notion that in Catholic school systems Principals and Consultants viewed autonomy, interdependence and subsidiarity as operating principles. These findings supported the research of Carter and Cunningham (1997) on the system leader as a political leader with an advocacy role, and the views of Handy (1994) and Hollenbach (1996) on the importance of subsidiarity and the common good. The results that the Consultant was seen as an advocate for schools implied attention to subsidiarity. Making a difference to a cluster of schools implied attention was given to the common good of all schools in the network.

In addition, as reported in the descriptive data findings (Section 4.7), other School Outcomes identified were the influence on the Principal's vision, and the Principal's commitment, the development of school executive, and the Principal's management of school issues. School system process outcomes were also identified. None of these domains yielded discrete factors. These dimensions, derived from role statements of Consultants and system documentation, provided further insight into the Consultant's influence. As reported in Section 4.7, the finding that Consultant influenced school system processes such as school renewal and quality assurance

processes supported the work of Barrett and McNamara (1994), Canavan (1995), Mok and Flynn (1998) and Clarke (1998).

The findings on Spiritual Outcomes suggest that in a Church-based school system there was some influence of the Consultant on the spiritual character of the schools and on Principals as fellow travellers. More than half the Principals agreed that Consultants had helped their understanding of leadership as a ministry of service, and had supported the Principal in fostering the spiritual development of staff. These findings supported the work of Sergiovanni (1990,1996) in which he described value-added and moral leadership as essential to school communities. Robinson (2000) recognised the ethereal nature of spirituality but at the same time pointed towards a clear Christian spirituality that should pervade Catholic schools. Walker (1998) and Green (1998) placed considerable importance on such spiritual leadership. Vaill (1998) saw purposing beyond a material context as essential to healthy dynamic secular organisations. Handy's (1998) notion of cathedral thinkers who thought beyond the present realities was relevant to this study. At the system level, no previous empirical evidence was located on this issue.

The major conclusions reached were that the three outcomes – Educational Outcomes, School Outcomes and Spiritual Outcomes – provided a satisfactory way of assessing the impact of the Consultant and the further descriptive findings provided confirmatory evidence that the leadership of the Consultant and/or the Consultant-Principal relationship made a difference to these outcomes.

Section 5.2.4 New Models for Consultant Leadership

The central question of this study was how does the leadership of Catholic Schools Consultants and their relationship with Principals influence the outcomes of Catholic systemic schools in New South Wales? In this section the research design will be revisited with reference to the literature review on American superintendents, and the surprising finding that two different models are needed to explain how the influence of Consultants is perceived differently by Consultants and Principals. This discussion will suggest an augmented leadership model.

As explained previously, Hallinger and Heck (1996) classified forty studies on the nexus between Principals and School Outcomes, according to a system developed by Pitner (1988) and adapted by them. The range of approaches included: direct-effects; mediated-effects; reciprocal-effects, and antecedent-effects designs. They found that the model type made a difference to research findings. Direct effect models, with few exceptions, yielded weak results. Mediated-effects and reciprocal-effects designs were increasingly sophisticated theoretically, used more powerful statistical methods of analysis, and consequently yielded more frequent instances of positive findings concerning the role of the Principal in school effectiveness (Hallinger & Heck, 1996, p.37). Mediated effects models frequently discovered significant indirect effects on student outcomes.

The review of literature into research on American school superintendents from the perspective of Hallinger and Heck's (1996) classification suggested that a mediated-effects design was justified for this study because of the broad similarity of this study in dealing with direct and indirect effects. As a result of using this classification of Superintendent research studies, it was hypothesised that Consultants could directly or

indirectly influence Educational Outcomes, School Outcomes, and Spiritual Outcomes within the cluster of schools through Interpersonal Relation and Shared Catholic Leadership Mindset with Principals.

The findings of this study in regard to questions 4 to 8 were reported in Section 4.4 and 4.5. These findings clearly add substantially to the recent research studies using mediated-effects models design. The findings confirm Hallinger and Heck's (1996) finding that with increasingly sophisticated statistical methods of analysis such as multiple regression analysis, structural equation modelling analysis, and MANOVA analysis there was a greater likelihood of positive results concerning the direct and indirect effects of the leader's influence. By concentrating on the shorter linkages between the Consultant and the Principal as well as more accurately identifying appropriate outcome variables, this study has considerably expanded the horizons of understanding of the influence mechanisms available to middle level system leaders such as the Consultant in the Catholic school systems.

The unexpected finding was that there were two models operating in Consultant leadership. The model derived from the Consultants' perceptions was a direct-effects model, while that derived from Principals' perceptions was a mediated-effects model. Some examination of both models now follows. This will be followed by a comparison of the two models. A model is a convenient way of describing the causal associations between the three dimensions of the leadership of the Consultant, the relationship with Principals, and the three specific outcome factors developed in this study.

5.2.4.1 Consultants' Model for Influence Mechanism

The features of this Consultant model of the way they are influential as leaders were set out in the summary of findings (Section 4.8). To aid discussion these findings have been integrated:

(a) There were no predictive associations of any of the ten Leadership variables with either of the two Relation variables. [Question 4(b) ; Section 4.5]
(b) There were no predictive associations of any of the ten Leadership variables with Educational Outcomes nor with School Outcomes, but Capable Management predicted Spiritual Outcomes and Creative Leadership negatively predicted Spiritual Outcomes. [Question 5(b)]
(c) Neither Relation variable predicted Educational Outcomes, although Interpersonal Relation predicted School Outcomes and Spiritual Outcomes. [Question 6(b)]
(d) Interpersonal Relation predicted Shared Catholic Leadership Mindset. [Question 7(b)]
(e) There was no evidence of any mediating influence of either Relation variable between any of the ten Leadership variables and the three Outcomes. [Question 8(b)]

This model has been represented by Figure 4.2

These were unexpected findings. As previously discussed, on each of the ten leadership variables, taken one by one, Consultants' group mean scores were generally more favourable than those of Principals (Question 1, 2, and 3). Yet in terms of associations, eight out of ten leadership variables did not contribute at all. No leadership variable influenced Educational Outcomes nor School Outcomes as defined in this study. For Consultants, only two of the ten leadership variables predicted one outcome – Spiritual Outcomes. Capable Management and Creative Leadership were associated with Spiritual Outcomes.

The association of Capable Management, one of two transactional leadership variables, with Spiritual Outcomes suggests that Consultants saw their role as system managers conducting system processes, that may include bringing about Spiritual Outcomes. At the same time the more the Creative Leadership of the Consultant, the less the Spiritual Outcomes. It was as though these two leadership forces were countervailing. A less creative, more managerial style could have some spiritual benefit but bring about neither educational nor School Outcomes. This supports the finding of Cranston and Jarzabkowski (2000) that middle-level school systems managers, the Queensland District Directors, were uncertain about their role as educational leaders and as school-linked leaders.

However, the findings support the view of leadership in, and through relationship, which is the question of central interest to this research. The Consultants perceive Interpersonal Relation as having an influence on Shared Catholic Leadership Mindset, as well as on School Outcomes and Spiritual Outcomes. The perceptions suggest that the Consultants define themselves in relation to Principals first. Certainly the general tenor of the open-ended responses confirmed that Consultants thought of themselves in relational terms. The very paradigm out of which Consultants see the school system seems to be relational. This lends support to the wholeness paradigm of Capra & Steindl-Rast (1991), Grof (1993), Wilber (1996) and O'Murchu (1997a, 1997b). Consultants possibly see themselves as companions and professional colleagues of Principals, together "walking the walk and talking the talk" – a view reflected in one Principal's description of a Consultant as a "critical friend, professional supporter and spiritual navigator" [Principal 4].

The primary compass point seems to be a collegial, or fellowship, view built through strong interpersonal relationships with Principals. This finding supports Dance's (1998) contention that a radically relational mindset had to be of the essence of Church and leadership in Catholic organisations. It also supports Cresp's (1998) view of leadership within the Church community that expressed fellowship in a theological sense.

Summarising, the Consultants' perception of causal influence on outcomes is consistent with a direct-effects model as explained by Hallinger and Heck (1996). There are direct effects as capable managers and creative leaders on Spiritual Outcomes. There are also direct effects of the interpersonal relationship between Principals and Consultant on their shared mindset as Catholic school leaders, on School Outcomes and on Spiritual Outcomes. Even though previously it was found that the Consultants rate themselves highly on nine of the ten leadership variables, this additional finding shows that the Consultants see their influence largely in managerial terms. Eight of the leadership variables were found to have no influence directly or indirectly on outcomes.

5.2.4.2 Principals' Model of the Influence Mechanism

The features of the Principals' perceptions of the way the Consultant as leader influences outcomes directly and through two intervening or mediating variables has been treated thoroughly in Section 4.5. The Principals' model is represented in Figure 4.3.

From the multiple regression analysis and from the structural equation modelling analysis, the overall finding is that the Principal's model conforms with the theoretical mediated-effects model as explained by Hallinger and

Heck (1996). This finding is also consistent with the studies of Endeman (1990), Hood (1996), Carless et al. (1996), and Wooten (1997) in that outcomes are brought about through intervening variables. However, the finding varies the Carless et al. findings in that the goodness-of-fit measures in this final model are much better than those of the Carless et al. study. Nevertheless, there are broad similarities between the findings of both the Carless et al. study and this one. Group cohesion was the mediating variable in Carless et al. study; Interpersonal Relation and Shared Catholic Leadership Mindset appear somewhat similar to this construct. The finding similarly supports Dixon's (1997) study of hospital superintendents in which core values were nominated as a mediating variable between the superintendent's leadership and outcomes such as patient satisfaction.

The findings of this study contrast with both Endeman's (1990) and Wooten's (1997) studies which reported failure to associate leadership indirectly with student achievement as an outcome. However the present study's findings support Hallinger and Heck's (1996) conclusion that future research should forego focus on student outcomes and concentrate on the linkages within other parts of the model. In the present study the outcomes were derived from system documentation of processes and advice from practitioners. This increased the possibility of positive results by shortening the linkages between leadership and outcomes.

Given that the structural equation modelling complemented the multiple regression model for Principal data and that results on both methods of analysis gave similar results, this discussion will deal with the findings in the light of the final structural equation model. As previously explained, structural equation modelling analysis has the advantage that all regression coefficients could be calculated together, and so enables direct and indirect effects to be examined in one process. A methodological recommendation is that structural equation modelling be used in future research for the reason that it gave superior results to multiple regression analysis in this study.

The findings of Question 4(a) summarised the results in Sections 4.4.1 and 4.5. Five of the leadership variables were associated with one or other relation variable. Credible Leadership, Caring Leadership and to a less extent Follower-centred Leadership were associated with Interpersonal Relation.

Substantively, the more Principals saw the Consultant as credible and caring and the less the Principals saw the Consultant as exercising personal power, the more the interpersonal relationship between them was enhanced. The rapport, the trust and the mutual bonding between Consultant and Principals were strengthened. This finding supported the view of leadership as a reciprocal relationship (Kouzes & Posner, 1993) and the way leaders exercised consultancy power as influence and promoted trusting relationships as a means towards joint problem solving (Zand, 1997).

Communications Leadership and Confident Leadership directly influenced Shared Catholic Leadership Mindset. Caring Leadership had an indirect influence through a direct influence on Interpersonal Relation. The model also indicates that Credible Leadership has an indirect influence through Interpersonal Relation as well as a negative direct influence on Shared Catholic Leadership Mindset. This would seem plausible. As explained in Section 5.2.1 the Principals seem first to form a view that the Consultant is credible and this supports the

finding of Kouzes and Posner (1993) that credibility is the most sought after transformational leadership behaviour of a leader by followers. It was noted in the qualitative responses that the criteria for a Consultant being credible included having been a Principal. If the Consultant was also seen as caring and a good communicator then the Consultant-Principal relationship and the meaning of a shared Catholic worldview of leadership was promoted. Again, the qualitative responses of Principals overwhelmingly endorsed the finding that building a strong Consultant-Principal relationship was important.

The findings of Question 5(a) summarised the results of Section 4.4.2 and Section 4.5. Four leadership variables were directly associated with one or more outcomes. Visionary leadership of the Consultant was perceived to influence Educational Outcomes. Communications Leadership predicted School Outcomes and Spiritual Outcomes. Follower-centred Leadership influenced Spiritual Outcomes while Credible Leadership also influenced Spiritual Outcomes. These findings were similar to those of other studies. Vona (1997) had found an association between visionary leadership and climate of innovation. Dixon (1997) had reported that confident leadership, visionary leadership and communications leadership significantly related to patient satisfaction in hospitals. Endeman (1990) found that visionary leadership of school superintendents was positively associated with district culture.

The findings of Question 6(a) summarised the results of Sections 4.4.3 and 4.5. Shared Catholic Leadership Mindset directly influenced the Spiritual Outcomes, School Outcomes and to a lesser extent the Educational Outcomes. Given the earlier comments on Shared Catholic Leadership Mindset as a variable, this association with the three outcomes is of central interest to this research. As explained above, several variables directly influence Shared Catholic Leadership Mindset. Yet Shared Catholic Leadership Mindset is the only variable that directly influences all three outcomes. Again, it is remarkable that Principals see the outcomes driven very much through the relationship of Principals with the Consultant and their shared leadership view.

The finding of Question 7(a) summarised the results of Sections 4.4.4 and 4.5. Interpersonal Relation significantly predicted Shared Catholic Leadership Mindset.

The findings of Question 8(a) integrate the above findings. The details of analysis were presented in Section 4.4.5 and 4.5. As explained in Section 4.5, there is overwhelming evidence that both Interpersonal Relation and Shared Catholic Leadership Mindset acted as mediating variables between the leadership variables and the outcome variables.

In terms of the central research question, the importance of establishing that Interpersonal Relation and Shared Catholic Leadership Mindset are both valid and reliable measures, endorsed by Principals, is highlighted by this additional finding that both act as mediating variables. It is suggested that one way of explaining this mediating influence could be as follows: Principals describe what they see, namely the transformational leadership behaviours of the Consultant being credible, caring, communicating as well as confident. Yet a filter is placed over this influence on the Principals. This is the actual relationship between the Consultant and Principals and the shared core values described as Catholic Leadership. This interpretation of the results supports Chaleff's (1998) contention that a shared leadership relationship is not passive but dynamic and

synergistic. This finding also supports Bray's (1999) proposition that the followers and leaders share doing the leadership. As a consequence of the augmented impact of the Interpersonal Relation and Shared Catholic Leadership Mindset there is a significant increase in the perceived influence of the Consultant on Outcomes.

