

## **INVESTIGATION OF THE PERCEPTIONS OF SUCCESSFUL LEADERSHIP HELD BY PRACTISING EDUCATORS IN THE UK ENGLISH LANGUAGE CENTRES**

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### **Abstract**

The concept of successful leadership in education is discussed extensively in the existing literature in the field. Yet, the question of what constitutes successful leadership in a narrow context remains disputable. This paper reports on a study which aimed to extend the existing paradigm of understanding of what makes leaders successful by exploring the perceptions of successful leadership held by researchers, principals, managers, middle managers, teaching and administrative staff in language schools in the North East of England. Statistical and thematic analyses was applied for data gained through questionnaires and semi-structured interviews. The findings identify leadership skills mostly attributed to a successful leader and provide possible reasons for why practising educators within UK language institutions choose these particular skills. It is concluded that perceptions of successful leadership depend on the context in which it occurs and that more studies of leadership skills in a narrower context are needed.

**Key words:** *successful leadership, leader skills, perceptions, language schools, education*

## Introduction

The concept of leadership is discussed extensively in the existing literature in the field (Schneider & Burton, 1999; Jentz & Wofford, 1979; Fullan, 2003; Goleman, 1998). While there is little consensus about the definition of leadership, the majority of theorists and practitioners seem to agree that leadership plays a crucial part in the success of any organization (Leithwood & Riehl, 2003; Bush, 2003).

Having agreed on the importance of good leadership practice for organizational success and development, the question of what constitutes successful leadership remains disputable. It seems that various authors (Bass, 1985; Yukl, 1999; Hyatt, 2007; Hollander, 1978; Beck, 1993; Bush, 2003; Foslett & Lumby, 2003) attribute different skill sets to successful leaders. Attempts to synthesize such opinions into leadership models were made by Leithwood, Jantzi & Steinbach, (1999) and Bush (2003), to name but a few. The models provide a useful frame for understanding leaders' skills; however, the major criticism is that while they are clear cut on paper, this is not always the case in real life.

In spite of all the difficulties and diversity of successful leadership attributes, one should not impede attempts to understand what makes leadership practice successful. While theorists and practitioners in a wider educational leadership field seek to understand the leadership concept from the top down, it is useful to investigate it from the bottom up. In other words, instead of depicting successful leaders in a wider educational context, it may be useful to narrow down the context to a particular institution. This will provide deeper insights not only into the elements contributing to successful leadership, but also into the reasons for the importance of those elements in

that particular context. In addition, it would be useful to compare the perceptions of successful leadership of practitioners in the set context to those of the present researcher and other academics in the field of education. Therefore, the aim of the study is to investigate the perceptions of successful leadership held by practising educators in UK English language centres. *The main research question* is: What qualities do practising educators in UK language centres attribute to a successful language school leader?

*The three sub-questions* the study aims to answer are:

1. Do the perceptions of practising educators in UK language centres differ from those of academics in a wider educational field and from my own beliefs about successful leadership skills?
2. What are the most common skills attributed to language school leadership success?
3. What are the possible reasons for choosing particular leadership skills by practising educators within UK language institutions?

## **Literature Background**

*What qualities are mainly attributed to a successful leader?*

A definition of leadership has been attempted by many authors (Bennis and Nannus, 1985; Foskett and Lumby, 2003; Leithwood and Riehl, 2003). The definitions vary depending on the skills and qualities attributed to leaders. While some agree that there is no correct definition and that it 'is arbitrary and very subjective' (Yukl, 2002:28), others (Schneider & Burton, 1999; Jentz & Wofford, 1979; Fullan, 2003; Goleman, 1998) continue to attempt to identify the concept. These attempts to

extract qualities which make a leader successful have resulted in various recipes for successful leadership. It lies beyond the scope of this particular study to cover all of the existing opinions due to their variety and complexity. Thus, rather than attempting to present all of them, it is perhaps more beneficial to focus on the most commonly discussed views which serve as the theoretical background for the conducted study. The most frequently presented opinions about successful leaders' qualities were synthesized by Pykhtina (2008). This synthesis presents the most widely spread opinions which are linked to 9 models of leadership: managerial, instructional, transformational, participative, interpersonal, transactional, post-modern, contingent and moral (Hallinger, 1992).

According to Leithwood and Riehl (2003), the ability to *set direction and develop people and the organization* is especially important for the success of a leader. Bush (2003) and Bass (1985) share this opinion but stress the leader's ability to have a *clear vision*. This idea is taken further by Beck (1993), who claims that a leader should have *multiple visions* and be able to take into account diverse cultural meanings.

However, Bush (2003:186) argues that the success of a leader can hardly be limited to a vision only, but also depends on the leader's managerial skills: 'When vision and mission have been defined, and goals agreed, they have to be converted into strategic and operational management'. A similar opinion is expressed by Bennis and Nannus (1985), who regard managerial skills as a vital part of successful leadership. Working in such institutions as private language centres, which aim to attract as many foreign students as possible, it can be said that *managerial skills* are, indeed, integral skills at times for the overall success of the organization.

