

**HISTORICAL ANALYSIS OF LEADERSHIP STYLES OF
HEADMASTERS AT KINGSWOOD COLLEGE FROM 1993 TO 2017**

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Executive Summary

A significant interest in school educational leadership has developed over the past two decades, whereby effective leadership is required in a continually changing educational environment. This study is a historical analysis of leadership styles of headmasters at Kingswood College in Grahamstown (Eastern Cape, South Africa) from 1993 to 2017. The aim is to identify leadership style(s) of headmasters using the Full Range Leadership (FRL) model as a guiding framework; to describe and interpret these style(s) in relation to the headmaster's tenure; and to compare the headmasters' leadership styles, noting key similarities and differences. The research method consists of interviews and a historical archival analysis. The researcher's expectation is that headmasters will elicit a transformational leadership approach. Key findings were somewhat consistent with this hypothesis, as headmasters exhibit a general trend towards transformational leadership; although each headmaster identifies with a unique facet of transformational leadership, together with relevant supporting leadership style(s) that emerged from the data. Upon comparing headmasters, their primary leadership styles were as follows: Wilkinson identified with transactional, transformational and servant leadership; Hawke showed evidence of a transformational servant leader; Arguile elicited transformational and principle-based leadership; and Trafford depicted transformational and participative leadership. The researcher found that multiple factors in an ever-changing educational environment promoted the need for transformational leadership. The relationship between business management and educational leadership emerges as a key reflection, thus further research is required in this regard.

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List of Abbreviations

FRL – Full range leadership

ISASA – Independent Schools Association of Southern Africa

KC – Kingswood College

PA – personal assistant

Chapter 1: Introduction

1.1) Introduction

Chapter 1 is an introduction and background to the study. This chapter explores the problem statement and motivational need for the research by identifying the challenges associated with the socio-political and educational landscape of South Africa. The chapter also views how leaders are adapting by exploring the concept of leadership and management in schools. The background to Kingswood College is given as well as a high-level overview of the study, followed by a conclusion and forthcoming chapters.

1.2) Problem statement

The current socio-political landscape in South Africa places schools in a position where change is constant and adaptation inevitable, thus having a profound impact on the style of leadership required.

1.3) Research motivation

1.3.1) Socio-political challenges

According to a report by Bush (2007) there has been a significant interest in school educational leadership in recent decades, with the view that leadership quality contributes largely to school efficiency and student product. Bush (2007) mentions that in order for schools to provide top-class education, effective leadership and management is the key to success. Furthermore, he states that as the pace of the global economy rises, governments' realisation of human capital as their main assets has become more prevalent, whereby competition is dependent on the development of a skilled workforce. Thus, effective headmasters are required to lead and support their managers and staff (Bush, 2007).

According to Walker, Hu, & Qian (2012) the current ever-changing socio-political and educational environment exposes headmasters to many different challenges, where headmaster leadership is impacted by multiple factors. Headmasters world-wide face

challenges, in which they have to manage conflicting burdens related to stability and change on a global scale; however, this phenomenon is more complex in non-Western societies, whereby indigenous cultures have unique normative assumptions (Walker, *et al.*, 2012).

Hill (2015) highlights these educational challenges, some of which include teacher recruitment, funding constraints, ever-changing curriculum and assessment measures, and the impact of technological advancement and social media. A relatively new range of expectations have also been employed on schools such as ensuring the safety of children, preventing sexual manipulation, reducing obesity, safeguarding mental wellbeing, promoting sound societal values, and developing personal growth, knowledge, and employment skills (Hill, 2015).

Furthermore, Berkovich (2014) mentions that school leadership incorporates the promotion of human rights and the eradication of cultural and social disparities such as racism, sexism and heterosexism, as well as poverty and disability. Other associated challenges are the mistreatment and deprivation of poorer persons, whereby the dominant group purposely discriminates against and/or excludes the minorities and their cultures (Berkovich, 2014).

These challenges link closely to the social justice framework, which consists of economic redistribution, cultural recognition and political representation (Fraser, 2012). There are three social justice challenges that face schools, namely: encouraging the academic and socio-emotional development of all students, preventing discrimination and segregation of underprivileged and disempowered social groups, and nurturing an educational environment that empowers individuals to accept and respect differences (Berkovich, 2014). Given the history of South Africa, there is an increasing pressure on independent schools to be more inclusive, more integrated and more welcoming to cultural and demographic diversity (ISASA, 2016).

According to Linsky & Lawrence (2011) the challenges that schools face should be viewed in a holistic context of challenges facing society, such as environmental and climate change, as well as rapid technological evolution. Society is inevitably in a phase of fast and constant change, which brings about a greater level of uncertainty for what the future entails, combined with limited information for coherent decision-

making (Linsky & Lawrence, 2011). Headmasters will undoubtedly experience adaptive challenges, where their leadership will require different styles than those that have been practised and perfected (Linsky & Lawrence, 2011).

1.3.2) Leadership and Management Adaptation

The 21st century comprises an ever-changing organisational environment that seeks an adaptive, flexible leader (Bass, Avolio, Jung & Berson, 2003). Adaptive leaders work closely with followers to produce innovative solutions to intricate situations, while empowering and developing followers to encompass a broader variety of leadership styles (Bennis, 2001). Bass (1985) labels this notion of leadership as transformational.

Headmasters set the aims and objectives in the majority of schools, based on the strategic vision of the governing board (Bush, 2007). However, external environmental pressures often have a strong influence on school aims, especially those enforced by government through the medium of legislation or policies (Bush, 2007). Headmaster leadership styles vary according to the context in which the headmaster is operating in, whether these are “personal, organisational, political, economic, geographic, societal and cultural factors” (Walker, *et al.*, 2012, p. 370).

Bush (2007) suggests management and educational leadership of schools ought to be solely concerned with the purpose of education; otherwise the risk of ‘managerialism’ may occur, whereby procedural factors are stressed at the cost of the educational purpose. He highlights the fact that the concepts of leadership and management tend to overlap rather frequently, whereby headmasters are acutely aware of whether they are leading or managing in a given scenario. Therefore, leadership and management should be allocated equal importance in order for schools to achieve their aims (Bush, 2007). While there is much debate surrounding the importance of leadership and management of schools, questions arise as to what leadership styles are more likely to produce the most favourable outcomes (Bush, 2007).

1.4) Research Question

Given the above context (research motivation), the research question asks: what leadership style(s) is/are required by headmasters in an ever-changing socio-political and educational environment/landscape?