An example of this augmentation is associated with Educational Outcomes, and provides a possible explanation as to the way the Principals view Consultants, first as colleagues, before they recognise them as educational leaders. It would seem the visionary leadership of the Consultant has some significant direct impact on Educational Outcomes. However, because of the relationship of Consultant and Principals and a Shared Catholic Leadership Mindset, it is as if a cultural 'rinse' mediates, or filters, the energy first to Spiritual Outcomes, and then indirectly to Educational Outcomes. This indirect effect is twice that of the direct effect of the visionary leadership of the Consultant alone. This explanation would be consistent with Flynn's (1993) research that showed that culture was a significant determinant of student outcomes in Catholic school effectiveness. It is also consistent with Slattery's (1998) findings in a study of Catholic school Principalship that the religious and cultural leadership was more frequently mentioned than educational leadership or administrative leadership.

Consultants have been shown in this Principals' model to have a direct and indirect influence on Spiritual Outcomes. This is a quite important empirical finding that supports the theories on Catholic identity as found in the literature (Canavan, 1998a; O'Keefe, 1998a, 1998b; McLaughlin, 2000). The mechanism for this impact is rather surprising and more complex than expected. Central to this outcome is the mediating influence of Shared Catholic Leadership Mindset between Consultant and Principals.

To summarise: the Principals' perceptions of the ways the Consultants influence outcomes are best understood through use of a mediated-effects model. In this model, the two relational variables described as Interpersonal Relation and Shared Catholic Leadership Mindset act as mediating variables between the leadership variables and the outcomes. In addition there is some direct influence of the Consultant on outcomes. It is noted that the Capable Management, Reward Equity, Creative Leadership and Principled Leadership of the Consultant do not play a part in this influence mechanism.

5.2.4.3 Comparison of Principals' and Consultants' Models

In this study it had been hypothesised that there was a single model that might explain the mechanism by which the leadership, relation and outcome variables were associated. The unexpected finding was that there were two models. The Consultants' view of their influence is one of direct managerial influence on Spiritual Outcomes with a recognition that the relationship they have with Principals directly influences the leadership mindset with which they carry out their work and also School Outcomes and Spiritual Outcomes. Consultants do not see themselves as directly influencing either Educational Outcomes or School Outcomes.

The Principals' view of the Consultant's influence is explained differently in terms of a mediated-effects model. Essentially the Principals see the Consultant only in a relational way. This study suggests that this is not an unrealistic view as the Principals have experienced the pressures associated with school reform and new accountabilities. As a consequence, they need someone to turn to as a critical professional colleague, who

shares their values, who is credible because of prior experience as a Principal, and who can support them as they address local school issues and government and system-induced change. Principals acknowledge somewhat the visionary leadership of the Consultants and their impact on educational and School Outcomes. Yet, as mentioned by one Principal, the Principal is not a passive branch manager. The findings confirm that the synergy generated from the relationship with the Consultant and the fundamental meaning for Principals in their leadership of Catholic school communities augments the outcomes. From this perspective, the Principals see the Consultant as defined in this study as a symbol of connection with the Catholic school system, and a Catholic professional colleague, and would prefer them to be more educational leaders than system managers.

5.2.4.4 Changing Roles of Consultants

In Chapter One, it was stated that as a consequence of the new credentialling arrangements for Catholic systemic schools in New South Wales, the Consultants took up the functions of Quality Assurance and the Strategic Management implementation. Quality Assurance was broadly identified with School Review, or Educational Audits, and in most Diocesan school systems Performance Management, or Appraisal of Principals. In that earlier discussion, the issue raised regarded the extent this change in function affected the Consultant-Principal relationship.

The findings indicated that the Consultants believed that their contribution was central to implementation of school renewal processes and that they used quality assurance processes appropriately. Principals on the other hand indicated that they were gradually recognising the role of the Consultant in strategic management processes but just half the Principals were convinced that Consultants used quality assurance processes appropriately. As confirmed by descriptive comments both Consultants and Principals agreed that if the relationship was right, a Consultant could appraise a Principal. Yet for some Principals the degree of trust had weakened as new accountability processes were implemented. Given the findings of this study that the best energy of Principals is liberated through collaborative relationships with Consultants focussed on educational improvement, school systems may need to review the way Consultants are involved in appraisal processes. This finding supports and extends the findings of Cranston and Jarzabkowski (2000) that the primary focus of the role of District Directors was ambiguous and needed clarification. It is suggested that this study helps in clarifying the 'assist – assess' dilemma.

Another issue that surfaced within the study was identified as the ambiguity of the Consultant's role as an educational leader and/or system manager. The results in Section 4.7 indicate that when asked about their expectations of themselves and actual strategies used as educational leaders, the Consultants responded more in terms of system maintenance, and building school to system relationships through their own relationship with Principals, than as educational leaders. For example, human resource management featured in several examples involving recruitment of Principals, staffing, school executive development, and performance management. This finding is consistent with Cranston and Jarzabkowski's (2000) report that District Directors were diverted from core educational activities in schools as they were assigned to system task forces. It also supports Manefield's (1993) finding that Cluster Directors were subverted from their task of educational reform by overarching system priorities.

This study has found that the Principals want the Consultants to be educational leaders rather than system administrators. The former Consultant recently returned to Principalship queried whether Consultants have sufficient personal and professional authority as educational leaders in their own right. That respondent raised the risk of the Consultants being seen only as system process functionaries. More generally, the emphasis of the Principals' responses on the Consultant being an educational leader is consistent with Sergiovanni's (1991,1992) view that the educational, cultural and symbolic dimensions of leadership add value to a school organisation, whereas the human and technical meet minimum requirements of leadership.

The focus on shared Catholic leadership, educational leadership and a growing ownership of strategic leadership in the implementation of school renewal seem to be the priorities of Principals as well as Consultants that can be promoted through significant interpersonal relationships. The synergy of the Consultant-Principal relationship, imbued with a shared Catholic leadership cultural perspective, is the 'glue' that augments the leadership of the Consultant.

To summarise: the study found two different models were needed to explain the results of the analyses. These two models were compared. The Principals' model could be described as a collegial model, while the Consultants' model was described as a managerial model with attention also given to the outcomes generated from the Consultant-Principal relationship. Two additional dilemmas were noted which influenced this relationship. The first was the tension between the quality assurance role and the development role of the Consultant. The second was the tension between the system maintenance role and the educational leadership role. The common element throughout the discussion was the synergy of the Consultant-Principal relationship and the shared mindset of Catholic leadership.

Section 5.2.5 Demographic Background Effects

Antecedent to the mediated-effects model of Principals, or the direct-effects model of Consultants in the design of this study were several demographic factors. As treated in the literature review, conflicting views surrounded the gender factor of leaders (McDonald, 1997; Martinek, 1996; Wenzel, 1996; Wyatt, 1996). Ernst's (1997) study on visionary leadership and androgyny and Clay's (1997) interpretive study of two female superintendents extend the discussion on the gender – related effects. Johnson (1997) found no significant relationship between length of tenure of superintendents and selected school/student outcomes.

Within this study, gender, years of network association, and school type were tested for their effects. The findings from questions 9 (a) and 9(b) were reported in Section 4.6. Overall MANOVA tests showed no significant differences for any factor arising from demographic factors.

Section 5.3 Conclusions about the Research Question

This study set out to explore a proposal that relationship is as the heart of leadership. This proposal was examined through a consideration of the way the leadership of Consultants in a Catholic school systems was augmented by the relationship between the Consultants and the network of associated Principals. The combined influence of the Consultants' leadership and the relationship of Consultant and Principals and the shared

mindset brought about certain outcomes. The conceptual framework was supported through a mediated-effects research design. The findings discussed above bear directly on the research subquestions developed to test the underlying proposition of leadership as relationship.

The overall conclusion is that the process of leadership does not exist except within particular meaningful relationships. This conclusion is justified on the basis that a conventional leadership theory, in this case Visionary Leadership Theory, when applied in this study to the leadership of the Consultant yielded measures that were valid and reliable. Secondly, using the same approach suitable outcomes were developed and validated in this study. Thirdly, Leadership as relationship was examined through the development and validation of two constructs: Interpersonal Relation and Shared Catholic Leadership Mindset. Fourthly, influence mechanisms were modelled and tested using the Consultant and Principal data. The finding in the case of Principal data supported the mediated-effects model adopted for this study. There was good confirmatory statistical evidence that the two constructs, Interpersonal Relation and Shared Catholic Leadership Mindset, acted as mediating variables. In other words, together, an augmentation of the leadership influence on outcomes was demonstrated. The indirect influence of the Consultant's leadership on outcomes via the two relationship variables was greater than the direct influence alone.

As was explained in Section 5.2.4, the unexpected finding was that the influence mechanism using the Consultant data was different from that using Principal data. Having compared the two models, the findings support the conclusion that a managerial influence model of the Consultants explained the direct-effects mechanism, while a collegial model of the Principals explained the mediated-effects mechanism. This suggested that the expectations and experience of both groups were different. Demographic background effects overall made no difference to results.

Section 5.4 Implications for Theory

The above discussion has answered the research question posed for this study "How do Catholic Schools Consultants through their leadership and relationship with Principals influence the outcomes of Catholic systemic schools in New South Wales?" From the perspective of broader leadership, the study has shown firstly that a new application of the recently developed Leadership Profile instrument for Educational system middle-level leaders in an Australian setting extends the predominantly American research. Secondly, the study has successfully operationalised some of the recent research reported in the literature review in terms of interpersonal relation, mindset and Catholic leadership. Thirdly, this study has extended the concept of leadership forces residing in a position leader (Sergiovanni, 1992), and supports the work of Carless, Mann and Wearing (1996) and of Dixon (1997). The importance of soft measures of shared leadership as relationship confirmed the work of Endeman (1990) and Wooten (1997). The study is important for Australian Catholic Education systems in that three clear outcomes have been identified which result from the influence of Consultants on education, schools and the spiritual dimensions. No previous research on Catholic Schools Consultants of this nature has been undertaken. The potency of the Spiritual Outcomes factor affecting Educational Outcomes is important evidence that middle-level system leaders in a 'Catholic' system are making a difference, but equally important is the conclusion that the synergy of the Consultant-Principal relationship makes more difference than the Consultant working alone. This supports Limerick and Cunnington

(1993) and Lipnack and Stamps (1994) in their views that networking as a process diffuses leadership across the middle layers of organisations. The synergy within the network according to this study resonates and augments the original impetus of the Consultant. This study made an important contribution to the field of educational leadership theory through the application of Hallinger and Heck's (1996) seminal research paradigms on Principals and its extension to system level leaders such as superintendents and Consultants.

The two intervening variables, Interpersonal Relation and Shared Catholic Leadership, identified and validated through this study, provide an extension of leadership theory. The conclusion that the process of leadership does not exist except through meaningful relationships is unique and quite important. The traditional view of the leader – follower relationship is transformed by this insight. Both leaders and followers are embedded within a relationship that gives meaning to both. This shift in understanding of leadership from individuals towards distributed leadership expands the parameters of leadership.

In this particular study, the shared mindset between two leaders was grounded in a shared worldview of 'Catholic' or religious core values. This however is not just a Catholic concept, but could be meaningfully applied to other philosophical mindsets or ethical perspectives such as secular humanism or pragmatism.

The importance of the Shared Catholic Leadership Mindset confirms that in any school system, government or non-government, leaders at adjacent levels of the system operate through a mode of interpretive leadership (Sharpe, 1998) or mindset (Culbert, 1996) based on common substantive values (Manefield, 1993). By contrast to Manefield's research, this study shows that when the substantive values are shared, considerable synergy is released through the relationship.

The analysis plan incorporated two different levels of analysis. The first using multiple regression analysis involved comparisons of means of Consultants and the group means of Principals based on the cluster. The second using LISREL structural equation modelling used only Principals' data in aggregate and the level of analysis was individual not group. The limitation of minimum sample size in this second method of analysis precluded use of Consultant data. It is important to note that the units of analysis are different and to some extent complementary. The second design (SEM) while seen as more sophisticated is strictly not an extension of the first. This raises the possibility of a theoretical development.

Future research using multilevel analysis is recommended. The simultaneous incorporation of both Consultant and Principals as the units of analysis may reveal further information not otherwise available by using only Principals' group means with regard to the differential models used by the Consultants (managerial model) and the Principals (collegial model).

The recommendations can be thus summarised:

(a) The results of this study be disseminated to Catholic school system Consultants and Principals, Directors of Catholic school systems, and to the research community.
(b) The Leadership Profile be used in Australian school education system research.
(c) The Relation and Outcomes scales be used in research in Australian Catholic school systems.

(d) The mediated-effects research design be utilised in similar school system leadership research studies.

Section 5.5 Implications for Policy and Practice

A major finding of this study was the extent to which the synergy of the relationship between the Consultant and Principals in a network augments the leadership influence of the Consultant. The implication of this finding is that Catholic school-system policy makers need to reconceptualise the role of the Consultant to be the network Catholic educational leader. The primary focus of the role needs to be collegial with close attention to the symbolic, cultural leadership based on Catholic identity of the schools and system and to empowering educational leadership. Quite clearly the network synergy between Consultant and Principals augments the original impetus, and so much more consideration needs to be paid to the Principals as co-leaders as well as to the Consultants.

A corollary of this implication would be the need to downsize maintenance management tasks or devolve to other persons so that the educational leadership role can be enhanced. New credentialling responsibilities for Catholic systems have led to the expectation of Consultants becoming able strategic management persons with particular emphasis on leading school renewal processes. An emerging issue is that of quality assurance in regard to Educational and School Outcomes and in Catholic systems Spiritual Outcomes. This need clearly extends the expectation that the Consultant be an educational leader. A sharper focus by Consultants on educational and spiritual outcomes is only possible if some routine management tasks are given to other persons so that more time and energy can be given to the learning and educational issues.

The enacted role of the Consultant and the use of time has absorbed human resource management functions, system task force responsibilities, and symbolic leadership responsibilities representing the system in a way congruent with the Queensland experience of District Directors as reported by Cranston and Jarzabkowski (2000). The particular human resource function of performance management or appraisal of Principals was a source of alienation for 50% of Principals in this study. As reported there was some lowering of trust in Consultants as a consequence of quality assurance processes. In addition, the descriptive data showed that in two diocesan school systems that Consultants were not engaged in performance appraisal of Principals. This study's findings imply the need for overhaul of the range of responsibilities of Consultants and a clear focus on primary functions. Other management issues such as industrial relations and facilities management may have to be devolved. There are also implications for the recruitment and selection of Consultants.

In Section 4.7, descriptive results from Principals in two diocesan school systems suggested that the rapid turnover of Consultants bears attention. Workload issues were also mentioned. In the light of this study, the criteria for suitability of candidates should include an assessment of ability and proven record in interpersonal relationships, Catholic theological and spiritual background, educational leadership and strategic thinking.