The opinions vary even more with regard to leaders' *interpersonal skills*. Hyatt (2007), for example, claims that it is mainly through emotional maturity and self-awareness that the leader can establish good relations with staff, while Foslett & Lumby (2003) believe that everything the leader does should have a high moral purpose. For this reason, the leader's *moral commitment* is the main attribute of successful leadership.

Another essential skill believed to be important for a successful leader is *being able to motivate and inspire*. Hyatt (2007) claims that empowerment; empathy and motivation comprise the set of interpersonal skills which predetermine any leader's success. In contrast, Blanchard & Johnson (1982) believe in the motivational power of punishment and praise. However, such motivation is widely criticized for its short-term nature and limitation to the specific issues under discussion (Bush, 2003). Indeed, the process of exchange might not always inspire and does nothing to enhance staff commitment.

*Cognitive skills* are seen as another essential prerequisite for successful leadership. Fink (2005) shows how future and critical thinking are related to the ability to lead taking into consideration context and political acumen. Moreover, it is believed that through critical cognitive abilities, the leader can become a good team-player, which is crucial for leadership success as it fosters staff involvement in *decision making* (Yukl, 1999).

A number of authors (Hallinger and Heck, 1996a, 1996b) attribute the success of a leader mainly to their *ability to understand learning and teaching processes*. This is an essential quality of a leader which allows for supervision of classroom

instruction, staff and curriculum development (Smith & Andrews, 1989). In addition, Schon (1988) emphasizes the need for the capacity to understand teaching to provide support, guidance and promote reflective teaching. Sheppard's (1996) synthesis of studies in this field demonstrated a positive impact of instructional leadership on teacher commitment, professional involvement and innovativeness. Moreover, a number of studies assessed by Hallinger and Heck (1996a, 1996b) demonstrated the impact of instructional leadership on students' achievement. Bush (2003), however, points out that focusing on teaching and learning aspects only may lead to underestimation of the other important purposes of education.

As seen from the discussion above, the educational theorists and practitioners make a number of speculations about what skills render a leader successful. While agreeing that a successful leader possesses a definite set of abilities, opinions about what these abilities are differ.

*What are my beliefs, as a researcher and a practitioner, about the qualities of successful language school leaders?*

An attempt to relate the context to leaders' skills and to depict a successful language school leader was first made in Pykhtina (2008). The paper illustrated the key points supporting such a belief, which cannot be presented here in full due to the word limit and a different focus of the current paper. However, Figure 1 (Appendix 1) provides a summary of the skills which I, as a researcher and a practitioner, attribute to a successful leader. This is necessary as the findings of this study will be compared not only to the opinions of the academics in a wider educational context but to my own beliefs, too.

## **Setting the context**

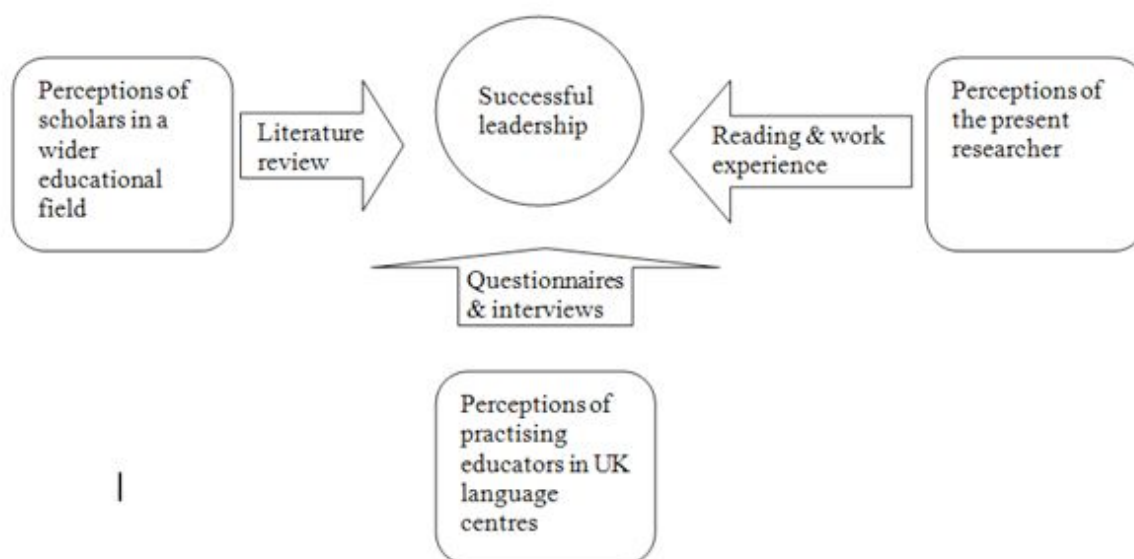
### *How to research?*

The study is primarily concerned with understanding the concept of educational leadership rather than its intentions to effect action in the organization. For this reason it is to be regarded as ‘discipline research’.