1.5) Kingswood College Background

Kingswood College is an independent school founded in 1894 and located in Grahamstown, South Africa (Kirkby & Kirkby, 1994). Kingswood College has a strong Anglo influence, emulating from the Methodist foundation of *Kingswood School* near Bristol, England (Kirkby & Kirkby, 1994). Kingswood College has had 17 headmasters to date; however, for purposes of this research the last four headmasters are the focus of this study (see appendix G), as there is a significant interest in educational leadership in recent decades and the last historical review was captured by Howard & Joyce Kirkby in *Still Upon a Frontier* [1892-1993]; but more importantly the significant socio-political change that has occurred post-1994 supports the population sample of the four headmasters who have held office since the democratic election, and there have been significant technological advances in the last 2 decades.

1.6) High-level overview of the study

This research paper aims to analyse the various leadership styles of the four most recent headmasters at Kingswood College from 1993 to 2017. The objectives of this study are to: a) Identify leadership style(s) of headmasters using the Full Range Leadership (FRL) model as a guiding framework, b) describe and interpret these style(s) in relation to the time period that the headmaster held office, and c) compare the headmasters' leadership style(s). The research is qualitative and involves two methods of data capturing: interviews and historical archive analysis. The research methodology follows a post-positivist interpretive paradigm; as well as a deductive approach. There is an innate focus on the FRL model, as it presents a variety of leadership styles and reflects a shift from transactional leadership to transformational leadership. The FRL model consists of laissez-faire, transactional and transformational leadership (Avolio & Bass, 1990; Avolio & Bass, 1998); which is explored in the review of literature. Relevant leadership styles emerge from the data

that support the FRL model. These include: values-based leadership, ethical leadership, spiritual leadership, servant leadership, participatory leadership and situational leadership. The researcher found that the headmasters depicted a primarily transformational leadership style associated with various supporting styles of leadership.

1.7) Thesis Structure

Chapter 2 is a literature review of leadership styles, which focuses on the Full Range Leadership (FRL) model and explores the leadership-management relationship. The research methodology is explored in chapter 3, whereby aims and objectives are identified, as well as the population, data collection techniques, interpretation of data and ethical considerations. Chapter 4 is an analysis of data collected, distinguishing between interview and archival data, and looking at the FRL leadership framework and relevant emerging themes. Chapter 5 is a discussion of analysed data which highlights the FRL theme findings and relevant emerging theme findings, as well as reflections and limitations of the study. Chapter 6 is a conclusion of the findings and possible recommendations.

1.8) Conclusion

This chapter identifies the problem statement (the current socio-political landscape in South Africa places schools in a position where change is constant and adaptation inevitable, thus having a profound impact on the style of leadership required), the research motivation (which looks at socio-political challenges and the need for leadership and management adaptation) and the research question (what leadership style is required by headmasters in an ever-changing socio-political and educational environment?). A background of Kingswood College is given along with reasons pertaining to sample population choice. The chapter is concluded with a high-level overview of the study and a structure of the thesis.

Chapter 2: Literature Review

2.1) Introduction

The literature review has a distinct focus on leadership; specifically the Full Range Leadership (FRL) model, as it provides a lens that allows us to view a variety of styles. The FRL model enables a reflection of the shift from transactional leadership to transformational leadership in the workplace. The model identifies with the shift from being over-managed to a focus on leading people. FRL views staff as key stakeholders within the organisation, as opposed to mere resources to be managed.

The FRL model consists of laissez-faire, transactional, and transformational leadership styles (Avolio & Bass, 1990; Avolio & Bass, 1998). The review broadly defines the concepts of leadership and management, before comparing these two constructs and exploring the leadership-management relationship. The FRL model is explored, highlighting the transformational leadership style.

2.2) Leadership & Management

2.2.1) Leadership

According to Allio (2012, p. 5) leadership is a complex phenomenon, aligned with “invisible forces” such as follower expectations and organisational culture. However, leadership can also be viewed in a simplistic manner, as the ability to influence others in order to accomplish a desired goal (Rahman, 2017; Chandra & Priyono, 2016; Raducan & Raducan, 2014; Van Wart, 2013; Ahmad, 2012; Chaudhry & Javed, 2012; Horwitz, Horwitz, Daram, Brandt, Brunicardi & Awad, 2008; Benton, 2005; Kreitner & Kinicki, 2005).

Allio (2012) provides five definitions of leadership: a) the early simplistic paradigm that views leadership as good management; b) the semantic description, whereby leadership is the procedure of leading; c) the transactional definition which sees leadership as a social transaction between leaders and followers; d) the situational notion, wherein leadership is a spectacle that forgoes and assists decisions and actions; and e) the aesthetic concept in which leadership is an art.

Leadership is defined as the ability to influence others, transform organisations, create a vision, establish a pact of moving forward, use emotional intelligence and the ability to use common sense (Van Wart, 2013). Furthermore, leadership is a process, impression or art, in which an individual asserts influence over followers' thoughts, behaviours and attitudes in order to accomplish specified goals (Rahman, 2017; Chandra & Priyono, 2016; Horwitz, *et al.*, 2008). Ultimately, leadership is one's ability to influence others to achieve a common goal, while being able to direct, motivate, govern, guide, establish and enhance cooperation, make decisions, implement a vision, and be accountable (Ahmad, 2012).

At the heart of effective leadership is the practice of critical skills such as effective communication, relationship building, and establishing trust; as well as being flexible and versatile in their styles and expressions of leadership (Webb, Darling & Alvey, 2014). A leader uses a variety of leadership styles to influence the behaviour and thought-processes of followers (Sims, Faraj & Yun, 2009).

Leadership is the ability to influence the activities of a person or group, to ensure that people develop a willingness to work efficiently and effectively to achieve goals that have been specified in a given situation (Chandra & Priyono, 2016). According to Bass (1990) leadership consists of a group process, a matter of personality and encouraging compliance, exercising influence over followers, and enticing behavioural persuasion as a tool to accomplish goals.

A leader has a vision for the future of the organisation, is inspirational towards others, and focuses on their individual development (Cleavenger & Munyon, 2013). McArthur (2006) defines leadership as having a vision, while establishing a plan using strategy for change. Leaders should be skilful at seizing an opportunity, displaying integrity and accountability, while having a sense of humour to ease tension and maintain balance (McArthur, 2006).