Interpersonal relationship indicators as shown in this study include: credibility; caring leadership; confident leadership; communications leadership; collaborative style; authentic relationships; servant leadership, and attitude to power. The relevant factors in this study could form the basis of revised preliminary assessment

guides, and the applicant as well as at least five other Principals could score the candidate. The credibility scale could be extended to include previous experience as an effective Principal and demonstrated educational contribution. Catholic theological and spiritual background also underpinned recruitment criteria. Through consideration of formal studies, referees' comments and interview, selection panels would need to be convinced that applicants had a reasonably mature level of faith for the reason that transformative influence of Catholic leaders is assumed in the role description. Strategic thinking is associated with visionary leadership and as reported in the study directly influences Educational Outcomes. Some evidence of prior wider visioning, as discussed by D'Orsa (1994), would be of advantage in a person taking up system or network responsibilities. This does not preclude the need for further training or professional development.

Professional development of Consultants would follow as an implication of this study. This need is not easy to determine when the role itself continues to evolve. Several strands of professional development seem to be required. The first strand is Catholic Theology. This follows from the findings on Shared Catholic Leadership Mindset. Underpinning such concepts as Catholic community, Catholic leadership, and collaborative ministry are foundations such as a theology of Church as 'communion', and a theology of leadership (Cresp, 1998). The implications would be that updating for Consultants is essential. As well as prerequisites for the position, opportunities for updating including access to journal reading and recognition of distance education needs for rural Consultants would be important.

The second strand would be Catholic spirituality. The findings that Spiritual Outcomes are sought indicates that Consultants need not only the inner resources of their own faith or spiritual life but also a capacity to accompany others on their unfolding journey of faith. For this to be possible, strategies that need to be considered include opportunities for personal renewal, sabbatical experiences such as retreats, and the development of reflective practices such as journalling and prayer (Vaill, 1998). The third strand is that of relationship building skills. The findings of this study imply that the Consultant is a skilled pastoral carer, a mentor, a problem solver, a facilitator – in short a professional multi-skilled Consultant. Provision of workshops of the 'train-the-trainer' type seem to be an on the job possibility. Fourthly, the findings pointed out the need to develop educational leadership. Within this strand of development attention might be given to such issues as educational reform, the politicisation of education, management of change, curriculum development and assessment of Educational Outcomes.

A further implication of this study is the need for support systems for Consultants. Both the Consultants themselves and the school system Directors need to take responsibility for establishing and sustaining support systems. As the results reported in Section 4.7 suggest, Consultants are called on to provide pastoral care for Principals and staff in times of personal and professional stress, are themselves at times overworked, and, at least in rural areas, at times isolated and frustrated in access to clerical support. For these reasons, strategies of support Consultants need to be addressed. Among these strategies it is recommended that:

(a) Access to emotional support services such as counselling and mentor counsellors or professional supervision be available.
(b) Adequate and facilitative clerical support services be provided.

(c) Information technology be harnessed to provide ready access to schools and to the office and other professional services.
(d) Peer learning networks be promoted across and within diocesan school systems which may include conferencing, teleconferencing, and short – term exchange experiences.
(e) Research services be accessible.

Other implications arising from the study include career planning and advice for Consultants. The potential for modelling teams where the Consultant is the team leader of advisers needs consideration. One of the major findings of this study is that the synergy generated from shared leadership responsibility is at the core of the Consultant-Principal relationship. This eases the workload of Consultants and models to Principals the potential energy of developing functioning school executives.

The broader implications beyond Catholic Education systems need to be canvassed. Manefield's (1993) critique of the New South Wales Cluster Director as educational reformer instead of manager, and Cranston and Jarzabkowski's (2000) review of Queensland District Directors as colleagues, quality assurance agents and managers overlap with this study. Exchange of information across systems may fast-track some aspects of more effective restructuring of middle-level system leadership.

The recommendations can be thus summarised:

(a) Catholic school system policy makers reconceptualise the role of the Consultant as a network educational leader with a primary focus on developing collegial links with Principals, and on the promotion of quality Catholic educational outcomes.
(b) Some routine management tasks of Consultants be devolved to other system personnel.
(c) Directors of Catholic school systems ensure that summative performance appraisal and contract renewal of Principals are managed by personnel other than the Consultant with whom a Principal is usually associated.
(d) Criteria for selection of Consultants include: ability; a proven record of interpersonal professional relationships; credibility; Catholic theological and spiritual background; demonstrated educational leadership and strategic thinking.
(e) Professional development of Consultants focus on Catholic theological and spiritual development, educational leadership, strategic thinking, interpersonal skills, and specialised consultancy multi-skilled development.
(f) Directors of Catholic school systems ensure that support systems for Consultants be established and maintained.
(g) Career planning and advice for Consultants be undertaken in which the Consultant and the Director each take appropriate responsibility.
(h) Networking of Consultants and Principals be promoted having regard to the size of the network, the synergy and modelling of shared leadership.

Section 5.6 Implications for Further Research

In the light of this study, several implications for future research are identified and briefly discussed. It would be helpful to conduct further qualitative research with Consultants, Principals and system Directors to see how the findings might better inform practice. If the different perceptions of Consultants and Principals led to different explanatory models, there needs to be refinement on the focus of the Consultant's role and the priorities of attention.

Further research in employing experimental and quasi-experimental designs would be desirable. The use of structural equation modelling analysis could be extended to multilevel analysis.

It is noted that each of the ten Leadership scales was tested separately using confirmatory factor analysis. While this method of analysis may legitimately suggest construct validity, this procedure cannot be taken as conclusive. Further analyses of the psychometrics of the TLP instrument is therefore recommended for future research.

Within the limitations of the scope of this study, it was not possible to fully examine the finding that the self-assessments of Consultants tended, overall, to be higher on average than assessments by others. A logical next step would be to examine in detail the differences between those who were consistent in self and others' perceptions and those who were not. Having regard to the various typologies explored by Rosenbach, Sashkin and Harburg (1996), it is recommended that future research examine the consistent and inconsistent self - other assessments of leadership profiles and the association with relation and outcome variables.

Future research could be extended to other populations of middle-level school system leaders, including Catholic School Consultants in other Australian states, as well as District Superintendents or their equivalents in other school systems. This would further test the validity of the findings of this study and the extent to which these can be generalised. The instruments developed for this study could be used directly or in a modified form. The Reward Equity scale could be deleted and the Follower-centred scale modified. The Shared Catholic Leadership Mindset could be modified to meet the ideological differences of other school systems. In the light of the exploratory findings about other outcomes such as school system processes, further outcome measures should be developed. Examples based on this study include the development of scales on school executive, implementation of school renewal processes, Principal's level of satisfaction with performance management, and Principal's commitment to the system.

Based on the mediated-effects of this study, future research could be undertaken on the leadership profile of Directors, the relationship between Directors and Consultants and other Office personnel and Principals, and the outcomes directly or indirectly influenced by Directors. At the school level, similar research could be pursued on the Principals' leadership profiles, the relationship between Principal and executive and between Principal and staff, and various outcomes. The potential expanded use of shared leadership teams is attractive for the reason that it is difficult to recruit Principals, but the possibility of other persons 'doing the leadership' seems to be under-utilised.

Research centres at Graduate Schools of Management, Universities and the Australian Council for Educational Research could extend the use of this leadership instrumentation across the human services sectors. As part of future development, information on item banks and factor banks could be generated from such centres. The findings of this study in regard to the use of mediated-effects designs to leadership studies research need to be disseminated to those with an interest in the research community and those in the professional field.

The recommendations can be thus summarised:

(a) Further qualitative research be undertaken to better understand the different perceptions of Principals and Consultants on the leadership influence of Consultants.
(b) Further research using structural equation modelling be extended to include multilevel modelling.
(c) Further analyses of the psychometrics of the TLP instrument be undertaken.
(d) Future research examine the consistent and inconsistent self - other assessments of leadership profiles and the association with relation and outcome variables.
(e) This form of research be replicated for Catholic school system Consultants in other Australian states, and for District Superintendents of their equivalents in other school systems.
(f) This form of research be applied at the level of school system Directors with relation to other Office personnel, and similarly to school Principals with relation to school executive and staff.
(g) Future research extend the conceptual frameworks for networked systems such as Principals and Consultants in shared leadership relations.
(h) Research centres promote the use of this form of leadership survey research across the human service sector.

Section 5.7 Summary of Recommendations

It is recommended that:

5.4(a) The results of this study be disseminated to Catholic school system Consultants and Principals, Directors of Catholic school systems, and to the research community.

5.4(b) The Leadership Profile be used in Australian school education system research.

5.4(c) The Relation and Outcomes scales be used in research in Australian Catholic school systems.

5.4(d) The mediated-effects research design be utilised in similar school system leadership research studies.

5.5(a) Catholic school system policy makers reconceptualise the role of the Consultant as a network educational leader with a primary focus on developing collegial links with Principals and on the promotion of quality Catholic educational outcomes.

5.5(b) Some routine management tasks of Consultants be devolved to other system personnel.

5.5(c) Directors of Catholic school systems ensure that summative performance appraisal and contract renewal of Principals are managed by personnel other than the Consultant with whom a Principal is usually associated.

5.5(d) Criteria for selection of Consultants include ability and proven record of interpersonal professional relationships, credibility, Catholic theological and spiritual background, demonstrated educational leadership and strategic thinking.

5.5(e) Professional development of Consultants focus on Catholic theological and spiritual development, educational leadership, strategic thinking, interpersonal skills, and specialised consultancy multi-skilled development.

5.5(f) Directors of Catholic school systems ensure that support systems for Consultants be established and maintained.

5.5(g) Career planning and advice for Consultants be undertaken in which the Consultant and the Director each take appropriate responsibility.

5.5(h) Networking of Consultants and Principals be promoted having regard to the size of the network, the synergy and modelling of shared leadership.

5.6(a) Further qualitative research be undertaken to better understand the different perceptions of Principals and Consultants on the leadership influence of Consultants.

5.6(b) Further research using structural equation modelling be extended to include multilevel modelling.

5.6(c) Further analyses of the psychometrics of the TLP instrument be undertaken.

5.6(d) Future research examine the consistent and inconsistent self - other assessments of leadership profiles and the association with relation and outcome variables.

5.6(e) This form of research be replicated for Catholic school system Consultants in other Australian states, and for District Superintendents of their equivalents in other school systems.

5.6(f) This form of research be applied at the level of school system Directors with relation to other Office personnel, and similarly to school Principals with relation to school executive and staff.

5.6(g) Future research extend the conceptual frameworks for networked systems such as Principals and Consultants in shared leadership relations.

5.6(h) Research centres promote the use of this form of leadership survey research across the human service sector.

5.8 Concluding Remarks

This Chapter brought together a resume of the theoretical framework of this study in the light of the literature review. The findings of the study were summarised and discussed. The conclusions reached were that leadership could be reconceptualised in terms of leadership as relationship, and that traditional leadership theory could be augmented by use of the interpersonal relationships and cultural meaning shared between adjacent levels of leadership. From a research perspective, new instrumentation was developed and validated in this study. The use of a mediated-effects design was justified by the results. Unexpectedly, an alternative direct-effects design was found to be evident because of the different perceptions of Consultants and Principals in this case study of Catholic school system leaders. The implications for the professional field and for future research were identified and assessed.

Within the past thirty years, Catholic education within New South Wales and Australia has become highly systematised. Externally this is recognised by Governments and statutory authorities. Internally, Catholic school systems have been like adolescents searching for identity. The current Catholic school systems are

young organisations. The changing composition of their workforce from religious to lay Catholic educators has been part of a process of redefining identity. The increasing enrolments provide evidence of the impact of the schools on the community, even though the challenge of a changing clientele, including increasing numbers of 'unchurched' parents, raises fundamental questions about the Catholic nature of the organisations. These changes are taking place in a changing Church of a post post-Vatican II theology, culture and practice. The critical need for clear leadership and direction on the threshold of the third millenium is apparent to many.

This study has shown that one group of leaders, Catholic Schools Consultants, play a vital part in linking local Catholic school communities and the wider Diocesan school system. The basis of the Consultants' influence is found in the strong relationships forged with Principals and the shared value base of Consultants and Principals. There is evidence that the influence of Consultants on outcomes is direct and more indirect. The synergy generated when Consultants and Principals work together is considerable. This shift of understanding from leadership as individual to relational suggests that collaborative models of leadership have considerable potential as a networked world of the twenty-first century takes shape.

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Appendix A

Sample Role Statement of Consultants

CEO Sydney

POSITION TITLE: **Regional Consultant**

REPORTS TO: **Regional Director**

DATE: **March 1997**

BASIC ROLE PURPOSE:

The position exists in the context of the Sydney Catholic Schools *Towards 2005* Strategic Management Plan, to enhance the quality of Catholic Education through the growth and development of a regional cluster of Catholic school communities while at the same time fostering and promoting a cohesive Archdiocesan school system. The Regional Consultant is accountable to the Executive Director of Schools through the Regional Director and has delegated authority from the Executive Director of Schools in carrying out the role encompassed in the following principal accountabilities.

PRINCIPAL ACCOUNTABILITIES:

1.0 Enhances the quality of school/system leadership within the Region, in accordance with the corporate vision of Catholic Education as expressed in the Sydney Catholic Schools *Towards 2005* Strategic Management Plan by:

1.1 providing pastoral and personal support to Principals and school executives;

1.2 contributing significantly to the selection and induction of Principals and executive staff;

1.3 providing professional development advice and feedback to Principals and executive staff;

1.4 facilitating the spiritual, personal and professional development of Principals and executive staff;

1.5 managing the effective implementation of the Personnel Performance Planning and Review, and Contract Renewal/Review-Consultation processes;

1.6 providing counsel and guidance on career matters to Principals, executive members and teachers, and identifying those with leadership potential.

2. Contributes to the growth of the religious dimension of schools within the Region by:

2.1 promoting the development and implementation of school policies, programs and procedures which reflect the spirit of the Gospels, the Archdiocesan Vision and Mission Statements and the *Towards 2005* Strategic Management Plan, and which publicly articulate the Catholicity of the schools;

2.2 supporting the work of RECs and Religious Education staffs in promoting the Archdiocesan Religious Education program and its implementation in schools;

2.3 fostering effective links between schools, parents, pastors and parishes;

2.4 assisting school executives to foster the spiritual development of staff;

2.5 assisting Principals and staffs to review on a regular basis the quality of the pastoral care programs and practices within the school communities.

3.0 Promotes quality teaching and learning in schools within the Region by:

3.1 acquiring a thorough knowledge of each school and its educational needs;

3.2 facilitating opportunities for staff professional development;

3.3 fostering and promoting excellence in teaching/learning strategies and programs for all students;

3.4 co-ordinating and supervising advisory services from the Regional office;

3.5 facilitating an understanding of current curriculum developments at the school and Office levels;

3.6 contributing to the processes of School Review and Development, as detailed in Archdiocesan policy;

3.7 leading the implementation of the System Educational Audit;

3.8 ensuring Primary schools meet Registration requirements and Secondary schools meet Registration and Accreditation requirements (as set out in the Education Reform Act, 1990).