To deepen our understanding of successful leadership, the perceptions of the educators, divided into 3 categories (academics in the wider educational field, the present researcher and practising educators in UK language centres), were analysed and compared (see Table 1 below). The educational academics’ understanding was explored by reviewing the relevant literature, while the present researcher’s perceptions were ascertained by reflecting on personal reading and work experience.

The views of practising educators’ in the UK language centres were established through the use of questionnaires and interviews.

*Table 1. Extending the paradigm to understand the concept of successful leadership*



The questionnaires were distributed and required participants to agree or disagree (1- strongly disagree, 2- mainly disagree, 3- mainly agree, 4 – strongly agree) with twenty-two skills mostly associated with successful leadership in the literature on educational leadership (Appendix 2). In addition, the respondents were asked to rate five leaders' skills they considered to be the most important for a successful language school leader.

In order to ensure better validity and reliability, and to explore the possible reasons for choosing particular leaders' skills by practising educators within UK language institutions, *interviews* were conducted (Appendix 3). With the purpose of analyzing the data later, the interviews were tape-recorded, transcribed and e-mailed to the respondents for any amendments. The combination of quantitative and qualitative methods renders the findings of the study more valid and also helps to explain more fully the richness of the educational leadership concept (Kumar, 2005).

*Where to research? Who are the respondents?*



The questionnaires were distributed on the basis of availability among practising educators working in privately-owned language schools as well as in training organizations which provide English classes to refugees and asylum seekers. Among the 24 respondents, 13 were English teachers, 3 were teachers of other subjects (e.g. numeracy & literacy), 2 were heads of departments, 3 were managers and 3 were administrative staff.

Six interviews took place in the same UK training centre which provides English learning programmes to refugees, immigrants and asylum seekers. Two managers, two teachers of English, one volunteer English teacher and a teacher of numeracy and literacy were asked questions to investigate the possible reasons for their choice of leadership skills most frequently mentioned.

The age-range of the respondents varied from 20 to 60, among whom there were eighteen females and five males. Twenty-two of the respondents held teaching qualifications, eighteen of whom were in the teaching of English. The age, gender, and job position variables were not considered to have a great impact on the study as long as the respondents had worked and/or were working at the time of the study in a UK language centre.

#### *Ethical considerations*

‘All professions are guided by a code of ethics’ (Kumar, 2005:210), and researching is not an exception. To conduct truly ethical research, one should collect information with the knowledge of participants and their expressed willingness and informed consent (Appendix 4). On each questionnaire the purpose of the research was stated. It was also noted that all the information would be treated confidentially.

Before conducting the interviews, a consent form was sent to the participants, on which the purpose of the study, the role of the participants and the details of the researcher were given.

### **What do the findings reveal in terms of the research questions?**

*1. Do the perceptions of practising educators in UK language centres differ from those of academics in the wider educational field and from my own beliefs about successful leaders' skills?*

Perhaps not surprisingly, there was largely strong consensus amongst the various participants on the importance of almost all of the skills (see overall results, Appendix 5). While the researchers in the wider educational field speculated about one particular set of qualities, the practising educators agreed on the importance of all of the qualities for successful leadership.

Interestingly, there was strong agreement among the various practitioners about the importance of valuing people, while the academics (Hoyle *et al.*, 1998), though mentioning its importance, did not highlight it as a separate leadership model (Bush, 2003).

Multiple visions, diverse cultural meanings and staff influence were mainly agreed to be important. Such qualities as charisma, strengthening school culture and introducing innovations were also considered to be important for language school leaders' success. What makes such perceptions interesting is that even though the academics (Leithwood & Riehl, 2003) attributed a leader's ability to influence and strengthen school culture to success, charisma was not considered by them to be

essential. It would appear that leaders are not so much born as made (Ruvolo et al., 2004).

However, this does not seem to have been reflected in the practising educators' perceptions. On the contrary, they held the view that charisma plays an important part in a leader's success. Such an opinion might be due to the nature of language centres. Language schools are usually small centres with a staff of up to 15 people. As Bush (2003) suggests, the interpersonal leadership model may be more applicable in small units. Charisma, in turn, can be seen simply as another interpersonal skill that helps the leader establish good relations with staff in a small-sized organization.