According to Porter-O'Grady (2003) leadership is defined as a multifaceted process of goal identification, while motivating and supporting people to work towards an achievable mutual goal. An important aspect of leadership involves setting the organisation's psychological tone by demonstrating and encouraging desirable values, attitudes and beliefs that become the essence and foundation of organisational culture (Kets de Vries, 1994).

According to Schaetti, Ramsey and Watanabe (2008) the concept of leadership is threefold, it has a situational element, as well as a contextual and adaptive element. Leaders have to frequently lead in a multicultural environment that may consist of teams, clients, partners, government representatives, community members and stakeholders; whom all could have different cultural backgrounds and/or work experiences (Webb, Darling and Alvey, 2014). Furthermore, leadership is identified as an individual's ability to use an organisational environment or situation to influence others to achieve a desired result (Ivancevich, John & Matteson, 2008).

Leadership is a continually changing phenomenon due to different circumstances, modern tools, new conceptualisations, and various concerns; accompanied by divergent situational demands on leadership (Van Wart, 2013). Leaders are expected to be authentic and true to themselves, while adapting to the context-specific environment in which they operate (Webb, Darling and Alvey, 2014). The leader strives towards his vision by demonstrating motivation, involvement, employment and direction of followers; without neglecting people's needs, values or emotions (Raducan & Raducan, 2014).

Thus, it is important to recognise that there is no ultimate, unifying theory of leadership. Allio (2012) compares leadership to the *Sufi proverb*, whereby blind men describe an elephant in all its parts, revealing that it has "many facets, dimensions and aspects" (p. 5).

2.2.2) Management

Management involves the application of managerial functions in relation to the tasks, competencies and responsibilities associated with the function (Raducan & Raducan, 2014). Managers administrate organisational structures and execute activities (Raducan & Raducan, 2014). According to Zaleznik (1997) managers perform responsibilities, exercise authority, and ensure tasks are accomplished.

Managers apply developmental strategies; establish plans and co-ordinate work; ensure a proper working environment that motivates subordinates performance levels; promote effective communication; and develop strategic relationships (Raducan & Raducan, 2014). Managers fulfil the plan by controlling and problem-solving, through confronting obtained results and identifying errors (Raducan & Raducan, 2014). Furthermore, management is comprised of implementing a leader's vision and

direction through employing and coordinating individuals, and problem-solving (House & Aditya, 1997).

Management is typically a process consisting of planning, organising, mobilising and controlling performance in order to achieve a goal (Terry & Rue, 1982; Kotter, 1990). Koontz, O'Donnell, & Wehrich (1984) support this notion; stating management is the process of people coordinating the activities of others in order to achieve a desired result.

2.2.3) Leadership-Management Relationship

According to Kotter (1990, p. 3), "Good management controls complexity; effective leadership produces useful change." Kotter (1990) argues that leadership is inherently different from management; however, leadership is not necessarily better. Instead, leadership and management are viewed as two distinct, yet complementary approaches. Each approach has its own set of functions and characteristics, but they are both required to achieve success in an intricate and volatile business environment.

Kotter (1990) suggests that management involves organisational skills and recruitment; in contrast leadership is concerned with aligning people to a vision or set objective. Furthermore, managers ensure that plans are accomplished by implementing controls and problem solving; while leaders aspire to achieve a vision through motivation and inspiration of followers (Kotter, 1990).

A manager relies on aspects such as "position, power and authority" in order to direct their subordinates' actions; with more focus on the task as opposed to time spent on understanding the 'why' (Marker, 2010, p. 32). Conversely, a leader encompasses an entirely different set of skills that include: persuasion, communication, shared vision, values, logic, and sometimes emotion; with focus on 'why' something needs to be accomplished, followed by empowering those responsible to get the job done (Marker, 2010).

According to Lunenburg (2011), in terms of a leader's thought process, they have an innate focus on people and an outward gaze, whereas managers are focused on 'things' and tend to look inwards. Lunenburg (2011) states that when setting goals, leaders articulate a vision, create the future, and are able to see the forest; in contrast managers execute plans, improve the present and see the trees. He speaks in terms of employee relations, where leaders empower colleagues, focusing on trust and

development; while managers' oversee subordinates, while directing and coordinating them. From an operational perspective, leaders do the right things, they create change and serve subordinates; in comparison managers do things right, manage change and serve superordinates (Lunenburg, 2011). Lastly, in terms of governance, Lunenburg (2011) suggests leaders use influence and conflict, while acting decisively; whereas managers use authority, avoid conflict and act responsibly.

Zaleznik (1977) describes management and leadership as complete opposites. He suggests that managers' goals are a result of past reactions, whereas leaders' objectives are future-driven. Furthermore, he ascertains that managers' work is practical, process-driven, and requires coordination; in contrast leaders create enthusiasm by increasing expectations through descriptions and interpretation. Simonet & Tett (2013) suggest managers relate to people in functional terms; in comparison, leaders are sensitive and empathetic. Managers aim to maintain order, while leaders struggle to attain personal mastery by achieving social change (Simonet & Tett, 2013).

Simonet & Tett (2013) mention five perspectives of the leadership-management relationship, which include: bipolarity, uni-dimensionality, bi-dimensionality, hierarchical (management within leadership) and hierarchical (leadership within management). Refer to Figure 1, below.