4.0 Assists in the effective management of resources within the Region by:

4.1 determining appropriate staffing allocations for schools;

4.2 co-ordinating the process of redeployment of staff in the Region as required;

4.3 managing school rationalisation projects as required;

4.4 participating in development, redevelopment and school capital projects within the Region as required;

4.5 co-ordinating the provision of Special Programs resources within the Region as required;

4.6 monitoring the implementation of financial audit recommendations.

5.0 Contributes to the development of sound legal and industrial practices within the Region by:

5.1 acting in a support and advisory capacity to Principals when school situations have legal and industrial implications;

5.2 providing, in close liaison with the Staff and Industrial Relations Officer, accurate advice to Principals in handling situations where a potential dispute is involved;

5.3 assisting the Principal as necessary in implementing Archdiocesan Grievance and Dispute-Handling procedures;

5.4 ensuring due process is followed in the implementation of Awards and the requirements of legislation relating to schools.

6.0 Fosters and promotes a cohesive Archdiocesan school system by:

6.1 acting as the "delegate of the Executive Director", as specific circumstances require;

6.2 ensuring system requirements are met in the leadership of the school;

6.3 interpreting and monitoring the implementation of Archdiocesan policies;

6.4 participating in system committees, working parties, task forces and projects, as required;

6.5 liaising with significant community groups and services to promote the interests of Catholic Education.

7.0 Contributes to the development of a cohesive Catholic Education Office staff community and an integrated Regional Office Team by:

7.1 demonstrating sensitive leadership;

7.2 contributing to/fostering positive staff relationships;

7.3 consulting and negotiating with relevant members of the CEO community as appropriate;

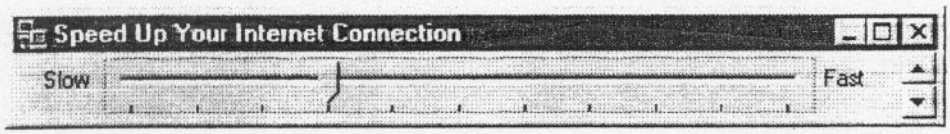
7.4 participating in and contributing to, the overall Mission of the Catholic Education Office;

7.5 contributing to the Regional Team's service to schools;

7.6 undertaking other relevant tasks as requested by the Executive Director of Schools and/or the Regional Director.

Regional Consultant **Approved by Brother Kelvin Canavan**

Approval



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Reply Reply All Forward Delete Previous Next Close

Dear Brother:

Please excuse my delay in response; it is the end of our term and things have been very busy. You of course have my permission to use my leadership instrument in your dissertation research. However, the LBQ (1996) is not the most current version; for somewhat over a year we have been using a new revision, "The Leadership Profile" (TLP). The reason was to add transactional leadership scales. The first two LBQ scales were combined into a single new communication behavior scale. The final two scales were combined into a single culture building scale. This allowed addition of two new scales, one assessing general management effectiveness and the other a measure of reward equity. Thus the new TLP still has ten scales and fifty items. I will send you by air a parcel of materials that describe all this in detail. Now, you may nonetheless wish to use the LBQ, because it has been used in US studies of leadership in schools and school districts while the TLP has not. The most relevant work for your purposes is that of Judith Endeman, who looked at visionary leadership of school district superintendents in California. If you are not familiar with that study I can send you information. Both the LBQ and TLP are available in optical scan form, which greatly facilitates research, and I can provide you with forms (the cost is US$75 for a ream of 500, which is the cost of printing). My colleague, Dr. William Rosenbach, would score the forms and send you a data disk. Depending on when your data is collected, he might be able to do this in Australia, as he consults with some organizations there and usually makes one or two trips each year. After you have reviewed the materials I am sending (which should arrive by the end of this coming week), please e-mail any questions you have. I am glad to provide whatever information, advice, and assistance I can.

Best Christmas wishes,

Marshall Sashkin

Reply Reply All Forward Delete Previous Next Close

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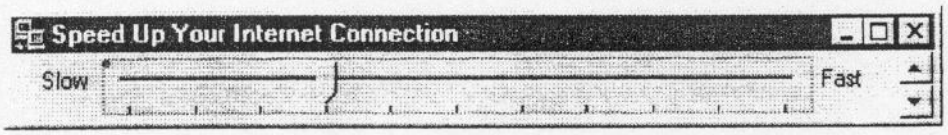

Dr. Marshall Sashkin
c/- HRD PRESS
32 Amherst Road
Amherst, MA 01002
USA
10 December 1998

Dear Dr. Sashkin,

Use of Visionary Leader (LBQ) in Research

I write as a doctoral candidate in education at Australian Catholic University, Strathfield, Sydney, Australia with the agreement of my supervisor, Assoc. Professor Charles Burford. I seek your permission to use the LBQ instrument (1996 edition as published by HRD Press) in my research. In s doing I agree to the stated conditions that I undertake to provide you with a copy of all data collected (in machine readable form) along with a copy of the completed and approved dissertation.

My research involves a study of thirty Area Administrators in Catholic School systems through New South Wales, Australia. These positions may be equivalent to Area Superintendents in American school districts. Each Area Administrator has line responsibility for twelve to fifteen principals and schools. This will approximately be the total population of such Administrators. I have had over thirt years experience in various positions as principal, director and superintendent. My research interest i grounded on mid nineties theory of leadership, which your work embraces both theoretically and methodologically. Presently, local interest in leadership succession, as well as weaving the pragmatic agenda of school reform with the new leadership understanding has motivated my research. As well a using your LBQ I intend to use an effects study which I am designing, based on the influence of Administrators on Principals.

I expect the study will include thirty to thirty five self reports from Area Administrators, and about fo hundred to four hundred and fifty other reports from principals. I would hope to carry out data collection in late March to the end of April 1999.

I would be assisted if you have additional norm information particularly on the Australian situation and/or in American school district studies. I have studied Felix D.L. (1997) UMI dissertation with considerable interest. However, no new norms were included in my edition. Is it possible that you could send me a copy of Sashkin, Rosenbach and Mueller 1994 paper on an Australian bank, and/or recommend a local contact?

I would be pleased to keep in contact from time to time. My particulars are:-

Brother Tony Whelan, 35 Anderson Street, Chatswood, NSW 2067
e mail: tonywhelan@s054.aone.net.au
phone (02) 9412 3221
fax (02) 9422 9377

Looking forward to a favorable response
Yours sincerely

Tony Whelan

Appendix C

Pretesting letter of invitation

Letter to Participants in Pre-Testing of Survey

Doctor of Education research topic:

Leadership for Twenty-first Century: A research study of Catholic Schools Consultants in Catholic School Systems.

Researcher: Br.Tony Whelan

Date:

Dear

I write about my research study into the leadership contribution of Catholic Schools Consultants in Catholic Schools systems and their relationship with school Principals in making a difference to our schools. As the major part of the study, I intend to conduct a survey of Catholic Schools Consultants and of Principals in the schools that are associated with each Catholic Schools Consultant.

Though this letter I now invite you to participate in the PRE-TESTING of the survey instrument. For the purpose of pretesting, I am asking you to complete the whole instrument as though you were a **Consultant / Principal**. I have equal numbers in this prestesting group taking both roles. I ask you to record the time it took to complete the whole exercise. I am also requesting that, after you have completed the questionnaire, you spend some time reflecting on a few matters on which I am seeking your feedback. You can record your thoughts on the instrument itself {even using a different coloured biro} or on notepaper. I will phone you to arrange a meeting with you to discuss. So please DO NOT send me the survey by post at this stage. I would collect at the time of the meeting.

With this letter you will receive a copy of the questionnaire. In addition, I have enclosed an extract from a letter that the Consultants would have received prior to completing the survey. As the computerised answer sheet is not yet ready, I have enclosed a sample copy of the type you can use to record your answers.

Practical steps:
1. Complete the survey
2. And record the time you spent.
3. Take some time reflecting on your experience of the instrument.
4. Identify any difficulties you had in the process. How would a similar respondent handle this? The following aspects could be included: lack of clarity of item, inappropriateness of item, difficulty in language. Any such items could be asterisked in the column on right hand margin and suggested alterations noted.
5. Any observations on format?
6. Any other comments are welcome.

Extract from letter to Consultants:
This research addresses a vital area of Catholic Education. Our modern Catholic School systems are in organisational terms still young organisations. The contribution of a band of mainly lay leaders who contribute in a significant way to the development of our schools has so far been little recognised in any formal research. This study of your leadership contribution as Catholic Schools Consultants will benefit consultants, principals and directors in such areas as leadership succession, recruitment and professional development and realistic workloads for Consultants. For the purposes of the research, I have defined Catholic Schools Consultant as a Consultant, which refers to an Area Administrator, a Regional Consultant, or similar Education Officer with regional line responsibilities for some principals and schools.

Appreciating your interest and time for this exercise, I am keen to see you if at all possible in the next two weeks. I can then integrate the ideas, revise, and print the survey. I hope the main survey can then be administered.

Please phone if any other advice is needed.

Regards,

Tony Whelan
9 412 3221
tonywhelan@s054.aone.net.au

NOTES for Dr. Sashkin May 12, 1999

I acknowledge your agreement that I may use the Leadership Profile instrument for my project involving Catholic Schools Consultants (Superintendents) here in NSW Australia. I have taken up your suggestion that this instrument is more suitable for my purpose than the LBQ. I also thank you for the articles you mailed to me. I have also successfully downloaded the Doctoral Dissertations of Ernst, LC (1997) and Vona, MK, both of which I found helpful.

This inquiry results from my pretesting a total instrument including in one part the Leadership Profile. Generally the Leadership Profile appears to work. For the reasons of cultural difference and the fact that the population for my study is that of Principals and Consultants, I am seeking your advice on a few points. I am not intending to change the integrity of any of the scales.
Firstly, the term "people" could be changed to "school personnel".
Secondly, the term "organisation" could be changed to "diocesan school system".
I believe these local adaptations would not compromise the integrity of the instrument. Would this be acceptable?
Thirdly, in item 17 "can see" could read "acknowledge" for this application. Would you agree?
Most of the other comments I have received in pretesting can otherwise be adequately dealt with by me at the writing up stage.
A number of pretesters challenged "power and influence" in items 28,38 and 48. For some, in our Australian context, power through influence is acceptable. However, as this is a first use of the instrument here, I am reluctant to change as I like your explanation of this Follower-centred scale.
My supervisor, Associate Professor Charles Burford and I have discussed the above. I would welcome any reflections.
Should you be aware of your colleague Dr. Rosenbach visiting Sydney, I would be pleased to make contact. My phone number is 9412 3221.
I trust your own work is going well.
Regards,
Br Tony Whelan
Now successfully back on
email : tonywhelan@s054.aone.net.au

Subject: RE: Inquiry re the Leadership Profile instrument
Date: Wed, 12 May 1999 14:47:06 -0400
From: Marshall Sashkin <sashkin@gwis2.circ.gwu.edu>
To: Tony Whelan <tonywhelan@s054.aone.net.au>

Br. Tony,

Good to hear of your progress. The three specific changes you mention all make sense. The power/influence scale continues to be a concern, more in a practical than a theoretical sense. As you have seen from Ernst's dissertation (and as has been verified in research since), Scale 8 is really two factorially independent dimensions, one assessing "pro-social" power, the other directed at personalized (narcissistic) power. Eventually I will have to deal with this in terms of some further work on the instrument. Nonetheless, the scale(s) clearly do work. And, I think that the cross-cultural issues are minimal. Jill Conner, who graduates this month, completed a dissertation relating the perception of HRD executives by their superiors as "strategic partners," as related to their TLP scores. The sample was the entire worldwide organization of Procter & Gamble, and the TLP worked in that context. You might also take a look at the dissertation completed last year by Dr. Brad Lafferty.

Unfortunately, Bill Rosenbach has been to Australia/New Zealand and returned. Perhaps you can meet on his next trip.

I'm not sure if I sent you the most recent overview paper; just in case, I'll do so by e-mail attachment later this week. I will be pleased to provide whatever assistance I can in your doctoral research.

Best regards,

Marshall Sashkin

Marshall Sashkin
Professor of Human Resource Development
Graduate School of Education and Human Development
The George Washington University
2134 G Street, NW
Washington, DC 20052
(202) 994-8649 Fax: (202) 994-4928

Appendix E

Schools Consultant Questionnaire and Principal Questionnaire

E1 Schools Consultant Questionnaire

CATHOLIC SCHOOLS CONSULTANT LEADERSHIP
FOR THE TWENTY - FIRST CENTURY

Schools Consultant Questionnaire

Dear Schools Consultant,

I would like to invite you to participate in a survey of Catholic Schools Consultants and Principals currently being conducted throughout NSW and the ACT. The term Consultant refers to Area Administrator, Regional Consultant or similar Education Officer with regional responsibilities to principals.

This survey explores the important relationship between consultants and principals. While a number of research studies have looked at the leadership contribution of Catholic school principals, to date little recognition has been given through research to our consultants as leaders in our Catholic school systems.

Many local Catholic Schools Consultants have volunteered to participate in this study. Because of the relatively small population of consultants in NSW, I am also seeking the co-operation of all principals in the network of schools associated with each participating consultant to contribute to the study. About thirty minutes of your time is requested to complete this booklet. I would be grateful if you could complete the survey over the next few days and return it to me in the enclosed stamped-addressed envelope provided.

The topics in this survey address the leadership profile of the Consultant, the relationship between the Consultant and the School Principal and some possible ways the Consultant makes a difference to schools. There is also an opportunity to add other thoughts.

Your reply is confidential. As the questionnaire is anonymous, it will not be possible to identify individual consultants. An identification number on the front of the survey form enables a particular consultant identification number to be correctly associated with a set of schools. This identification is only used in the fashion of electoral roll verification so that all forms returned by principals can be correctly associated with a particular consultant whose identity is similarly coded but otherwise unknown to the researcher.

I value your reply and trust you will benefit from reflection on some leadership issues. Your participation will assist all consultants and indirectly enhance school and school system relationships. At the end of the project a written report of the findings will be provided to consultants.

May I thank you in anticipation for your assistance in this project. God bless your own leadership efforts on behalf of our Catholic schools.

Br. Tony Whelan
Australian Catholic University, Strathfield NSW 2135

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SECTION A: The Leadership Profile of the Catholic Schools Consultant

In this section, there is a series of statements that may describe some of the characteristics or behaviours of you as the Catholic Schools Consultant responsible for a network of schools. Think about how well each statement applies to you, having regard to your typical views and actions, and the results of your actions.

After each item please circle the response that best describes your opinion.