The only quality with which all of the participants strongly denied the importance of was that of being a male. This quality was not mentioned as essential within the extant literature but was added by the researcher for provocative reasons. The fact that none of the respondents agreed that being a male has an impact on successful leadership confirms that gender stereotypes no longer prevail (Coleman, 2002); at least within the organizations participating in the present study. In addition, there were a number of qualities added to the list by the practising educators. Some participants thought that being inspirational affects one's level success as a leader, a view consistent with existing research (Hyatt, 2007). Listening skills and empathy were also mentioned as important. The researcher has presumed that these are the skills to which the academics (Foslett & Lumby, 2003; Hyatt, 2007) refer as interpersonal, and represents an additional example of sub-quality distinction within the main group of interpersonal skills. It seems that practising educators wished to be more specific and clear as to precisely which interpersonal skills they attributed to a language school leader's success.

2. *What are the most common skills attributed to language school leaders' success?*

The fifteen abilities with which the various practising educators strongly agreed to be important for the leader's success were analyzed to ascertain the frequency with which they were named (see Appendix 6).

As the findings reveal, the top 5 most highly-ranked qualities for a leader's success are: understanding the processes of teaching and learning, interpersonal skills, valuing people, involvement in decision-making and management skills.

Perhaps not surprisingly, an ability to *understand learning and teaching* was thought to be the most important for a leader's success in a UK language centre. The findings show that some academics (Yukl, 1999; Hyatt, 2007; Beck, 1993), while focusing on leaders' interpersonal skills, multiple visions, moral commitment, etc., did not emphasize the importance of a leader's ability to understand the processes of learning and teaching. The UK education practitioners, in contrast, revealed similar viewpoints to Fink (2005) and Bush (2003) in rating this as the most important skill for a leader's success.

*Interpersonal skills* were rated as the second most important quality, illustrating that practising educators, educational academics and the present researcher all concurred on this point. However, while the latter associated interpersonal skills with moral commitment and emotional maturity, the former seemed to assimilate it with the ability to value people.

An ability to *involve staff in making decisions* was considered to be the fourth most important skill for successful leadership. It is difficult to pinpoint the reason for this. It is possible that an ability to listen to others, necessary for involving staff in

decision-making, was regarded as having priority over the ability to listen to oneself in order to learn from personal experience. In addition, asking staff for their opinions would make them feel valued, and *valuing people* was considered to be the third most important quality in the rating.

*Management skills* were rated as the fifth most important quality for a language school leader's success, which supports the suggestion made earlier that leaders continue to be regarded as those in formal management positions.

### *3. What are the possible reasons for practising educators within UK language institutions choosing particular leadership skills?*

The revealed perceptions of the practising educators within UK language centres with respect to the 5 most important leadership qualities raises the question of why these particular skills were named.

#### *- Understanding the processes of teaching and learning*

The practising educators' reasons for attributing a leader's success to their knowledge of the processes of teaching and learning are very similar those cited by Schon (1988). Both believe that understanding of academic processes enables leaders to 'give and make suggestions, *contribute to planning and support teaching staff*' (interviews 1-6). Moreover, some (interview 1) extend this belief to the importance of differentiating between teaching and learning: '...learning environment...is not just about learning English... [but] about all the unseen qualities and values that we might not get credit or get money or funding for but change the learners life for the better'.

Even though the practising educators did not mention the way in which a leader's knowledge of teaching and learning affects classroom instruction supervision

or curriculum development, they shared Smith & Andrews' opinion (1989) that this knowledge is essential for '*making progress in [an employee's] professional development*' (interview 5).

However, the participants expressed a concern that while the knowledge of learning and teaching processes 'make teaching successful, it *doesn't make the school financially successful*' (interview 6). This worry, shared also by Bush (2003), most probably indicates that practising educators considered the ability to understand learning and teaching to be the most essential quality but, like some academics (Leithwood and Riehl, 2003), did not attribute a leader's success exclusively to it.

- *High level of interpersonal skills*

The expressed certainty that interpersonal skills affect the leader's likability were not been mentioned by academics. Nevertheless, the practising educators believed that through interpersonal skills the leader can become *more likeable and persuasive*. Another reason for the importance of interpersonal skills not mentioned in the wider educational field is the way in which it *helps support teachers in dealing with students*:

'...I've to have interpersonal skills in order to deal with students. They [leaders] also have to have interpersonal skills to support me in dealing with the students' (interview 2)

- *The ability to value people*

Despite the evident reason of *making people feel good and increasing motivation*, valuing people was thought by the participants to be important as it *prevents a turnover of staff* and their poor performance. These reasons support those

presented in the educational literature (Hyatt, 2007; Bush, 2003); however, the practising educators pointed out in addition that inability to value people *may lead to financial problems* in the institution.

Furthermore, *ability to value employees' circumstances* does not seem to have been discussed in the current academic debate in the educational field. In contrast, practising educators associate a leader's ability to value people with their ability to appreciate employees' circumstances:

'[It is important] to recognize if someone's upset or they are having a problem in their personal life...' (see interview 1).

'...if one of my teachers had five children and had to leave early every day, I'd value that they have that responsibility in life...' (see interview 3).