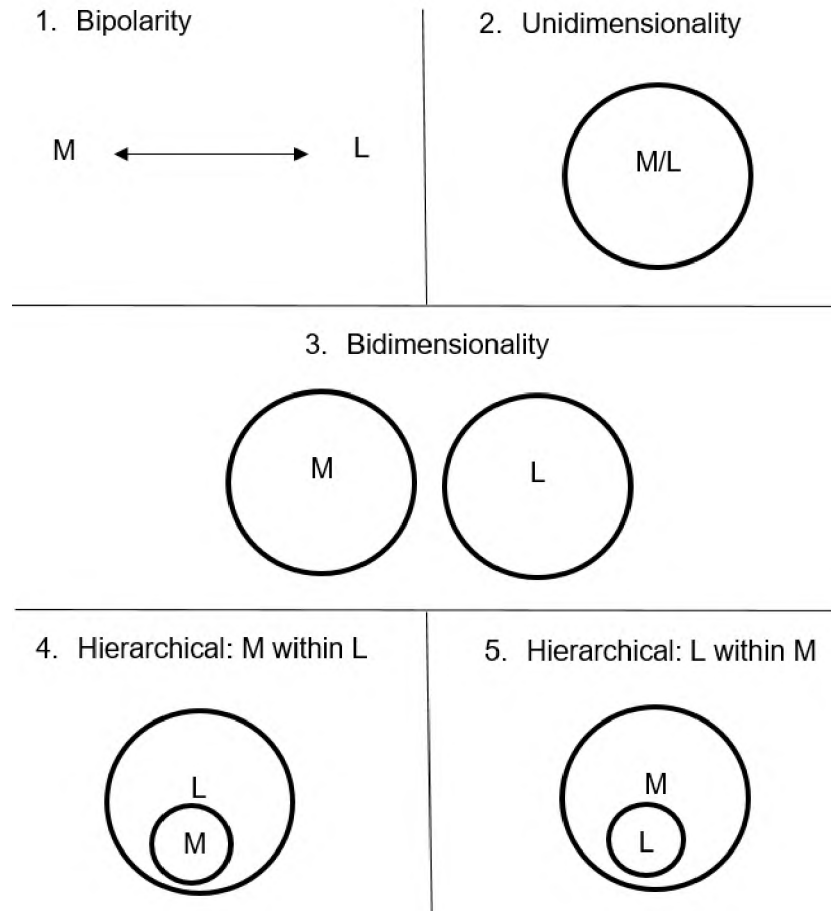


Figure 1: Five perspectives on management (M) and leadership (L) (Simonet & Tett, 2013, p. 201)

According to the five perspectives displayed in Figure 1, bipolarity dictates that circumstances and procedures heading towards effective leadership will result in poor management, and vice versa. Bipolarity describes leaders and managers as opposing figures, especially when considering one's principles, character and developmental processes (Zaleznik, 1977). The term *bipolar* exists as leadership and management are essentially portrayed as two end-points on a single scale (Simonet & Tett, 2013). Managers embody command, a stable environment and efficiency; while leaders display "flexibility, innovation and adaptation" (Simonet & Tett, 2013, p. 200).

Simonet & Tett (2013) suggest the unidimensional approach portrays leadership and management as two distinct, yet complementary processes that have a combined influence. Leadership and management are displayed as interchangeable, not

explicitly equivalent, but rather viewed together as an integrated whole (Simonet & Tett, 2013). Hence, they state that leadership and management are both responsible for motivating followers and creating direction.

Bi-dimensionality describes leadership as equal to management in method, procedure and function (Simonet & Tett, 2013). They suggest that leadership and management are depicted as independent and distinct, yet potentially interconnecting procedures that complement one-another. Furthermore, they state that bi-dimensionality also views leadership and management as part of a larger whole, each being a vital aspect of organisation preservation and growth. According to Bass & Bass (2008) leadership and management can augment one another, however, not every manager can lead, and not every leader can manage.

Hierarchical approaches view management as incorporated within a broader leadership function such as transactional leadership, or leadership within a broader part of management (Bedeian & Hunt, 2006). Hierarchical (management within leadership) places management within the broader context of the leadership domain (Simonet & Tett, 2013). Management functions play a crucial role in leadership, particularly from a structure, decision-making and implementation perspective (Simonet & Tett, 2013). Hierarchical (leadership within management) views leadership as a subset of management (Simonet & Tett, 2013). Bedeian & Hunt (2006) view leadership as a function of an individual's position within an organisation; whereas managers are responsible for ensuring that management and leadership actions are carried out appropriately.

For the purpose of this study, the researcher concentrates on the fourth perspective, hierarchical management within leadership, as this leadership perspective best depicts the structure of the FRL model.

2.3) Leadership Styles

2.3.1) Full Range Leadership (FRL) Model

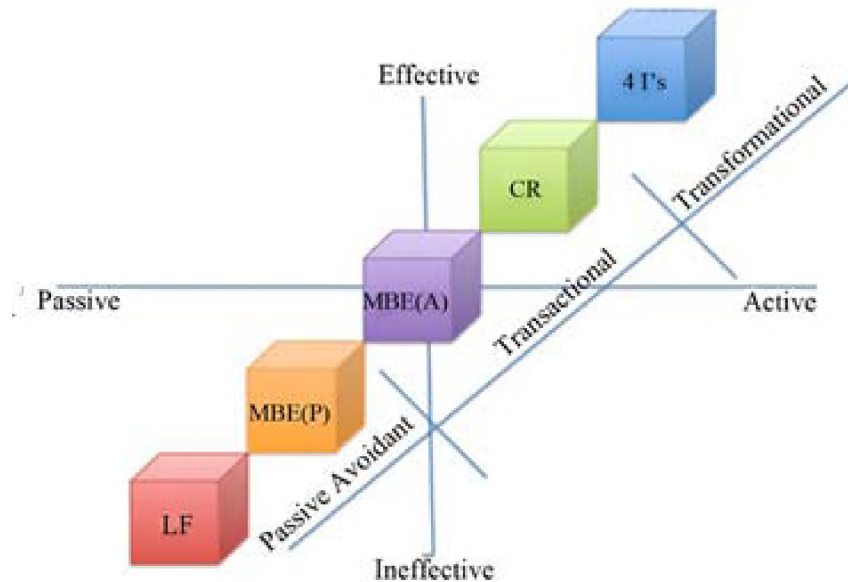


Figure 2: Full Range Leadership (FRL) Model (Bass & Avolio, 2004)

The FRL model (figure 2) can be used as a guiding framework in order to understand and distinguish between the different styles of leadership, namely: laissez-faire, transactional and transformational leadership. The FRL model is discussed below.

2.3.1.1) Laissez-faire Leadership

According to Bass (1985) laissez-faire leadership emanates from the bureaucratic period of leadership and is essentially known as non-leadership. It represents a “non-transactional leadership style”, consisting of the “absence or avoidance of leadership” (Avolio & Bass, 1998, p. 395). Laissez-faire managers avoid problems and ignore issues, they generally do not follow-up on tasks, and abstain from intervention in projects (Gill, Levine & Pitt, 1998). They abdicate responsibility and avoid decision-making (Bass, 1990; Robbins, Judge, & Sanghi, 2007). Such managers display a ‘do not care’ attitude and take no interest in amending any situation (Avolio & Bass, 1998; Avolio & Bass, 1990).