As a consultant, I:	Very Great Extent	Great Extent	Mod. Extent	Slight Extent	Little or No Extent
1. make sure school personnel have the resources they need to do a good job.	1	2	3	4	5
2. reward school personnel fairly for their efforts.	1	2	3	4	5
3. pay close attention to what others say.	1	2	3	4	5
4. can be relied on.	1	2	3	4	5
5. respect school personnel's differences.	1	2	3	4	5
6. create opportunities for school personnel to succeed.	1	2	3	4	5
7. act in ways that have impact.	1	2	3	4	5
8. enjoy making others obey my orders.	1	2	3	4	5
9. consider how a specific plan of action might be extended to benefit others.	1	2	3	4	5
10. encourage others to act according to the values and beliefs we share.	1	2	3	4	5
11. provide the information school personnel need to effectively plan and do their work.	1	2	3	4	5
12. recognize good performance with rewards school personnel value.	1	2	3	4	5
13. communicate a clear sense of priorities.	1	2	3	4	5
14. follow through on commitments.	1	2	3	4	5
15. show I care about others.	1	2	3	4	5
16. design situations that permit school personnel to achieve their goals.	1	2	3	4	5
17. can acknowldege the results of my actions.	1	2	3	4	5
18. expect others to obey without question.	1	2	3	4	5
19. concentrate on clear and short-term goals.	1	2	3	4	5
20. demonstrate that diocesan school system goals are my own.	1	2	3	4	5
21. help school personnel get the training they need to perform their jobs effectively.	1	2	3	4	5
22. express appreciation when school personnel perform well.	1	2	3	4	5

As a consultant, I:	Very Great Extent	Great Extent	Mod. Extent	Slight Extent	Little or No Extent
23. gain school personnel's attention, focusing on the important issue in a discussion.	1	2	3	4	5
24. keep promises.	1	2	3	4	5
25. show concern for the feelings of others.	1	2	3	4	5
26. involve others in new ideas and projects.	1	2	3	4	5
27. make a difference.	1	2	3	4	5
28. use power and influence to benefit others.	1	2	3	4	5
29. explain long-range plans and goals clearly.	1	2	3	4	5
30. support effective coordination by working cooperatively with others.	1	2	3	4	5
31. support and encourage school personnel to get the job done well.	1	2	3	4	5
32. know the rewards school personnel value.	1	2	3	4	5
33. listen for feelings as well as ideas.	1	2	3	4	5
34. act in ways consistent with my words.	1	2	3	4	5
35. treat others with respect, regardless of position.	1	2	3	4	5
36. help others learn from mistakes.	1	2	3	4	5
37. am confident in my own abilities.	1	2	3	4	5
38. seek power and influence to attain goals school personnel agree on.	1	2	3	4	5
39. express a vision that engages school personnel.	1	2	3	4	5
40. encourage school personnel to support their views and positions with concrete evidence.	1	2	3	4	5
41. make sure school personnel have clear and challenging goals.	1	2	3	4	5
42. make sure that school personnel know what to expect in return for accomplishing goals	1	2	3	4	5
43. am able to get complicated ideas across clearly.	1	2	3	4	5
44. can be trusted.	1	2	3	4	5
45. make others feel a real part of the diocesan school system.	1	2	3	4	5
46. give school personnel the authority they need to fulfill their responsibilities.	1	2	3	4	5
47. am in control of my life.	1	2	3	4	5
48. share power and influence with others.	1	2	3	4	5
49. have plans that extend over a period of several years or longer.	1	2	3	4	5
50. value action over maintaining the status quo.	1	2	3	4	5

SECTION B: Relationship of School Consultant with Principal

The following statements refer to aspects of your relationship as a Schools Consultant with the designated group of Principals in your network.

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree
51. I am respected by the principals as a professional educator.	1	2	3	4	5
52. I value being open with principals.	1	2	3	4	5
53. My influence on principals is through coercion.	1	2	3	4	5
54. I am supportive of the principals even when our views differ.	1	2	3	4	5
55. I believe that principals can reciprocate my trust in them.	1		2	3	4 5
56. Principals fear reprisal from my relationship with them.	1	2	3	4	5
57. Principals are aware of the trust I place in them.	1	2	3	4	5
58. My influence on principals is through persuasion.	1	2	3	4	5
59. Integrity is a major characteristic of the relationship between the principals and myself.	1	2	3	4	5
60. Principals are confident in disclosing information to me about their schools.	1	2	3	4	5
61. I feel that principals have good rapport with me.	1	2	3	4	5
62. Feedback from me helps principals clarify their educational vision.	1	2	3	4	5
63. Principals have some influence on decisions of the diocesan school system through me.	1	2	3	4	5
64. I create the conditions for empowering principals.	1	2	3	4	5
65. My critique of principals enhances their educational vision.	1	2	3	4	5
66. Our relationship is characterised by mutual service to each other.	1	2	3	4	5
67. The principals and I share a vision of what it means to be a Catholic community.	1	2	3	4	5
68. My relationship with each principal is the critical link for the diocesan school system.	1	2	3	4	5
69. I regard myself as an effective manager of a network of schools in our system.	1	2	3	4	5
70. I model the espoused values of the diocesan school system.	1	2	3	4	5

For each statement please indicate how strongly you agree or disagree as follows: -	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree
71. The principals and I are seen as co-leaders within the diocesan school system.	1	2	3	4	5
72. Our collaboration generates change within each school.	1	2	3	4	5
73. Our relationship is the key element in managing the balance of the school's and the diocesan school system's interest.	1	2	3	4	5
74. I see our relationship as collaborative ministry within the church.	1	2	3	4	5
75. Humour is an important part of our relationship	1	2	3	4	5
76. High turnover of consultants has adversely affected the principals' relationship with the catholic school education office.	1	2	3	4	5
77. The workload of consultants adversely affects our relationships with principals.	1	2	3	4	5
78. The relationship between the consultant and the principal has progressively become more professional.	1	2	3	4	5
79. I believe the essential benefits of the relationship between the principals and myself could not be duplicated through external consultants.	1	2	3	4	5
80. The degree of trust in the consultant has weakened as new accountability requirements have been introduced.	1	2	3	4	5

SECTION C: Effects of Consultant on principals, the schools and the diocesan school system

The following statements describe some ways in which you as a schools consultant may affect the principals, schools, and the diocesan school system.

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree	Not Appl.
81. I am proud of the principals as leaders in the diocesan school system.	1	2	3	4	5	6
82. I have influenced the principals' understanding of leadership as a ministry of service.	1	2	3	4	5	6
83. I effectively supervise the principals in the implementation of system policies.	1	2	3	4	5	6
84. I advise principals effectively concerning the implementation of each school's mission statement.	1	2	3	4	5	6
85. I help the principals in managing situations with industrial implications.	1	2	3	4	5	6
86. Principals' spiritual energy is influenced by the way I integrate religious faith and professionalism.	1	2	3	4	5	6
87. I support principals in fostering the spiritual development of their staffs.	1	2	3	4	5	6
88. I would like to know that the principals' leadership of the schools has made a contribution to the good of the system.	1	2	3	4	5	6
89. My contribution as consultant is important to principals as they address issues of parental and/or community concern.	1	2	3	4	5	6
90. My relationship with the principals has helped them to empower the school executive members.	1	2	3	4	5	6
91. The spiritual meaning of principalship has been strengthened through my association with them.	1	2	3	4	5	6
92. I monitor the principals' workload generated in part by system demands.	1	2	3	4	5	6
93. I believe that principals feel part of the diocesan school system.	1	2	3	4	5	6
94. I challenge the school staff to focus on student learning.	1	2	3	4	5	6
95. The schools have benefited from my contribution to senior leadership selection in the school.	1	2	3	4	5	6

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree	Not Appl.
96. I recognise the uniqueness of each school.	1	2	3	4	5	6
97. My contribution as consultant is central to the implementation of school renewal processes.	1	2	3	4	5	6
98. My contribution has been important in the development of the Catholic identity of this school.	1	2	3	4	5	6
99. I have influenced the teachers' capacity to assist students with special needs.	1	2	3	4	5	6
100. I use quality assurance processes appropriately.	1	2	3	4	5	6
101. I help the staff see their school as a learning community.	1	2	3	4	5	6
102. I am an effective advocate for the schools' needs.	1	2	3	4	5	6
103. The staff perceives me as an agent of school reform.	1	2	3	4	5	6
104. I maintain a positive relationship with the priest(s) associated with this school.	1	2	3	4	5	6
105. I help the staff to see the wider diocesan dimension of school renewal.	1	2	3	4	5	6
106. I offer good career advice to senior staff at the school as prospective leaders in the system.	1	2	3	4	5	6
107. I am committed to the principle of subsidiarity.	1	2	3	4	5	6
108. I promote links between the system and the parishes.	1	2	3	4	5	6
109. I have been flexible in the interpretation of role depending on the needs of the school.	1	2	3	4	5	6
110. I make a difference to a cluster of schools for their long-term improvement.	1	2	3	4	5	6

SECTION D: BACKGROUND

The following background information will assist the researcher in clarifying whether there are different responses between such groups as primary and secondary principals and consultants. Kindly answer each item.

111. Are you … ?	**(1)** Male **(2)** Female
112. Are you in Age Group?	**(1)** 25 – 35 **(2)** 36 – 50 **(3)** 51 – 65
113. Total years in education…	
114. Total years as Principal…	
115. Number of years in your present position as Consultant…	
116. Total years as Consultant…	
117. The number of years working with the present network of schools…	
118. The type of network/cluster you lead...	**(1)** Primary **(2)** Secondary **(3)** Both

Thanks – But there are a few open-ended questions on the next sheet !

SECTION E: Open-ended Responses

119. Have you experienced any tension between being the 'supervisor/ appraiser' and the 'confidant/ mentor' of principals? Can you suggest how such tension might be resolved?

_____

_____

_____

_____

120. From your experience as an educational leader, what do you consider to be important in assisting principals?

_____

_____

_____

_____

121. Could you give some examples of the ways you have made an important difference to principals or to schools?

_____

_____

_____

_____

122. Should you wish to express any other views on leadership of consultants triggered by completion of this survey or otherwise please use the other side of this sheet.

_____

_____

_____

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

PLEASE ENCLOSE QUESTIONNAIRE AND RESPONSE SHEET IN STAMPED ADDRESSED ENVELOPE and forward to:

Br.Tony Whelan, Australian Catholic University,
C/- 35 Anderson Street, Chatswood, NSW 2067

Appendix E

E2 Principal Questionnaire

CATHOLIC SCHOOLS CONSULTANT LEADERSHIP
FOR THE TWENTY- FIRST CENTURY

Principal Questionnaire

Dear Principal,

I would like to invite you to participate in a survey of Catholic Schools Consultants and Principals currently being conducted throughout NSW and the ACT. The term Consultant refers to an Area Administrator, Regional Consultant or similar Education Officer with regional responsibilities to Principals.

This survey explores the important relationship between consultants and principals. While a number of research studies have looked at the leadership contribution of Catholic school Principals, to date little recognition has been given through research to our consultants as leaders in our Catholic school systems.

Your local Catholic Schools Consultant has volunteered to participate in this study. Because of the relatively small population of consultants in NSW, I am seeking the co-operation of all principals in the network of schools associated with each participating Consultant to contribute to the study. About thirty minutes of your time is requested to complete this booklet. I would be grateful if you could complete the survey over the next few days and return it to me in the enclosed stamped-addressed envelope provided.

The topics in this survey address the leadership profile of the Consultant, the relationship between the Consultant and the school Principal and some possible ways the Consultant makes a difference to schools. There is also an opportunity to add other views.

Your reply is confidential. As the questionnaire is anonymous, it will not be possible to identify individual principals. An identification number on the front of the survey form enables a consultant identification number to be correctly associated with a particular set of schools. This identification is only used in the fashion of electoral roll verification so that all forms returned can be correctly associated with a particular consultant whose identity is similarly coded but otherwise unknown to the researcher.

I value your reply and trust you will benefit from reflection on some leadership issues. Your participation will assist consultants and indirectly enhance school and school system relationships. At the end of the project a written report of the findings will be provided to principals.

May I thank you in anticipation for your assistance in this project. God bless your own leadership efforts in our Catholic schools.

Br. Tony Whelan
Australian Catholic University, Strathfield NSW2135

Office Use Only					

SECTION A: The Leadership Profile of the Catholic Schools Consultant

In this section, there is a series of statements that may describe some of the characteristics or behaviours of the Catholic Schools Consultant responsible for your school. Think about how well each statement applies to your present Consultant, having regard to that person's typical views and actions, and the results of those actions.

After each item please circle the response that best describes your perception of the Consultant.

This consultant:	**Very Great Extent**	**Great Extent**	**Mod. Extent**	**Slight Extent**	**Little or No Extent**
1. makes sure school personnel have the resources they need to do a good job.	1	2	3	4	5
2. rewards school personnel fairly for their efforts.	1	2	3	4	5
3. pays close attention to what others say.	1	2	3	4	5
4. can be relied on.	1	2	3	4	5
5. respects school personnel's differences.	1	2	3	4	5
6. creates opportunities for school personnel to succeed.	1	2	3	4	5
7. acts in ways that have impact.	1	2	3	4	5
8. enjoys making others obey her or his orders.	1	2	3	4	5
9. considers how a specific plan of action might be extended to benefit others.	1	2	3	4	5
10. encourages others to act according to the values and beliefs we share.	1	2	3	4	5
11. provides information school personnel need to effectively plan and do their work.	1	2	3	4	5
12. recognizes good performance with rewards school personnel value.	1	2	3	4	5
13. communicates a clear sense of priorities.	1	2	3	4	5
14. follows through on commitments.	1	2	3	4	5
15. shows he or she cares about others.	1	2	3	4	5
16. designs situations that permit school personnel to achieve their goals.	1	2	3	4	5
17. can acknowledge the results of her or his actions.	1	2	3	4	5
18. expects others to obey without question.	1	2	3	4	5
19. concentrates on clear and short-term goals.	1	2	3	4	5
20. demonstrates that diocesan school system goals are her or his own.	1	2	3	4	5

This consultant:	Very Great Extent	Great Extent	Mod. Extent	Slight Extent	Little or No Extent
21. helps school personnel get the training they need to perform their jobs effectively.	**1**	**2**	**3**	**4**	**5**
22. expresses appreciation when school personnel perform well.	**1**	**2**	**3**	**4**	**5**
23. gains school personnel's attention, focusing on the important issue in a discussion.	**1**	**2**	**3**	**4**	**5**
24. keeps promises.	**1**	**2**	**3**	**4**	**5**
25. shows concern for the feelings of others.	**1**	**2**	**3**	**4**	**5**
26. involves others in new ideas in new ideas and projects.	**1**	**2**	**3**	**4**	**5**
27. makes a difference.	**1**	**2**	**3**	**4**	**5**
28. uses power and influence to benefit others.	**1**	**2**	**3**	**4**	**5**
29. explains long-range plans and goals clearly.	**1**	**2**	**3**	**4**	**5**
30. supports effective coordination by working cooperatively with others.	**1**	**2**	**3**	**4**	**5**
31. supports and encourages school personnel to get the job done well.	**1**	**2**	**3**	**4**	**5**
32. knows the rewards school personnel value.	**1**	**2**	**3**	**4**	**5**
33. listens for feelings as well as ideas.	**1**	**2**	**3**	**4**	**5**
34. acts in ways consistent with her or his words.	**1**	**2**	**3**	**4**	**5**
35. treats others with respect, regardless of position.	**1**	**2**	**3**	**4**	**5**
36. helps others learn from mistakes.	**1**	**2**	**3**	**4**	**5**
37. is confident in her or his own abilities.	**1**	**2**	**3**	**4**	**5**
38. seeks power and influence to attain goals school personnel agree on.	**1**	**2**	**3**	**4**	**5**
39. expresses a vision that engages school personnel.	**1**	**2**	**3**	**4**	**5**
40. encourages school personnel to support their views and positions with concrete evidence.	**1**	**2**	**3**	**4**	**5**
41. makes sure school personnel have clear and challenging goals.	**1**	**2**	**3**	**4**	**5**
42. makes sure that school personnel know what to expect in return for accomplishing goals.	**1**	**2**	**3**	**4**	**5**
43. is able to get complicated ideas across clearly.	**1**	**2**	**3**	**4**	**5**
44. can be trusted.	**1**	**2**	**3**	**4**	**5**
45. makes others feel a real part of the diocesan school system.	**1**	**2**	**3**	**4**	**5**
46. gives school personnel the authority they need to fulfill their responsibilities.	**1**	**2**	**3**	**4**	**5**
47. is in control of his or her life.	**1**	**2**	**3**	**4**	**5**
48. shares power and influence with others.	**1**	**2**	**3**	**4**	**5**
49. has plans that extend over a period of several years or longer.	**1**	**2**	**3**	**4**	**5**
50. values action over maintaining the status quo.	**1**	**2**	**3**	**4**	**5**

SECTION B: Relationship of Schools Consultant with Principal:

The following statements refer to aspects of the relationship between your Consultant and you as Principal.