- *Staff involvement in the decision-making process*

Perhaps the most paradoxical findings were obtained with respect to a leader's ability to involve staff in the decision-making process. When asked for the reasons for its importance, the participants seemed unable to explain. Their suggestion that involving staff in decision-making makes them *feel valued* and *keeps the leader well-informed* is consistent with the academics' viewpoint on this issue (Yukl, 1999). However, some participants also expressed reluctance to be involved in decision-making, voicing instead their *preference to be informed and consulted*. One of the possible explanations for this paradox is different understanding of decision-making processes. For instance, according to one of the interviewees, it is 'a manager's role to be able to make decisions about what sort of funding bits to put in for and how to then address each possible course, programme...' (interview 2). However, at the same

time, the interviewee stated that they would be more interested in participating in decision-making relating to the learners: ‘...yes, with more direct learning, yes, definitely’ (interview 2).

Other interviewees expressed their reluctance to become involved in decision-making ‘in this environment...because at the moment I’m a volunteer but as a teacher previously, yes...’ (interview 3); ‘I don’t think everybody needs to be involved in every decision that is made’ (interview 4). Therefore, while the educational academics (Yukl, 1999; Bush, 2003) and the practising educators agreed that shared decision-making is essential, the participants differentiated between areas in which their involvement in decision-making should be required. They seemed to be more willing to participate in decision-making directly related to learning and teaching if they were full-time members of staff, and did not want to ‘waste time’ (interview 2) on issues unrelated to their work responsibilities.

#### *-Management skills*

The participants’ opinions about leaders’ management skills appear to be the most consistent with those of the educational academics. Thus, Bush’s (2003) idea that implementation is as important as vision is deeply reflected in the participants’ perceptions, according to which management skills *help to allocate resources appropriately, avoid confusion and bring clarity to how the goals are going to be achieved.*

The participants, however, differentiated between managerial skills and managerial qualifications: ‘[Management qualifications are] useless unless you’re a



good manager but good management skills do not mean you're qualified but that you've just got those skills that are essential to a manager' (interview 6).

### **Concluding thoughts**

#### *Implications of the study*

Generally speaking, the study found that practising educators attribute the same skills to successful leaders as educational academics. However, while the latter are unambiguous and focus in their selection of a particular set of skills in focus, the former regard successful leadership as a mixture of different leadership skills.

Unlike the educational academics, who attribute a leader's success to their vision, critical thinking, influence etc., practising educators consider the leader's ability to understand teaching and learning, their interpersonal skills, valuation of people, involvement in decision making and management skills to be the most important for their success in a UK language centre. The reasons for such a choice are closely linked to the context in which the leadership was investigated. It would be reasonable to conclude that our perceptions of successful leadership depend on the context in which it occurs and, therefore, should be investigated in a narrower educational context to provide deeper insights and ensure better reliability of findings.

#### *Limitations of the study*

As the questionnaires were distributed among 24 educational practitioners only, it is not possible to generalize the findings of this study. Moreover, the interviewees, who were employees from the same language centre, were chosen on the basis of availability and their opinions cannot guarantee objectivity. That is to say,

their reasoning may have been due not only to the context of language schools per se, but to the peculiarities of the language institution in which they were working.

#### *Recommendations for future research*

Since this is an original study in terms of investigating leadership in language schools, the findings should be tested and compared in other studies. One question worthy of further study is: Do practising educators within other language centres attribute the same 5 most important skills and abilities to successful leadership and why?