Laissez-faire leadership results in dysfunctional conflict and a lack of achievement due to no drive for success (Gill, *et al.*, 1998). Laissez-faire leaders are isolated from

reality, whereby they do not rely on creativity, inspiration or support from colleagues, as they perceive these functionalities as unnecessary (Gill, *et al.*, 1998). Therefore, the leader's learning process tends to operate on a trial and error basis, which consequently alienates them from society, as they are not actively engaging with followers or sub-ordinates (Gill, *et al.*, 1998). Laissez-faire leaders are generally inefficient and unproductive, as they do not plan events, resulting in no support from subordinates (Marriner Tomey, 2009 cited Giltinane, 2013). Laissez-faire leaders are generally not involved in the dynamic of their team, and allow other members complete autonomy in terms of decision-making (Chaudhry & Javed, 2012).

Laissez-faire leadership style is defended with great difficulty; however, if there is a highly effective team where the leader's subordinates are highly-motivated specialists, experts or professionals (Chaudhry & Javed, 2012), then a laissez-faire leader may suit the role, as subordinates may require less guidance and prefer working independently, while achieving the desired results.

2.3.1.2) Transactional Leadership

Transactional leadership theory suggests a relationship between the leader and follower(s) as a sequence of gratificational exchanges aimed at maximising organisational and individual achievement (Burns, 1978). Burns (1978) describes transactional leadership as being adapted from the marketplace, whereby efficient transactions occur between leaders and followers in search of fulfilment. Transactional leadership involves an exchange of something valuable to stimulate a specific follower behaviour (Horwitz, *et al.*, 2008).

This leadership is categorised into three distinct types: contingent reward, active management-by-exemption and passive management-by-exemption (Gill, *et al.*, 1998; Horwitz, *et al.*, 2008; Burke, Stagl, Klein, Goodwin, Salas & Halpin, 2006).

Transactional leaders tend to practice "management-by-exemption and contingent reward" (Gill, *et al.*, 1998, p. 49). According to Gill *et al.*, (1998) there are two forms of management-by-exemption: passive and active. The *passive form* entails the establishment of performance objectives and relevant standards; while waiting for problems to unfold, reacting to mistakes, and cooperating accordingly (Bass, 1990; Gill, *et al.*, 1998; Bass, *et al.*, 2003; Horwitz, *et al.*, 2008). Passive management-by-exemption can be compared to laissez-faire leadership, as leaders display minimal

control or direction (Marquis & Huston, 2009). This is labeled passive-avoidant or laissez-faire, where no action is taken whatsoever (Bass, *et al.*, 2003). The *active form* also entails the establishment of performance objectives; however, deviations and errors are monitored and corrected, and rules and procedures are enforced accordingly (Bass, 1990; Gill, *et al.*, 1998; Bass, *et al.*, 2003; Horwitz, *et al.*, 2008). The active form avoids risk-taking and is therefore a more secure method of management (Gill, *et al.*, 1998).

The transactional relationship between the leader and/or manager and the subordinate is a result of self-serving manipulation solely based upon contingent reward (Gill, *et al.*, 1998; Burke, *et al.*, 2006). Contingent reward is based upon work objectives and performance measures, in return for feedback or progress and exchange of rewards and recognition such as money (Bass, 1990; Avolio & Bass, 1998; Avolio & Bass, 1990; Bass, *et al.*, 2003; Burke, *et al.*, 2006; Horwitz, *et al.*, 2008). Furthermore, contingent reward can be viewed as the reward gained by an employee based on achieving a set target (Chaudhry & Javed, 2012). Contingent reward can have a positive influence on follower satisfaction and performance (Burke, *et al.*, 2006).

Transactional leadership is dependent on behaviour and/or performance being linked with recognition and/or reward, or corrective discipline if performance is below the acceptable standard (Bass, *et al.*, 2003; Avolio & Bass, 1998). This encourages individuals to establish and fulfill self-interest, while reducing workplace anxiety, and concentrating on clear organisational goals (McCleskey, 2014).

According to Sims *et al.*, (2009) transactional leadership can be defined as rewarding someone in return for their compliance. This leadership style is largely task-orientated (Giltinane, 2013). Traditionally it is focused on management tasks, whereby the leader does not identify with the shared values of the team (Giltinane, 2013). However, it also revolves around rewards given in return for performance and diligence (Sims, *et al.*, 2009).

According to Bass & Bass (2008) autocratic leadership falls under transactional leadership, and is described as controlling, power-orientated and narrow-minded. Bass & Bass (2008) also highlight that autocratic leaders place emphasis on being obedient, loyal, and strictly adhering to the rules. They mention that followers generally dislike

autocratic leaders; but followers tend to work well beneath autocratic leaders as they are effective, they establish a sound structure, and decide what needs to be accomplished. They say that autocratic leaders provide rewards for compliance, while disobedience results in punishment. However, autocrats can also display abusive traits, establish fear amongst staff, and make decisions without team consultation (Bass & Bass, 2008). Furthermore, they state that autocratic followers tend to have a heavy reliance on the leader, and as a result they underperform in the leader's absence.

Transactional leadership is a dyadic exchange between leader and follower, in which praise and reward are given in exchange for compliance (Sims *et al.*, 2009; Bass & Bass 2008; Burke, *et al.*, 2006; Bass, 1985; 1990; Burns, 1978). These exchanges enable leaders to achieve performance objectives, finish required tasks, maintain the organisational culture, motivate individuals via contractual agreement, direct follower behaviour towards accomplishing recognised goals, placing emphasis on extrinsic rewards, avoiding unnecessary risk, while improving organisational efficiency (McCleskey, 2014).

2.3.1.3) Transformational Leadership

Since 1983, transformational leadership has been adopted within educational administration (Avolio & Bass, 1998). Transformational leadership of superiors has a positive correlation with the performance of subordinates (Avolio & Bass, 1998; Cavazotte, Moreno & Hickmann, 2012), as superiors have the ability to express an original and inspiring vision in their followers.

Transformational leaders are visible role models (Odumeru, 2013; Rolfe, 2011; Grimm, 2010), who display mentorship (Vinkenbunrg, *et al.*, 2011). According to Rolfe (2011) and Grimm (2010) they are energetic and empower followers to become leaders. One primary goal of transformational leadership is developing follower self-confidence and an aspiration for self-development (Rahman, 2017). These leaders allow their followers to contribute towards the team's vision, thus enhancing the relationship between the leader and the follower, ultimately increasing team morale and motivational levels (Giltinane, 2013). According to Horwitz, *et al.*, (2008) they influence follower beliefs and attitudes by aligning the follower with their vision, and directing their beliefs towards the achievement of organisational success.