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree
51. I respect the consultant as a professional educator.	1	2	3	4	5
52. I value the consultant's openness with me.	1	2	3	4	5
53. The consultant's influence on me is through coercion.	1	2	3	4	5
54. The consultant is supportive of me even when our views differ.	1	2	3	4	5
55. I believe that I reciprocate the consultant's trust in me.	1	2	3	4	5
56. I fear reprisal from my relationship with the consultant.	1	2	3	4	5
57. I am aware of the trust placed in me by the consultant.	1	2	3	4	5
58. The consultant's influence on me is through persuasion.	1	2	3	4	5
59. Integrity is a major characteristic of the relationship between the consultant and myself.	1	2	3	4	5
60. I am confident in disclosing information to the consultant about the school.	1	2	3	4	5
61. I feel that I have good rapport with my consultant.	1	2	3	4	5
62. Feedback from the consultant helps me clarify my educational vision.	1	2	3	4	5
63. I have some influence on decisions of the system through my consultant.	1	2	3	4	5
64. The consultant creates the conditions for empowering me.	1	2	3	4	5
65. My educational vision is enhanced by the consultant's critique.	1	2	3	4	5
66. Our relationship is characterised by mutual service to each other.	1	2	3	4	5
67. The consultant and I share a vision of what it means to be a Catholic community.	1	2	3	4	5
68. The relationship with my consultant is the critical link for the diocesan school system.	1	2	3	4	5
69. I regard the consultant as an effective manager of a network of schools in our system.	1	2	3	4	5
70. My consultant models the espoused values of the diocesan school system.	1	2	3	4	5

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree		Neutral Opinion		Strongly Agree
71. The consultant and myself are seen as co-leaders within the diocesan school system.		2	3	4	5
72. Our collaboration generates change within this school.	1	2	3	4	5
73. Our relationship is the key element in managing the balance of the school's and the diocesan school system's interest.	1	2	3	4	5
74. I see our relationship as collaborative ministry within the church.	1	2	3	4	5
75. Humour is an important part of our relationship.	1	2	3	4	5
76. High turnover of consultants has adversely affected my relationship with the Catholic school education office.	1	2	3	4	5
77. The workload of consultants adversely affects their relationships with principals.	1	2	3	4	5
78. The relationship between the consultant and the principal has progressively become more professional.	1	2	3	4	5
79. I believe the essential benefits of the relationship between the consultant and myself could not be duplicated through external consultants.	1	2	3	4	5
80. The degree of trust in the consultant has weakened as new accountability requirements have been introduced.	1	2	3	4	5

SECTION C: Effects of consultant on principals, the schools and the diocesan school system.

The following statements describe some ways in which you as principal, your school, and the diocesan school system may be affected by your school consultant.

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree	Not Appl.
81. I am proud to be a leader in the diocesan school system.	1	2	3	4	5	6
82. My understanding of leadership as a ministry of service has been influenced by the consultant.	1	2	3	4	5	6
83. My implementation of system policies is effectively supervised by my consultant.	1	2	3	4	5	6
84. The consultant advises me effectively concerning the implementation of the school's mission statement.	1	2	3	4	5	6
85. The consultant helps me in managing situations with industrial implications.	1	2	3	4	5	6
86. My spiritual energy is influenced by the consultant's integration of religious faith and professionalism.	1	2	3	4	5	6
87. The consultant supports me in fostering the spiritual development of staff.	1	2	3	4	5	6
88. I would like to know that my leadership of the school has made a contribution to the good of the diocesan school system.	1	2	3	4	5	6
89. The contribution of the consultant is important to me as I address issues of parental and/or community concern.	1	2	3	4	5	6
90. My relationship with the consultant has helped me to empower the school executive members.	1	2	3	4	5	6
91. The spiritual meaning of my principalship has been strengthened through my association with the consultant.	1	2	3	4	5	6
92. The consultant monitors my workload generated in part by system demands.	1	2	3	4	5	6
93. I feel part of the diocesan school system.	1	2	3	4	5	6
94. The consultant challenges the staff to focus on student learning.	1	2	3	4	5	6
95. The school has benefited from the consultant's contribution to senior leadership selection in the school.	1	2	3	4	5	6

For each statement please indicate how strongly you agree or disagree:		Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree	Not Appl.
96.	The consultant recognises the uniqueness of this school.	1	2	3	4	5	6
97.	The contribution of the consultant is central to the implementation of school renewal processes.	1	2	3	4	5	6
98.	The consultant's contribution has been important in the development of the Catholic identity of this school.	1	2	3	4	5	6
99.	The consultant has influenced the teachers' capacity to assist students with special needs.	1	2	3	4	5	6
100.	The consultant uses quality assurance processes appropriately.	1	2	3	4	5	6
101.	The consultant has helped the staff see the school as a learning community.	1	2	3	4	5	6
102.	The consultant is an effective advocate for the school's needs.	1	2	3	4	5	6
103.	The staff perceives the consultant as an agent of school reform.	1	2	3	4	5	6
104.	The consultant maintains a positive relationship with the priest(s) associated with this school.	1	2	3	4	5	6
105.	The consultant helps the staff to see the wider diocesan dimension of school renewal.	1	2	3	4	5	6
106.	The consultant offers good career advice to senior staff at the school as prospective leaders in the system.	1	2	3	4	5	6
107.	The consultant is committed to the principle of subsidiarity.	1	2	3	4	5	6
108.	The consultant promotes links between the system and the parishes.	1	2	3	4	5	6
109.	The consultant has been flexible in the interpretation of role depending on the needs of the school.	1	2	3	4	5	6
110.	The consultant makes a difference to our cluster of schools in their long-term improvement.	1	2	3	4	5	6

SECTION D: BACKGROUND

The following background information will assist the researcher in clarifying whether there are different responses between such groups as primary and secondary principals and consultants. Kindly answer each item.

119. Are you?	**(1)** Male **(2)** Female
120. Are you in Age Group?	**(1)** 25 – 35 **(2)** 36 – 50 **(3)** 51 – 65
121. Total years in education	
122. Total years as Principal	
123. Number of years in your present position as Principal	
124. Number of years working with Consultants	
125. Number of years working with the present Consultant.	
126. The type of school you lead...	**(1)** Primary **(2)** Secondary **(3)** Both

Thanks – But there are a few open-ended questions on the next sheet!

SECTION E: Open-ended Responses

119. Have you experienced any tension between the Consultant being the 'supervisor/ appraiser'and the 'confidant/ mentor'? Can you suggest how such tension might be resolved?

120. From your experience of the consultant as an educational leader, what has been important to you?

121. Could you give some examples of the ways the Consultant has made an important difference to you or to your school?

122. Should you wish to express any other views on leadership of consultants triggered by completion of this survey or otherwise please use the other side of this sheet.

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

PLEASE ENCLOSE QUESTIONNAIRE AND RESPONSE SHEET IN STAMPED ADDRESSED ENVELOPE and forward to:

Br. Tony Whelan, Australian Catholic University,
C/- 35 Anderson Street, Chatswood, NSW 2067

Appendix F

Data Entry Program

Operating Guide:

1. Create a directory to prepare for your data entry.
   (Eg. MyData)
2. Copy the program 'entry.exe' from the floppy.
   Ie. $COPY A:entry.exe C:\MyData\.
3. Change Directory into the specific directory for data entry. If using file explore, just double click this file name 'entry.exe'.
4. The program will then display the copyright message and ask for a data file name. You need to name the data file within 8 character long. Eg. 'Leader1'. (You may need to name 'Leader2' for repeat entry.)
5. Then the program will ask for a 5-digit code. This program have validation to reject error condition if:
   - The entry is longer/shorter than 5 digits,
   - The entry contains any non-digit character.
6. Then the program prompt each question and ask for data entry. The operator has to key in one digit then follow a <Enter> key. No space character between the digit and <Enter> is allowed. The program will beep if you keyed in out of range or entered a character instead of a digit.
7. If you discover key in a wrong digit which has been accepted by the program (ie. Within the range), you can jump back by typing: "<3" and follow a <Enter> key. Then the program will bring you back 3 questions.
8. At the end of each page, a beep sound will remind you that you are in sync with the keying. If you discovered that your key-in is misaligned, you need to use the "<n" to jump back a few questions. You need to inspect each question from the book and key in the right data again. If you find that the answer was right, just type <Enter> will remain the old value.
9. At the end of the book, you will get a question to ask you to continue. If you want to continue, type in the according digit.
10. If you take a break and repeat the typing. You can use the same file name to continue. The data will append at the end of your last entered data.

Sample:

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Col. 1-5: Book code
Col. 7: Line number
Col. 11-80 Key in data, according to the position specified in the 'Cath.h' file.
If the operator keyed in <Enter> only, the program will assign '9' for no answer.
For those 2-digit answer(Q113-Q117), the program will assign a '0' for single digit answer.

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Appendix G

Descriptive Data for Schools Consultant and Principal

This material is presented in two parts:

G1 Descriptive data for Consultants' Responses

G2 Descriptive data for Principals' Responses

Appendix G

G1 *Descriptive data for Consultants' Responses.*
The raw data responses are formulated below for Consultants expressed in percentage terms. The number of Consultants who responded was N = 38

SECTION A: The Leadership Profile of the Catholic Schools Consultant

As a consultant, I:	Little or No Extent	Slight Extent	Mod. Extent	Great Extent	Very Great Extent
1. make sure school personnel have the resources they need to do a good job.	2.6	18.4	39.5	34.2	5.3
2. reward school personnel fairly for their efforts.	2.6	18.4	52.6	26.3	-
3. pay close attention to what others say.	-	-	18.4	50.0	31.6
4. can be relied on.	-	-	-	52.6	47.4
5. respect school personnel's differences.	-	-	10.5	57.9	31.6
6. create opportunities for school personnel to succeed.	-	7.9	36.8	47.4	7.9
7. act in ways that have impact.	-	2.6	28.9	57.9	10.5
8. enjoy making others obey my orders.	78.9	21.1	-	-	-
9. consider how a specific plan of action might be extended to benefit others.	-	2.6	18.4	63.2	15.8
10. encourage others to act according to the values and beliefs we share.	-	-	7.9	52.6	39.5
11. provide the information school personnel need to effectively plan and do their work.	-	2.6	13.2	65.8	18.4
12. recognize good performance with rewards school personnel value.	5.3	31.6	39.5	21.1	2.6
13. communicate a clear sense of priorities.	-	-	18.4	52.6	28.9
14. follow through on commitments.	-	-	2.6	52.6	44.7
15. show I care about others.	-	-	7.9	44.7	47.4
16. design situations that permit school personnel to achieve their goals.	2.6	2.6	39.5	55.3	-
17. can acknowledge the results of my actions.	-	2.6	18.4	73.7	5.3
18. expect others to obey without question.	89.5	10.5	-	-	-
19. concentrate on clear and short-term goals.	-	2.6	31.6	63.2	2.6
20. demonstrate that diocesan school system goals are my own.	-	-	18.4	63.2	18.4
21. help school personnel get the training they need to perform their jobs effectively.	-	2.6	28.9	60.5	7.9
22. express appreciation when school personnel perform well.	-	-	21.1	57.9	21.1

As a consultant, I:	Little or No Extent	Slight Extent	Mod. Extent	Great Extent	Very Great Extent
23. gain school personnel's attention, focusing on the important issue in a discussion.	-	2.6	26.3	63.2	7.9
24. keep promises.	-	-	2.6	60.5	36.8
25. show concern for the feelings of others.	-	-	5.3	55.3	39.5
26. involve others in new ideas and projects.	-	2.6	7.9	73.7	15.8
27. make a difference.	-	2.6	39.5	52.6	5.3
28. use power and influence to benefit others.	10.5	15.8	44.7	28.9	-
29. explain long-range plans and goals clearly.	-	-	31.6	63.2	5.3
30. support effective coordination by working cooperatively with others.	-	-	5.3	78.9	15.8
31. support and encourage school personnel to get the job done well.	-	-	13.2	73.7	13.2
32. know the rewards school personnel value.	2.6	13.2	47.4	36.8	-
33. listen for feelings as well as ideas.	-	-	10.5	68.4	21.1
34. act in ways consistent with my words.	-	-	2.6	73.7	23.7
35. treat others with respect, regardless of position.	-	-	2.6	44.7	52.6
36. help others learn from mistakes.	-	-	34.2	55.3	10.5
37. am confident in my own abilities.	-	-	34.2	57.9	7.9
38. seek power and influence to attain goals school personnel agree on.	42.1	26.3	21.1	10.5	-
39. express a vision that engages school personnel.	-	5.3	36.8	55.3	2.6
40. encourage school personnel to support their views and positions with concrete evidence.	-	5.3	47.4	44.7	2.6
41. make sure school personnel have clear and challenging goals.	-	2.6	39.5	50.0	7.9
42. make sure that school personnel know what to expect in return for accomplishing goals	2.6	23.7	60.5	13.2	-
43. am able to get complicated ideas across clearly.	-	2.6	42.1	42.1	13.2
44. can be trusted.	-	-	-	47.4	52.6
45. make others feel a real part of the diocesan school system.	-	-	13.2	68.4	18.4
46. give school personnel the authority they need to fulfill their responsibilities.	5.3	2.6	10.5	60.5	21.1
47. am in control of my life.	-	7.9	18.4	57.9	15.8
48. share power and influence with others.	2.6	7.9	15.8	60.5	13.2
49. have plans that extend over a period of several years or longer.	5.3	7.9	21.1	47.4	18.4
50. value action over maintaining the status quo.	-	2.6	7.9	68.4	21.1