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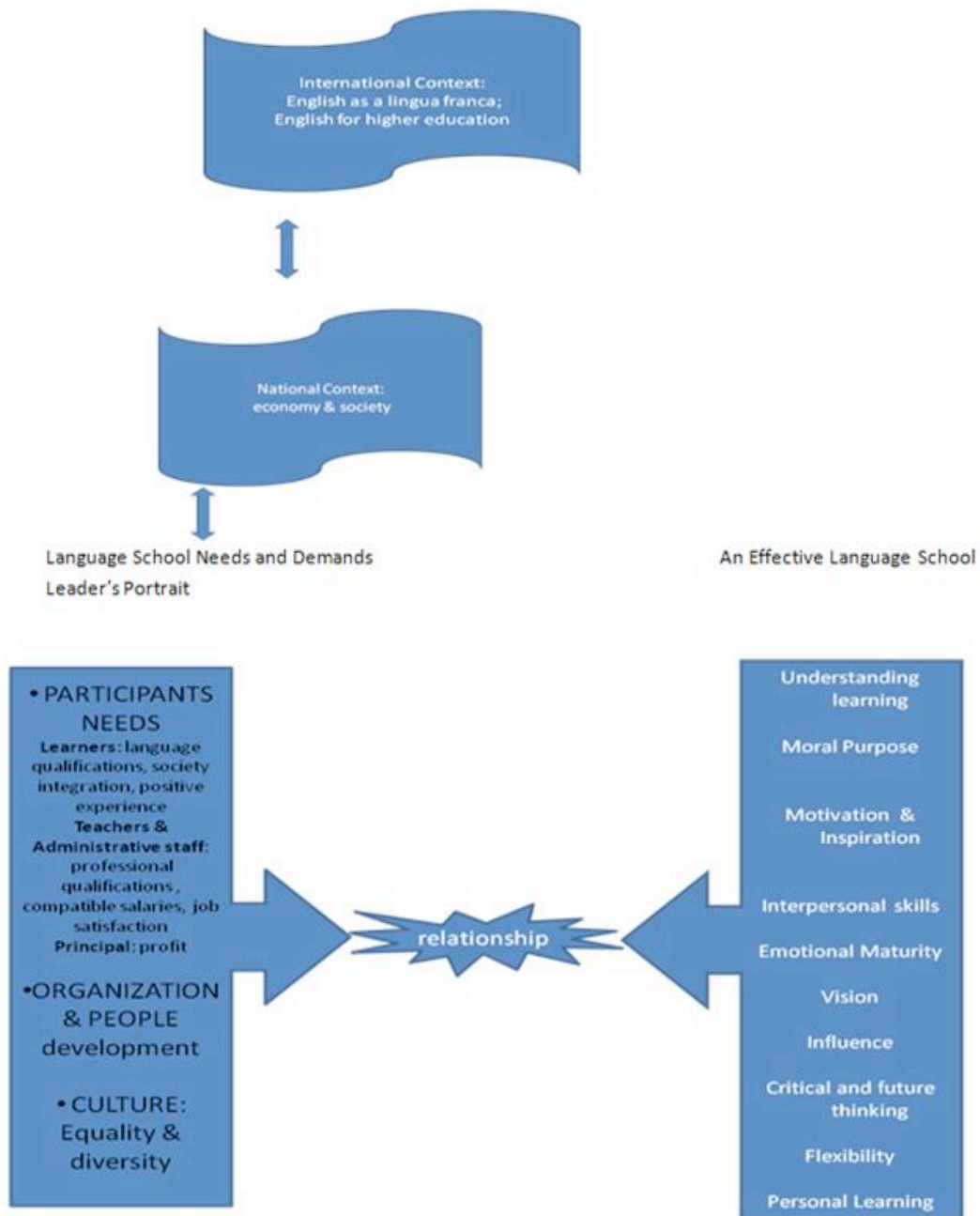
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**Appendices**

Appendix 1 *Figure 1 Depiction of a successful leader*



## Appendix 2 ‘The distributed questionnaire’

## Questionnaire

I do appreciate your willingness to participate in my research. This questionnaire looks at what those in teaching and leading positions think of a successful leadership in the UK language institutions. Four numbers follow each statement (1, 2, 3, 4) and each number means the following:

1 – strongly disagree

2 – mainly disagree

3 – mainly agree

4 – strongly agree

Before starting, please, answer the following questions as the information you provide will be very useful for the research:

Please, tick an appropriate box

I am a        teacher        manager        other (please, state) \_\_\_\_\_

- How long have you been in that position? (Please, state) \_\_\_\_\_
- How long have you been in that position in the current organisation?  
\_\_\_\_\_
- How old are you?    under 25        25-35        35-45        45-55        56+
- Are you a    male        or        female
- Do you have a teaching qualification?    No            Yes
- Please, state what teaching qualification you have got  
\_\_\_\_\_  
(If not applicable, please put N/A)
- Please, state if you’ve got any other than teaching qualifications  
\_\_\_\_\_

Circle the most appropriate answer for you

I think a successful leader in the UK language school should

- |  |    |    |    |    |
|--|----|----|----|----|
| 1. Have good management skills   | 1. | 2. | 3. | 4. |
| 2. Focus on the direction  | 1. | 2. | 3. | 4. |
| 3. Have a clear vision   | 1. | 2. | 3. | 4. |
| 4. Involve staff in decision making  | 1. | 2. | 3. | 4. |
| 5. Be a good team-player   | 1. | 2. | 3. | 4. |
| 6. Have high level of interpersonal skills                                       | 1. | 2. | 3. | 4. |
| 7. Be able to motivate by offering<br>an exchange (e.g. salary)                  | 1. | 2. | 3. | 4. |
| 8. Focus on multiple visions rather than a single one                            | 1. | 2. | 3. | 4. |
| 9. Focus on diverse cultural meanings  | 1. | 2. | 3. | 4. |
| 10. Be able to adapt their leadership style to<br>the context in which they work | 1. | 2. | 3. | 4. |
| 11. Have moral commitment  | 1. | 2. | 3. | 4. |
| 12. Understand the processes of learning and teaching                            | 1. | 2. | 3. | 4. |
| 13. Be emotionally mature  | 1. | 2. | 3. | 4. |
| 14. Be able to influence staff   | 1. | 2. | 3. | 4. |

### Appendix 3 'Questions for the interviews'

#### Core questions:

Is it necessary for the leader within this particular organization understand the processes of learning and teaching?