According to Rolfe (2011) and Grimm (2010) transformational leaders are generally honest, recognise individual achievements, demonstrate interest in their work, are inclusive of followers in decision-making and actively listen to their point of view. These leaders develop trust by treating followers in the same way they wish to be treated (Rolfe, 2011). They require the trust of their followers to successfully promote change (Giltinane, 2013; Rolfe, 2011; Grimm, 2010). Therefore, transformational leadership can only be effective if trust exists between the leader and followers (Giltinane, 2013).

Transformational leaders demonstrate relatively high ethical and moral standards in order to perform actions deemed socially acceptable (Avolio & Bass, 1998). Their behaviour and actions are consistent with their values, principles and beliefs (Avolio & Bass, 1998). These leaders emphasise the significance of a group vision, developing shared values and beliefs, while remaining determined to achieve group goals (Wang & Howell, 2010). Ultimately, transformational leadership is expected to develop exemplary followers, who display trust in their leaders, have an optimistic future vision; while striving for continuous improvement and development (Avolio & Bass, 1998).

This type of leadership involves inspiration and motivation of followers, to encourage innovative means of working and thinking, in order to accomplish the vision and goals of an organisation (Cleavenger & Munyon, 2013; Grimm, 2010). These leaders inspire followers with their vision, while working together to identify shared values (Marquis & Huston, 2009). Givens (2008) describes transformational leadership as the ability to inspire followers to accomplish greater feats, by identifying the follower's core values, and assisting the follower in aligning these values with the organisational values.

Transformational leaders inspire their followers to grow beyond the job requirements (Vinkenburg, *et al.*, 2011). Sims, *et al.*, (2009) suggest that these leaders invigorate their followers in pursuing a team's goal, using inspiration and motivation. They identify and express a compelling future vision, inspiring followers on an intellectual level, recognising individual differences, while assisting followers in developing their strengths (Bass & Bass, 2008).

These leaders recognise follower's needs, raising motivation and achievement levels above expectations, while encouraging and developing them to reach their full potential (Giltinane, 2013; Grimm, 2010; Avolio & Bass, 1998; Gill, *et al.*, 1998). These

leaders take interest in their followers, providing tailored support to individuals; aiming to develop their full potential by enhancing their ability and skills, and refining their self-esteem (Giltinane, 2013).

Transformational leaders influence others by stimulating and inspiring them to achieve expected outcomes, while paying attention to developmental needs of the follower (Rahman, 2017). They often transform follower expectations of themselves (Gill, *et al.*, 1998). Burns (1978) believes transformational leaders transform an individual's motivational state to that of advanced level needs, for example self-actualisation.

This leadership is branded as a meaningful and innovative exchange between leader and follower to emanate vision-driven change (Bass, 1985). The ultimate goal of this leadership is to establish change (Grimm, 2010). These leaders are perceived as agents of social and organisational change (Cleavenger & Munyon, 2013; Grimm, 2010; Bass, *et al.*, 2003; Bass, 1985). This leadership is a development that transforms and changes followers (Northhouse, 2001). The role of these leaders is particularly relevant in present society, due to the constant changes occurring, particularly in organisations; whereby transformational leadership promotes change in organisational activity and change of subordinates (Savareikiene, 2013).

Transformational leadership is regarded as a multidimensional leadership style (van Dierendonck, Stam, Boersma, de Windt, & Alkema., 2014), that shifts the concentration from an external to internal approach (Rahman, 2017). These leaders realise and understand the need for organisational change, and they create a culture that supports this change (Rahman, 2017). Furthermore, they have a distinct understanding of organisational culture, to ensure stability when new demands are placed on the organisation, and change is needed (Grimm, 2010). Transformational leadership has a cascading effect; when top-end leaders practice this style, it reflects throughout the organisation (Murphy, 2005).

Transformational leadership theories consist of four dimensions: idealised influence, motivational inspiration, intellectual stimulation, and individualised consideration (Hall, Johnson, Wysocki, Kepner, Farnsworth & Clark, 2015; Cavazotte, *et al.*, 2012; Horwitz, *et al.*, 2008; Bass, *et al.*, 2003; Avolio & Bass, 1998; Bass & Avolio, 1993; Bass, 1985).

i) Idealised Influence

The transformational leader is seen as a role model to followers, as they illicit idealised influence, whereby the follower emulates the leader's actions and adopts their fundamental ethics, values and principles, having assurance and trust in the leader (Hall, *et al.*, 2015; Savareikiene, 2013; Cavazotte, *et al.*, 2012; Bass, *et al.*, 2003; Avolio & Bass, 1998; Bass, 1985). Idealised influence consists of both 'idealised influence attributed', in which the leader's charisma forms a strong positive, emotional bond with the followers; and 'idealised influence behaviour', in which the leader displays an idealised behaviour that depicts the values and actions that followers ought to adopt (Horwitz, *et al.*, 2008).

ii) Inspirational Motivation

Inspirational motivation is used to motivate and inspire followers, by encouraging team spirit, to establish a commitment to the organisation's vision (Hall, *et al.*, 2015; Savareikiene, 2013; Bass & Riggio, 2006; Bass, *et al.*, 2003). Inspirational motivation allows a leader to "convey ambitious expectations to followers" (Cavazotte, *et al.*, 2012, p. 444), whereby the follower is challenged and persuaded, gaining a greater sense of meaning and understanding of actions and objectives (Bass, *et al.*, 2003; Avolio & Bass, 1998). Leaders demonstrate inspirational motivation by influencing followers via charismatically communicating goals and motivating the team to achieve them (Horwitz, *et al.*, 2008; Bass & Riggio, 2006).

iii) Intellectual stimulation

Intellectual stimulation is displayed by leaders who are capable of questioning the status quo, thus appealing to their follower's intelligence by promoting thought patterns that encourage creativity and innovation, while looking to abandon outdated operational strategies (Hall, *et al.*, 2015; Savareikiene, 2013; Cavazotte, *et al.*, 2012;; Horwitz, *et al.*, 2008; Bass & Riggio, 2006; Bass, *et al.*, 2003; Avolio & Bass, 1998). Intellectual stimulation promotes critical thinking and problem solving (Hall, *et al.*, 2015; Savareikiene, 2013; Bass & Riggio, 2006; Bass, *et al.*, 2003). Intellectual stimulation requires the leader to be open-minded and confident in their problem-solving ability, without fear of criticism, in order to increase followers self-efficacy (Bandura, 1977).

iv) Individualised Consideration

Transformational leaders display individualised consideration for their followers through mentorship, support and coaching; while developing an understanding and acceptance of the individual's unique characteristics, needs and desires (Hall, *et al.*, 2015; Savareikiene, 2013; Cavazotte, *et al.*, 2012; Avolio & Bass, 1998). Individualised consideration occurs when leaders assist followers in achieving their "desired intrinsic needs" (Horwitz *et al.*, 2008, p. 50). Individualised consideration resembles a coach or mentor helping an individual reach their full potential (Bass & Riggio, 2006; Bass, *et al.*, 2003).