SECTION B: Relationship of School Consultant with Principal

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree
51. I am respected by the principals as a professional educator.	-	-	2.6	71.1	26.3
52. I value being open with principals.	-	-	-	36.8	63.2
53. My influence on principals is through coercion.	63.2	31.6	2.6	-	2.6
54. I am supportive of the principals even when our views differ.	-	-	2.6	81.6	15.8
55. I believe that principals can reciprocate my trust in them.	-	-	2.6	60.5	36.8
56. Principals fear reprisal from my relationship with them.	68.4	28.9	2.6	-	-
57. Principals are aware of the trust I place in them.	-	-	2.6	71.1	26.3
58. My influence on principals is through persuasion.	5.3	5.3	28.9	47.4	13.2
59. Integrity is a major characteristic of the relationship between the principals and myself.	-	-	-	55.3	44.7
60. Principals are confident in disclosing information to me about their schools.	-	-	5.3	68.4	26.3
61. I feel that principals have good rapport with me.	-	-	-	60.5	39.5
62. Feedback from me helps principals clarify their educational vision	-	-	-	86.8	13.2
63. Principals have some influence on decisions of the diocesan school system through me.	-	5.3	13.2	76.3	5.3
64. I create the conditions for empowering principals.	-	5.3	15.8	57.9	21.1
65. My critique of principals enhances their educational vision.	-	-	18.4	73.7	7.9
66. Our relationship is characterised by mutual service to each other.	-	-	15.8	63.2	21.1
67. The principals and I share a vision of what it means to be a Catholic community.	-	-	5.3	78.9	15.8
68. My relationship with each principal is the critical link for the diocesan school system.	-	-	23.7	47.4	28.9
69. I regard myself as an effective manager of a network of schools in our system.	-	2.6	15.8	50.0	31.6
70. I model the espoused values of the diocesan school system.	-	-	5.3	71.1	23.7

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree
71. The principals and I are seen as co-leaders within the diocesan school system.	-	2.6	21.1	60.5	15.8
72. Our collaboration generates change within each school.	-	-	15.8	71.1	13.2
73. Our relationship is the key element in managing the balance of the school's and the diocesan school system's interest.	-	-	21.1	65.8	13.2
74. I see our relationship as collaborative ministry within the church.	-	-	5.3	47.4	47.4
75. Humour is an important part of our relationship.	-	-	2.6	55.3	42.1
76. High turnover of consultants has adversely affected the principals' relationship with the catholic school education office.	18.4	36.8	21.1	15.8	7.9
77. The workload of consultants adversely affects our relationships with principals.	-	36.8	18.4	21.1	23.7
78. The relationship between the consultant and the principal has progressively become more professional.	-	-	15.8	55.3	28.9
79. I believe the essential benefits of the relationship between the principals and myself could not be duplicated through external consultants.	-	2.6	2.6	34.2	60.5
80. The degree of trust in the consultant has weakened as new accountability requirements have been introduced.	10.5	47.4	23.7	10.5	7.9

SECTION C: Effects of Consultant on principals, the schools and the diocesan school system

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree	Not Applic
81. I am proud of the principals as leaders in the diocesan school system.	-	2.4	4.8	35.7	57.1	-
82. I have influenced the principals' understanding of leadership as a ministry of service.	-	-	21.4	66.7	9.5	2.4
83. I effectively supervise the principals in the implementation of system policies.	-	4.8	7.1	69.0	14.3	4.8
84. I advise principals effectively concerning the implementation of each school's mission statement.	-	9.5	19.0	66.7	4.8	-
85. I help the principals in managing situations with industrial implications.	-	-	7.1	57.1	28.6	7.1
86. Principals' spiritual energy is influenced by the way I integrate religious faith and professionalism.	-	9.5	33.3	47.6	7.1	2.4
87. I support principals in fostering the spiritual development of their staffs.	-	-	14.3	64.3	19.0	2.1
88. I would like to know that the principals' leadership of the schools has made a contribution to the good of the system.	-	-	2.4	42.9	52.4	2.4
89. My contribution as consultant is important to principals as they address issues of parental and/or community concern.	-	-	2.4	66.7	28.6	2.4
90. My relationship with the principals has helped them to empower the school executive members.	-	-	28.6	52.4	-	19.0
91. The spiritual meaning of principalship has been strengthened through my association with them.	-	2.4	31.0	54.8	9.5	2.4
92. I monitor the principals' workload generated in part by system demands.	-	11.9	21.4	61.9	4.8	-
93. I believe that principals feel part of the diocesan school system.	-	-	-	61.9	38.1	-
94. I challenge the school staff to focus on student learning.	-	9.5	16.7	40.5	33.3	-
95. The schools have benefited from my contribution to senior leadership selection in the school.	-	-	9.5	45.2	40.5	4.8
96. I recognise the uniqueness of each school.	-	-	-	35.7	64.3	-
97. My contribution as consultant is central to the implementation of school renewal processes.	-	4.8	9.5	50.0	35.7	-
98. My contribution has been important in the development of the Catholic identity of this school.	-	4.8	28.6	52.4	14.3	-
99. I have influenced the teachers' capacity to assist students with special needs.	-	14.3	28.6	42.9	9.5	4.8
100. I use quality assurance processes appropriately.	-	-	7.1	64.3	26.2	2.4
101. I help the staff see their school as a learning community.	-	2.4	16.7	59.5	21.4	-
102. I am an effective advocate for the schools' needs.	-	-	2.4	59.5	38.1	-
103. The staff perceives me as an agent of school reform.	-	7.1	40.5	45.2	7.1	-
104. I maintain a positive relationship with the priest(s) associated with this school.	-	2.4	2.4	71.4	19.0	4.8
105. I help the staff to see the wider diocesan dimension of school renewal.	-	2.4	23.8	54.8	19.0	-
106. I offer good career advice to senior staff at the school as	-	-	2.4	66.7	28.6	2.4

	prospective leaders in the system.						
107.	I am committed to the principle of subsidiarity.	-	2.4	2.4	52.4	40.5	2.4
108.	I promote links between the system and the parishes.	-	2.4	21.4	59.5	14.3	2.4
109.	I have been flexible in the interpretation of role depending on the needs of the school.	-	-	-	59.5	40.5	-
110.	I make a difference to a cluster of schools for their long-term improvement.	-	-	4.8	47.6	42.9	4.8

G2 Descriptive data for Principals' Responses.

The raw data responses are formulated below for Principals expressed in percentage terms. The number of Principals who responded was N = 365

SECTION A: The Leadership Profile of the Catholic Schools Consultant

This consultant:	Little or No Extent	Slight Extent	Mod. Extent	Great Extent	Very Great Extent
1. makes sure school personnel have the resources they need to do a good job.	15.0	18.0	40.6	22.6	3.8
2. rewards school personnel fairly for their efforts.	13.5	18.4	32.7	29.3	6.0
3. pays close attention to what others say.	1.1	6.0	31.2	36.8	24.8
4. can be relied on.	0.4	4.5	16.2	38.3	40.6
5. respects school personnel's differences.	0.8	6.4	19.2	50.4	23.3
6. creates opportunities for school personnel to succeed.	8.3	10.2	38.0	32.3	11.3
7. acts in ways that have impact.	3.8	16.5	35.0	29.3	15.4
8. enjoys making others obey her or his orders.	67.3	16.2	9.8	5.3	1.5
9. considers how a specific plan of action might be extended to benefit others.	2.6	10.5	30.1	42.9	13.9
10. encourages others to act according to the values and beliefs we share.	1.1	6.0	22.6	45.1	25.2
11. provides information school personnel need to effectively plan and do their work.	1.9	9.4	27.8	42.1	18.8
12. recognizes good performance with rewards school personnel value.	14.7	19.9	33.5	25.6	6.4
13. communicates a clear sense of priorities.	2.6	12.0	24.4	42.1	18.8
14. follows through on commitments.	1.5	5.6	11.7	45.1	36.1
15. shows he or she cares about others.	-	4.1	15.4	39.5	41.0
16. designs situations that permit school personnel to achieve their goals.	8.3	16.5	33.1	29.3	12.8
17. can acknowledge the results of her or his actions.	1.5	9.8	28.2	47.0	13.5
18. expects others to obey without question.	69.5	17.3	7.9	4.5	0.8
19. concentrates on clear and short-term goals.	3.4	11.3	42.1	36.5	6.8
20. demonstrates that diocesan school system goals are her or his own.	2.6	6.4	21.8	49.6	19.5

This consultant:	Little or No Extent	Slight Extent	Mod. Extent	Great Extent	Very Great Extent
21. helps school personnel get the training they need to perform their jobs effectively.	5.6	17.7	35.3	30.8	10.5
22. expresses appreciation when school personnel perform well.	5.3	7.5	24.8	41.7	20.7
23. gains school personnel's attention, focusing on the important issue in a discussion.	5.6	10.2	24.8	47.7	11.7
24. keeps promises.	0.4	4.5	11.3	48.1	35.7
25. shows concern for the feelings of others.	0.8	4.1	16.2	44.0	35.0
26. involves others in new ideas in new ideas and projects.	3.8	8.6	26.3	44.4	16.9
27. makes a difference.	7.1	12.0	24.8	33.5	22.6
28. uses power and influence to benefit others.	16.5	20.3	35.0	21.8	6.4
29. explains long-range plans and goals clearly.	6.0	13.2	30.8	34.6	15.4
30. supports effective coordination by working cooperatively with others.	2.6	10.2	24.4	42.5	20.3
31. supports and encourages school personnel to get the job done well.	3.4	10.5	25.9	42.1	18.0
32. knows the rewards school personnel value.	9.0	20.3	31.6	29.3	9.8
33. listens for feelings as well as ideas.	3.4	9.8	23.3	39.1	24.4
34. acts in ways consistent with her or his words.	0.8	4.9	16.9	48.9	28.6
35. treats others with respect, regardless of position.	-	3.4	13.5	40.6	42.5
36. helps others learn from mistakes.	4.5	9.4	33.1	39.5	13.5
37. is confident in her or his own abilities.	-	4.1	12.8	48.1	35.0
38. seeks power and influence to attain goals school personnel agree on.	34.6	20.3	29.3	12.0	3.8
39. expresses a vision that engages school personnel.	5.3	13.9	32.0	33.8	15.0
40. encourages school personnel to support their views and positions with concrete evidence.	5.3	13.2	32.7	38.0	10.9
41. makes sure school personnel have clear and challenging goals.	4.5	15.4	29.7	37.2	13.2
42. makes sure that school personnel know what to expect in return for accomplishing goals.	10.5	20.3	38.0	23.7	7.5
43. is able to get complicated ideas across clearly.	4.9	12.0	28.9	40.2	13.9
44. can be trusted.	1.9	4.9	14.7	30.1	48.5
45. makes others feel a real part of the diocesan school system.	1.9	6.8	28.2	41.7	21.4
46. gives school personnel the authority they need to fulfill their responsibilities.	1.9	9.0	19.5	44.4	25.2
47. is in control of his or her life.	0.8	3.0	11.7	52.3	32.3
48. shares power and influence with others.	4.9	9.0	27.8	43.6	14.7
49. has plans that extend over a period of several years or longer.	7.1	14.7	32.0	32.3	13.9
50. values action over maintaining the status quo.	3.8	11.3	25.2	44.4	15.4

SECTION B: Relationship of Schools Consultant with Principal:

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree
51. I respect the consultant as a professional educator.	1.2	4.1	8.0	34.8	51.9
52. I value the consultant's openness with me.	1.2	1.5	5.3	35.7	56.3
53. The consultant's influence on me is through coercion.	58.1	26.5	8.6	4.4	2.4
54. The consultant is supportive of me even when our views differ.	1.8	3.5	20.4	52.2	22.1
55. I believe that I reciprocate the consultant's trust in me.	1.2	1.5	5.9	48.7	42.8
56. I fear reprisal from my relationship with the consultant.	60.5	25.4	6.5	4.4	3.2
57. I am aware of the trust placed in me by the consultant.	1.8	1.8	8.8	44.2	43.4
58. The consultant's influence on me is through persuasion.	28.6	27.4	24.2	17.7	2.1
59. Integrity is a major characteristic of the relationship between the consultant and myself.	0.9	2.4	8.6	40.7	47.5
60. I am confident in disclosing information to the consultant about the school.	1.8	2.9	5.9	31.9	57.5
61. I feel that I have good rapport with my consultant.	1.2	1.8	4.4	36.9	55.8
62. Feedback from the consultant helps me clarify my educational vision.	1.8	4.4	13.6	43.1	37.2
63. I have some influence on decisions of the system through my consultant.	4.4	12.4	23.6	44.5	15.0
64. The consultant creates the conditions for empowering me.	3.2	12.4	22.1	44.0	18.3
65. My educational vision is enhanced by the consultant's critique.	2.4	8.0	21.8	48.4	19.5
66. Our relationship is characterised by mutual service to each other.	0.9	7.4	17.4	48.7	25.7
67. The consultant and I share a vision of what it means to be a Catholic community.	1.2	2.7	9.7	48.1	38.3
68. The relationship with my consultant is the critical link for the diocesan school system.	3.5	13.0	20.6	35.4	27.4
69. I regard the consultant as an effective manager of a network of schools in our system.	1.8	10.9	12.7	42.8	31.9
70. My consultant models the espoused values of the diocesan school system.	0.9	2.7	9.4	46.9	40.1

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree
71. The consultant and myself are seen as co-leaders within the diocesan school system.	4.1	14.2	24.2	45.7	11.8
72. Our collaboration generates change within this school.	2.7	12.4	18.3	51.6	15.0
73. Our relationship is the key element in managing the balance of the school's and the diocesan school system's interest.	4.1	15.3	28.9	38.9	12.7
74. I see our relationship as collaborative ministry within the church.	0.9	8.0	12.4	48.7	30.1
75. Humour is an important part of our relationship.	1.5	6.8	10.9	40.7	40.1
76. High turnover of consultants has adversely affected my relationship with the Catholic school education office.	25.7	36.9	24.8	8.6	4.1
77. The workload of consultants adversely affects their relationships with principals.	6.2	21.5	20.1	32.2	20.1
78. The relationship between the consultant and the principal has progressively become more professional.	1.5	6.2	25.7	52.8	13.9
79. I believe the essential benefits of the relationship between the consultant and myself could not be duplicated through external consultants.	3.2	9.7	17.4	27.4	42.2
80. The degree of trust in the consultant has weakened as new accountability requirements have been introduced.	21.8	40.1	22.4	10.3	5.3

SECTION C: Effects of consultant on principals, the schools and the diocesan school system.