Do you think interpersonal skills are important for a leader?

Do you think it is important to value people? If yes, can you give an example?

Would you involve the staff into decision-making?

Would you like to be involved in decision-making?

Are management skills important for a leader?

#### Other questions:

Should a leader be flexible?

How important is the moral purpose for a leader?

Do you think it's important to adapt your leadership style to the context?

What about males and females? Do you think their leadership styles differ?

What do you think distinguishes leaders from managers?



Appendix 4 ‘The consent form’

**INFORMED CONSENT DOCUMENT**

*Investigating Educational Leadership:*

*What do practicing educators in the UK language institutions think of successful leadership?*

You are being asked to participate in a research study about *successful leadership perceptions*. You were selected as a possible participant because *you have relevant experience (teaching/ leading/ managing/working in administration) in an organization that provides ESOL*. Please read this form and ask any questions that you may have before agreeing to be in the research.

Olga Pykhtina at University of Newcastle-Upon-Tyne is conducting this study.

**Background Information**

The purpose of this research is *to investigate perceptions of practicing educators in the UK language institutions about successful leadership*.

**Procedures**

If you agree to be a participant in this research, you would be asked to do the following things:

- a) Answer questions about a successful leader’s qualities
  - b) Read your transcribed interview to confirm whether it is correct/ make any amendments
- NB if the researcher does not get your confirmation by the agreed date (16/3/09), they would assume that you do not wish to make any amendments and the information you provided is correct.

**Confidentiality**

The records of this research will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant or organization. Research records will be kept by the researcher, and

access will be limited. However, a number of people (supervisors, module leaders) may have a full access to the tape recordings but the identities of participants will be not revealed to them.

### **Contacts and Questions**

You may ask the researcher any questions you have now. If you have any additional questions, concerns or complaints about the study, you may contact Olga Pykhtina at [olga.pykhtina@ncl.ac.uk](mailto:olga.pykhtina@ncl.ac.uk)

You will be given a copy of this form for your records.

### **Statement of Consent**

I have read the above information. I have received answers to the questions I have asked. I consent to participate in this research and allow the recording to be used in Olga Pykhtina's Doctoral Thesis. I am at least 18 years of age.

<p><input type="checkbox"/> <b><i>YES, I CONSENT to being audio recorded.</i></b></p> <p><b><i>I also understand that I reserve the right to change my mind</i></b></p> <p>-</p> <p><input type="checkbox"/> <b><i>NO, I DO NOT CONSENT to being audio recorded.</i></b></p>
--

Print Name of Participant: \_\_\_\_\_

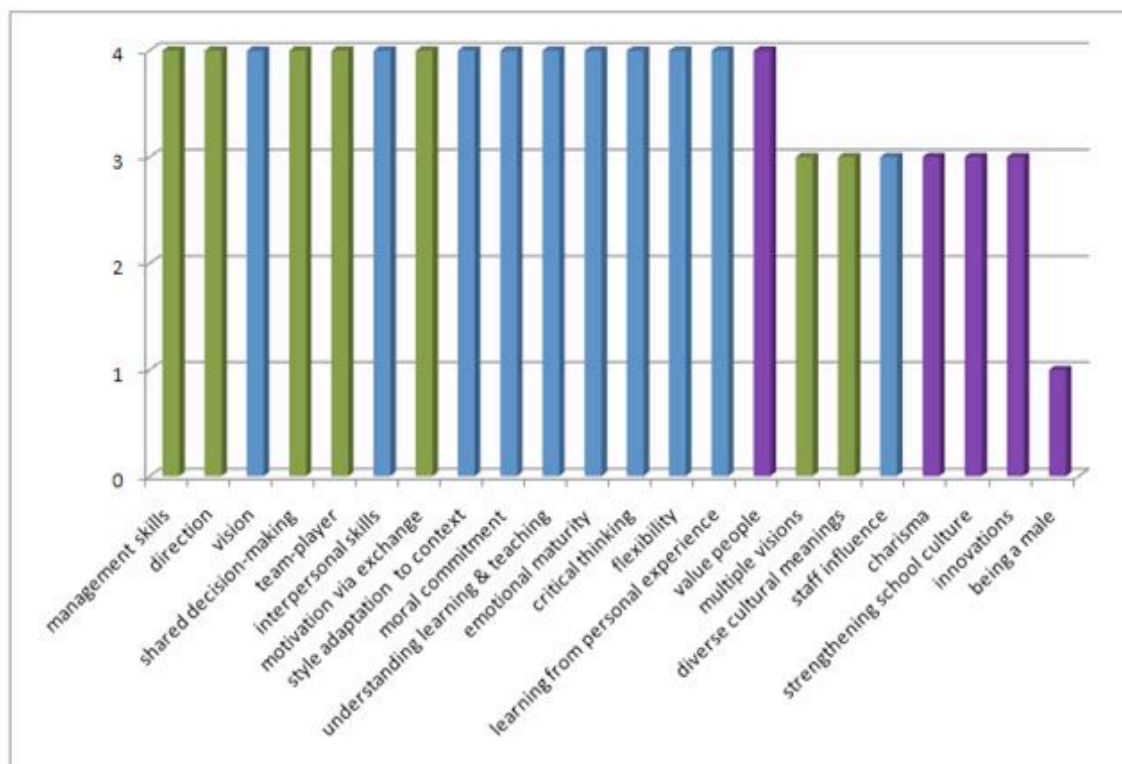
Signature of Participant: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Person Obtaining Consent: \_\_\_\_\_