According to Cleavenger & Munyon (2013) transformational leaders enhance the meaning of work via autonomy, task significance, skill variety, feedback, and task identity. They mention autonomy is achieved by accentuating employee responsibility and ownership of ideas, as well as giving credit for contributions and celebrating good performance. They highlight that task significance involves understanding the organisational vision and contribution to society, while linking the employee task functionality and importance accordingly. Furthermore, Cleavenger & Munyon (2013) state skill variety highlights the complexities of a task, while encouraging employees to adopt a multi-dimensional skill-base that leads to overall job satisfaction and enhanced organisational performance. They say that feedback provides employees with an opportunity for growth and better performance, as it enhances their knowledge and understanding of work-based activities. Task identity recognises the employee's contribution to the organisation's final product or service (Cleavenger & Munyon, 2013).

Transformational leaders have the ability to mould the meaning behind work, through the concept of *framing*, which allows employees to better understand how their work contributes to the organisational outcomes (Cleavenger & Munyon, 2013). In order to highlight the importance of framing, consider the story of a janitor who worked for National Aeronautics and Space Administration (NASA) in the 1960s: while sweeping the floor one day, someone asked him what he was doing, and without hesitation he replied, "Putting a man on the moon" (Cleavenger & Munyon, 2013, p. 353). A transformational leader allowed the janitor to see the bigger picture, through perspective (*framing*), turning the janitor's attention from the dirty floor to the launch pad (Cleavenger & Munyon, 2013).

Transformational leaders generally adopt a democratic leadership approach (Giltinane, 2013). According to Bass & Bass (2008), democratic leaders view workers as motivated to achieve results, seeking autonomy and opportunity to prove their self-worth. Democratic leaders share responsibility with, and are considerate of, their followers; allowing followers to develop their own leadership skills, while encouraging independence (Bass & Bass, 2008). Transformational leaders consider others' needs before their own personal needs, thus gaining a more positive reception from others (Avolio & Bass, 1998).

Whitehead, Weiss & Tappen (2009), however, suggests that democratic leaders have less control over their followers than autocratic leaders, as democrats provide guidance as opposed to controlling them. Democrats ask questions and make suggestions, whereas autocrats issue orders. Democratic leaders tend to consult followers before making decisions; however, consultation of many followers is often time-consuming, developing frustration for individuals wanting rapid decision-making (Marquis & Huston, 2009). Whitehead *et al.*, (2009) argues that although democratic leadership can be seen as less effective compared to other forms of leadership, it is more flexible, generally increasing motivation and creativity.

Although the transformational leadership style is the preferred approach, Bass & Bass (2008) suggest that transformational qualities should be combined with transactional management skills. For example, an autocratic leadership style may be required to manage or avoid conflict situations (Giltinane, 2013). This notion suggests that leaders require a clear vision, as well as a strategy and structure, in order to accomplish goals (Whitehead, *et al.*, 2009).

The transformational leader possesses rhetorical skills that depict a strong, self-confident individual, who establishes confidence in followers by epitomising leadership (Savareikiene, 2013). Hence, they resemble a strong relationship towards organisational efficacy (Cleavenger & Munyon, 2013; Cavazotte, *et al.*, 2012; Bass & Avolio, 1993). Effective transformational leadership is evident when performance exceeds organisational expectations (Hall *et al.*, 2015).

Transformational leaders undertake calculated risks in order to proactively grasp opportunities and decipher organisational issues (Tichy & Ulrich, 1984). Northhouse

(2001) mentions these leaders empower followers; are effective role models and possess strong values; they cultivate a spirit of cooperation by considering all viewpoints; they create a vision through people utilisation; and they act as an agent of change. Ultimately, transformational leadership enhances follower motivation, morale and performance through being a role model that inspires and challenges followers, understanding follower weaknesses and strengths in order to align them with tasks that enhance performance (Odumeru, 2013).

2.4) Headmaster Leadership

The success of a school is very much dependent on the leadership qualities of the headmaster (Wahab, Fuad, Ismail, & Majid, 2014). A school's performance is determined by the headmaster's ability to lead the staff in an effective and efficient manner that achieves the desired outcomes (Wahab, *et al.*, 2014; Leithwood & Sun, 2012). Headmasters who practice transformational leadership can motivate their staff by changing their attitudes and values, and realigning them to the core purpose of the school which is education (Wahab, *et al.*, 2014; Leithwood & Sun, 2012).

In today's society headmasters should be committed to extending their school leadership capacity by contributing value to the four dimensions of transformational leadership, namely: idealised influence, motivational inspiration, intellectual stimulation, and individualised consideration (Wahab, *et al.*, 2014). Essentially headmasters need to ensure their staff have a high level of job satisfaction and commitment to the given tasks, in order to achieve the goals aligned to the vision and mission of the school (Wahab, *et al.*, 2014).

According to a study on transformational school leadership by Leithwood & Sun (2012), two common practices emerged: developing a shared vision and goal consensus, and establishing high performance expectations. However, headmasters also need to develop people by providing individualised support, intellectual stimulation and be a role model of the values and behaviours that the school strives to achieve (Leithwood & Sun, 2012). Furthermore, school leaders should strengthen school culture by promoting care and trust amongst staff in order to establish a cohesive team environment that is reflective of the school vision (Leithwood & Sun, 2012). Headmasters need to promote collaboration with parents and the extended

community in order to acknowledge all stakeholders concerned (Leithwood & Sun, 2012).

According to Wahab, *et al.*, (2014) a charismatic leader is required to transform individuals' mind-sets and be the agent of change within a school environment. Headmasters need to rehearse transformational leadership in order to promote continual change that leads to growth and improvement (Wahab, *et al.*, 2014). However, to ensure the successful implementation of transformational leadership, the headmaster ought to be supported by the middle-management team (Wahab, *et al.*, 2014).