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree	Not Applic
81. I am proud to be a leader in the diocesan school system.	0.6	0.6	0.9	15.4	81.8	0.6
82. My understanding of leadership as a ministry of service has been influenced by the consultant.	4.6	20.1	23.1	36.7	14.5	0.9
83. My implementation of system policies is effectively supervised by my consultant.	1.5	12.7	15.1	52.5	16.0	2.2
84. The consultant advises me effectively concerning the implementation of the school's mission statement.	3.4	16.0	25.0	38.9	13.9	2.8
85. The consultant helps me in managing situations with industrial implications.	1.9	6.5	8.6	36.7	38.6	7.7
86. My spiritual energy is influenced by the consultant's integration of religious faith and professionalism.	8.0	19.4	30.9	27.2	12.3	2.2
87. The consultant supports me in fostering the spiritual development of staff.	6.5	14.5	25.3	34.6	17.6	1.5
88. I would like to know that my leadership of the school has made a contribution to the good of the diocesan school system.	-	0.6	4.3	31.8	62.7	0.6
89. The contribution of the consultant is important to me as I address issues of parental and/or community concern.	1.2	7.4	10.5	41.0	39.2	0.6
90. My relationship with the consultant has helped me to empower the school executive members.	3.7	14.5	18.8	39.5	21.9	1.5
91. The spiritual meaning of my principalship has been strengthened through my association with the consultant.	5.2	21.3	29.3	28.1	14.5	1.5
92. The consultant monitors my workload generated in part by system demands.	7.7	30.9	23.5	26.2	6.5	5.2
93. I feel part of the diocesan school system.	0.3	1.9	4.0	32.7	59.3	1.9
94. The consultant challenges the staff to focus on student learning.	6.5	19.1	20.1	34.9	16.0	3.4
95. The school has benefited from the consultant's contribution to senior leadership selection in the school.	4.3	10.8	19.4	34.9	19.4	11.1

For each statement please indicate how strongly you agree or disagree:	Strongly Disagree	Disagree	Neutral Opinion	Agree	Strongly Agree	Not Applic
96. The consultant recognises the uniqueness of this school.	0.3	2.8	5.6	43.5	47.8	-
97. The contribution of the consultant is central to the implementation of school renewal processes.	4.6	11.1	14.5	40.4	26.9	2.5
98. The consultant's contribution has been important in the development of the Catholic identity of this school.	5.9	19.4	32.4	29.3	10.8	2.2
99. The consultant has influenced the teachers' capacity to assist students with special needs.	7.7	26.2	30.2	25.6	4.9	5.2
100. The consultant uses quality assurance processes appropriately.	2.5	8.3	31.8	40.1	12.0	5.2
101. The consultant has helped the staff see the school as a learning community.	5.2	16.0	26.5	37.7	12.0	2.5
102. The consultant is an effective advocate for the school's needs.	2.5	6.2	15.4	46.3	28.1	1.5
103. The staff perceives the consultant as an agent of school reform.	7.7	23.8	28.7	30.2	7.7	1.9
104. The consultant maintains a positive relationship with the priest(s) associated with this school.	1.2	5.2	21.0	42.9	26.5	3.1
105. The consultant helps the staff to see the wider diocesan dimension of school renewal.	4.0	14.2	24.4	42.0	13.3	2.2
106. The consultant offers good career advice to senior staff at the school as prospective leaders in the system.	3.7	12.7	23.8	39.5	15.7	4.6
107. The consultant is committed to the principle of subsidiarity.	1.2	6.5	32.7	41.0	16.7	1.9
108. The consultant promotes links between the system and the parishes.	2.5	18.5	26.5	34.3	15.4	2.8
109. The consultant has been flexible in the interpretation of role depending on the needs of the school.	1.2	5.2	13.9	54.6	23.8	1.2
110. The consultant makes a difference to our cluster of schools in their long-term improvement.	3.1	6.5	15.7	42.6	30.9	1.2

Appendix H

Syntax program : PRELIS ‘ Pre run’

```
!PRELIS RUN for Leadership Profile
DA NI=5 NO=365 MI=9 TR=LI
LA
  RQ6 RQ16 RQ26 RQ36 RQ46/
RA FI=SEMLEAD.DAT FO
 (T6,F1.0,T16,F1.0,T26,F1.0,T36,F1.0,T46,F1.0)
OU XB MA=PM PM=SEMLEAD.PML
```

Appendix J

Syntax program: LISREL ‘ Runlis’

```
!LISREL ANALYSIS of LEADERSHIP PROFILE
DA NI=5 NO=365 MA=PM
LA
RQ6 RQ16 RQ26 RQ36 RQ46

PM FI=SEMLEAD.PML
SE
1 2 3 4 5/
MO NX=5 NK=1 LX=FI TD=SY,FI PH=ST
FR LX 1 1 LX 2 1 LX 3 1 LX 4 1 LX 5 1
FR TD 1 1 TD 2 1 TD 2 2 TD 3 3 TD 4 4 TD 5 5
LK
Creative
PD
OU SE TV RS MI SS SC FS
```

Appendix K

Syntax program: LISREL Full structural equation model

The following lines were read from file C:\LISREL83\FIRSTONY.LPJ:

```
! This is Lisrel model for first order factors only.
DA  NI=15 NO=253 MA=CM
LA
LEAD1 LEAD2 LEAD3 LEAD4 LEAD5 LEAD6 LEAD7 LEAD8 LEAD9 LEAD10 REL1 REL2
EFF1 EFF2 EFF3
CM FI=C:\MYDOCU~1\SURVEY~1\TONYFIN.COV
SE
11 12 13 14 15 1 2 3 4 5 6 7 8 9 10/

MO NY=5 NX=10 NE=5 NK=10 LY=FU,FI LX=FU,FI BE=FU,FI GA=FU,FI PH=SY,FR PS=DI
TE=SY,FI TD=SY,FI
LE
CRE1 CRE2 CEE3 CEE4 CEE5
LK
CLK1 CLK2 CLK3 CLK4 CLK5 CLK6 CLK7 CLK8 CLK9 CLK10
FR GA 1 4 GA 2 7 GA 2 8 GA 3 6 GA 3 9 GA 4 6 GA 4 9 GA 5 6 GA 5 9 GA 2 1 GA 1 5
FR BE 3 2 BE 4 2 BE 5 2 BE 2 1 BE 3 5 BE 4 3 BE 1 2
VA 0.964 LY 1 1
VA 0.07  TE 1 1
VA 0.927 LY 2 2
VA 0.14  TE 2 2
VA 0.933 LY 3 3
VA 0.13  TE 3 3
VA 0.894 LY 4 4
VA 0.20  TE 4 4
VA 0.949 LY 5 5
VA 0.10  TE 5 5
VA 0.938 LX 1 1
VA 0.12  TD 1 1
VA 0.943 LX 2 2
VA 0.11  TD 2 2
VA 0.922 LX 3 3
VA 0.15  TD 3 3
VA 0.949 LX 4 4
VA 0.10  TD 4 4
VA 0.927 LX 5 5
VA 0.12  TD 5 5
VA 0.938 LX 6 6
VA 0.14  TD 6 6
VA 0.911 LX 7 7
VA 0.17  TD 7 7
VA 0.730 LX 8 8
```

VA 0.47 TD 8 8
VA 0.927 LX 9 9
VA 0.14 TD 9 9
VA 0.900 LX 10 10
VA 0.19 TD 10 10

PD
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Appendix L

Data by separate factors

In Section A of the questionnaire, respondents were asked to indicate the response that best described their perception of the Consultant. This report presents the responses grouped under each of the Factors identified through confirmatory factor analysis. Within Tables L1 to L10, for each item, the responses are expressed in percentages and reported for Consultants (C) and Principals (P). The following legend was used:

Little or no Extent = NE; Slight Extent = SE; Moderate Extent = ME; Great Extent = GE; Very Great Extent = VGE.

Capable Management

Table L1

Statement – This consultant	C P	NE	SE	ME	GE	VGE	
1. makes sure school personnel have the resources they need to do a good job	C	2.6	18.4	39.5	34.2	5.3	
	P	15.0	18.0	40.6	22.6	3.8	
11. provides information school personnel need to effectively plan and do their work	C		2.6	13.2	65.8	18.4	
	P	1.9	9.4	27.8	42.1	18.8	
21. helps school personnel get the training they need to perform their jobs effectively	C		2.6	28.9	60.5	7.9	
	P	5.6	17.7	35.3	30.8	10.5	
31. supports and encourages school personnel to get the job done well	C			13.2	73.7	13.2	
	P	3.4	10.5	25.9	42.1	18.0	
41. makes sure school personnel have clear and challenging goals	C		2.6	39.5	50.0	7.9	
	P	4.5	15.4	29.7	37.2	13.2	

Reward Equity

Table L2

Statement – This consultant	C P	NE	SE	ME	GE	VGE	
2. rewards school personnel fairly for their efforts	C	2.6	18.4	52..6	26.3		
	P	13.5	18.4	32.7	29.3	6.0	

12. recognises good performance with rewards school personnel value	C	5.3	31.6	39.5	21.1	2.6	
	P	14.7	19.9	33.5	25.6	6.4	
22. expresses appreciation when school personnel perform well	C			21.1	57.9	21.1	
	P	5.3	7.5	24.8	41.7	20.7	
32. knows the rewards school personnel value	C	2.6	13.2	47.4	36.8		
	P	9.0	20.3	31.6	29.3	9.8	
42. makes sure school personnel know what to expect in return for accomplishing goals	C	2.6	23.7	60.5	13.2		
	P	10.5	20.3	38.0	23.7	7.5	

Communications Leadership

Table L3

Statement – This consultant	C P	NE	SE	ME	GE	VGE	
3. pays close attention to what others say	C			18.4	50.0	31.6	
	P	1.1	6.0	31.2	36.8	24.8	
13. communicates a clear sense of priorities	C			18.4	52.6	28.9	
	P	2.6	12.0	24.4	42.1	18.8	
23. gains school personnel's attention, focusing on the important issue in a discussion	C		2.6	26.3	63.2	7.9	
	P	5.6	10.2	24.8	47.7	11.7	
33. listens for feelings as well as ideas	C			10.5	68.4	21.1	
	P	3.4	9.8	23.3	39.1	24.4	
43. is able to get complicated ideas across clearly	C		2.6	42.1	42.1	13.2	
	P	4.9	12.0	28.9	40.2	13.9	

Credible Leadership

Table L4

Statement – This consultant	C P	NE	SE	ME	GE	VGE	
4. can be relied on	C				52.6	47.4	
	P	0.4	4.5	16.2	38.3	40.6	
14. follows through on commitments	C			2.6	52.6	44.7	
	P	1.5	5.6	11.7	45.1	36.1	
24. keeps promises	C			2.6	60.5	36.8	
	P	0.4	4.5	11.3	48.1	35.7	
34. acts in ways consistent with her or his words	C			2.6	73.7	23.7	
	P	0.8	4.9	16.9	48.9	28.6	
44. can be trusted	C				47.4	52.4	

	P	1.9	4.9	14.7	30.1	48.5	

Caring Leadership

Table L5

Statement – This consultant	C P	NE	SE	ME	GE	VGE	
5. respects school personnel's differences	C			10.5	57.9	31.6	
	P	0.8	6.4	19.2	50.4	23.3	
15. shows he or she cares about others	C			7.9	44.7	47.4	
	P		4.1	15.4	39.5	41.0	
25. shows concern for the feelings of others	C			5.3	55.3	39.5	
	P	0.8	4.1	16.2	44.0	35.0	
35. treats others with respect, regardless of position	C			2.6	44.7	52.6	
	P		3.4	13.5	40.6	42.5	
45. makes others feel a real part of the diocesan school system	C			13.2	68.4	18.4	
	P	1.9	6.8	28.2	41.7	21.4	

Creative Leadership

Table L6

Statement – This consultant	C P	NE	SE	ME	GE	VGE	
6. creates opportunities for school personnel to succeed	C		7.9	36.8	47.4	7.9	
	P	8.3	10.2	38.0	32.3	11.3	
16. designs situations that permit school personnel to achieve their goals	C	2.6	2.6	39.5	55.3		
	P	8.3	16.5	33.1	29.3	12.8	
26. involves others in new ideas and projects	C		2.6	7.9	73.7	15.8	
	P	3.8	8.6	26.3	44.4	16.9	
36. helps others learn from mistakes	C			34.2	55.3	10.5	
	P	4.5	9.4	33.1	39.5	13.5	
46. gives school personnel the authority they need to fulfill their responsibilities	C	5.3	2.6	10.5	60.5	21.1	
	P	1.9	9.0	19.5	44.4	25.2	

Confident Leadership

Table L7

Statement – This consultant	C P	NE	SE	ME	GE	VGE	

7. acts in ways that have impact	C		2.6	28.9	57.9	10.5	
	P	3.8	16.5	35.0	29.3	15.4	
17. can acknowledge the results of her or his actions	C		2.6	18.4	73.7	5.3	
	P	1.5	9.8	28.2	47.0	13.5	
27. makes a difference	C		2.6	39.5	52.6	5.3	
	P	7.1	12.0	24.8	33.5	22.6	
37. is confident in her or his own abilities	C			34.2	57.9	7.9	
	P		4.1	12.8	48.1	35.0	
47. is in control of her or his life	C		7.9	18.4	57.9	15.8	
	P	0.8	3.0	11.7	52.3	32.3	

Follower – centred Leadership

Table L8

Statement – This consultant	C P	NE	SE	ME	GE	VGE	
8. enjoys making others obey her or his orders	C	78.9	21.1				
	P	67.3	16.2	9.8	5.3	1.5	
18. expects others to obey without question	C	89.5	10.5				
	P	69.5	17.3	7.9	4.5	0.8	
28. uses power and influence to benefit others	C	10.5	15.8	44.7	28.9		
	P	16.5	20.3	35.0	21.8	6.4	
38. seeks power and influence to attain goals school personnel agree on	C	42.1	26.3	21.1	10.5		
	P	34.6	20.3	29.3	12.0	3.8	
48. shares power and influence with others	C	2.6	7.9	15.8	60.5	13.2	
	P	4.9	9.0	27.8	43.6	14.7	

Supplementary Items on Follower – centred Leadership (not a factor)

Table L8.1 Perceptions by consultants and by principals on consultant's influence

Statement (text – principals' version)	C P	SD	D	N	A	SA	NA
53.The consultant's influence on me is through coercion	C	63.2	31.6	2.6		2.6	
	P	58.1	26.5	8.6	4.4	2.4	
58.the consultant's influence on me is through persuasion	C	5.3	5.3	28.9	47.4	13.2	
	P	28.6	27.4	24.2	17.7	2.1	
64.The consultant creates the conditions for empowering me.	C		5.3	15.8	57.9	21.1	
	P	3.2	12.4	22.1	44.0	18.3	