Date: \_\_\_\_

Appendix 5 ‘Chart 1: Overall results’



1- strongly disagree

2 – mainly disagree

3 – mainly agree

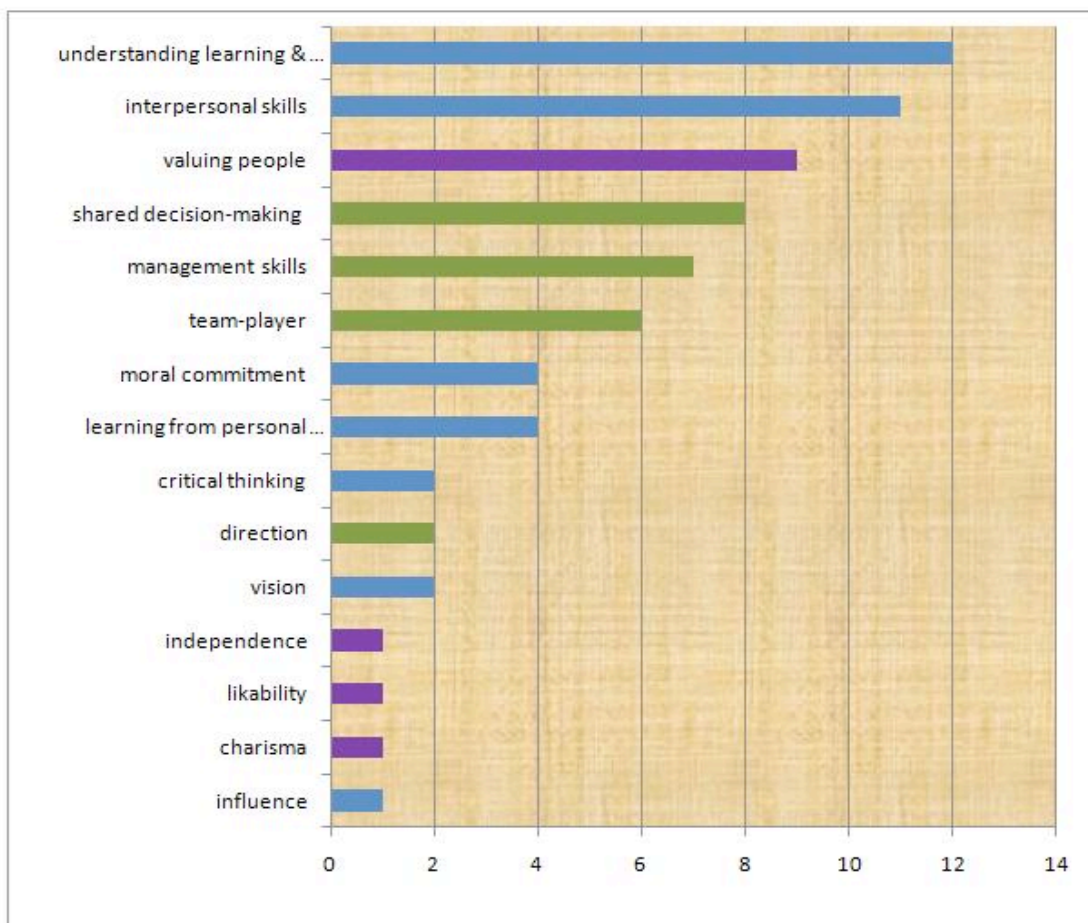
4-strongly agree

green – qualities from 9 leadership models

blue – qualities from 9 leadership models which overlap with my created depiction of a successful language school leader

purple – qualities included neither in 9 leadership model, nor in the created depiction

Appendix 6 ‘ Top 5 qualities of a successful language school leader’



**About the author**

Olga Pykhtina completed her MA in Applied Linguistics and TESOL in 2007, from the school of Education, Communication and Language Science, the University of Newcastle upon Tyne. Currently, she is a full-time Integrated PhD student at the same university. Her area of study is Digital Technology in Play Therapy with Children.

Comments on this paper can be sent to: [olga.pykhtina@ncl.ac.uk](mailto:olga.pykhtina@ncl.ac.uk)