2.5) Researcher's Proposition

According to the review of literature (specifically 2.4 Headmaster Leadership) the researcher identifies headmasters as leaders in the educational sphere (Wahab, *et al.*, 2014; Leithwood & Sun, 2012; Bush, 2007). Furthermore, founded on knowledge gathered from the review of literature, the researcher expects the headmasters to be associated primarily with a transformational leadership style, which describes transformational leadership as the optimal or most effective style of leadership (van Dierendonck, *et al.*, 2014; Bass & Bass, 2008). The researcher is cognisant of the possibility that other leadership styles, which fall outside the FRL model, may emerge in the data.

2.6) Conclusion

This chapter explores the concept of leadership and the FRL model, viewing leadership in the light of one's ability to influence others in order to accomplish a desired goal. The leader-manager relationship is explored through Simonet & Tett's (2013) five perspectives, with the focus on hierarchical management within leadership as depicted by the FRL model. Laissez-faire style is essentially depicted as non-leadership. Transactional leadership consists of contingent reward (reward gained for achieving target), active management-by-exemption (proactive, risk-free management) and passive management-by-exemption (reactive management). Transformational leadership consists of the *four I's*: idealised influence, motivational inspiration, intellectual stimulation, and individualised consideration. The transformational leader's ultimate goal is to bring about change by establishing a

vision, while being a role model to followers by inspiring and motivating them to accomplish the desired goals. Headmaster leadership incorporates the *four I's* of transformational leadership, realising the importance of building a cohesive staff environment and recognising all stakeholders involved in order to reach a shared goal.

Chapter 3: Research Methodology

3.1) Introduction

The aim of this chapter is to illustrate the methods that the researcher used to conduct the study. The research is a qualitative study based on a post-positivist, interpretive paradigm; as well as a deductive approach. The research method includes data capturing, interpretation of data (thematic analysis), population, and ethical considerations. Data capturing includes a semi-structured interview process and a historical document analysis. A thematic analysis was used as a guide to analyse the leadership and management styles of each headmaster. A specific segment of the population is studied, consisting of the four most recent headmasters from 1993 to 2017.

3.2) Research Aims & Objectives

Aim: to analyse the various leadership style(s) of headmasters from 1993 to 2017 at Kingswood College.

Objectives:

- i) Identify leadership style(s) of the respective headmasters using the Full Range Leadership (FRL) model as a guiding framework,
- ii) Describe and interpret these style(s) in relation to the time period that the headmaster held office, and
- iii) Compare the headmasters' leadership styles (intention to examine four headmasters in order to note key similarities and differences).

3.3) Research Methodology

The research is a qualitative study based on a post-positivist, interpretive paradigm; as well as a deductive approach.

Post-positivism: relies on multiple methods of capturing reality, with emphasis placed on discovery and verification of theories (de Vos, Strydom, Fouche & Delport, 2011). The researcher gathers an understanding of the study as it evolves during the

investigation, therefore, a hypothesis is not developed prior to gathering data (de Vos, *et al.*, 2011). Postpositivism provides the researcher with freedom to use more subjective measures of gathering data. The sample-size may be small, and the measuring instrument(s) might be created by the researcher himself (de Vos, *et al.*, 2011).

Two methods of collecting data were used in this study, namely: interviews and historical archive analysis. The researcher gathered a greater understanding of the study as it progressed. No hypothesis was developed. Although the researcher attempted to be objective, the interpretive approach of the study brought about a subjective nature, whereby the researcher interpreted the data as per the FRL model and existing leadership styles. A relatively small segment of the population was used, consisting of the four most recent headmasters at Kingswood College.

The interpretive approach: the paradigm of this research aims to understand people (Babbie & Mouton, 2001). Interpretive social science incorporates hermeneutics, the theory of meaning; which emphasises detailed examination of text such as archives (Neuman, 2000). The researcher conducted the study using an interpretive approach through the use of a thematic analysis revolved around the researcher's interpretation of the meaning of the data.

Deductive approach: deduction is a movement from general to specific (de Vos, *et al.*, 2011). Deduction moves from a theoretical pattern to observations that test the theory. The researcher gathers a theoretical understanding and deduces an expectation and/or hypothesis (Babbie, 2007). The researcher used a deductive approach during the interview process; whereby headmasters were asked specific questions established from a theoretical perspective.

3.4) Population

This researcher used a purposive, non-probability sample of the population (de Vos, *et al.*, 2011). Purposive sampling is generally based on the researcher's judgement, whereby the sample contains subjects that are representative of the population that serve the study's purpose (de Vos, *et al.*, 2011). This qualitative form of sampling is used to "purposefully inform an understanding of the research problem" (de Vos, *et al.*, 2011, p. 392).

There was a pre-selected criteria for the selection of the population studied (de Vos, *et al.*, 2011), specifically the four most recent headmasters of Kingswood College from 1993 to 2017, as well as the headmasters' personal assistant (PA) Elmarie Retief. The headmasters include David Wilkinson [1993–1997], Phillip Hawke [1998-2002], David Arguile [2003–2008], and Jonathan Trafford [2009-2017].

The reason for this specific sample of the population is a significant interest in educational leadership over the past two decades [1987-2007], and the last historical review was captured by Howard & Joyce Kirkby in *Still Upon a Frontier* [1892-1993].

But more importantly, a significant historical incident in South Africa took place post-1994, namely democratic change. Democracy shifted South Africa's political culture, as the 1996 Constitution introduced new freedoms and rights, which allowed significant opportunities for the expansion of political participation (Mattes, 2012). 1998 saw the implementation of a new school curriculum, amongst other enactments, that intended to support democratic and constitutional values (Mattes, 2012). This resulted in economic, political, social and educational experiences in a post-authoritarian generation to differ significantly from older generations that existed pre-1994 (Mattes, 2012). Therefore, the significant socio-political change that has occurred post-1994 supports the population sample of the four headmasters who have held office since the democratic election.

3.5) Data Collection

3.5.1) Semi-structured Interview

The semi-structured interview was used to gain a detailed account of the participants' leadership style(s). The researcher developed a set of predetermined questions (see Appendix A), which were influenced by the FRL model. These questions took the form of an interview schedule, which was shared with the participants prior to the interview process (de Vos, *et al.*, 2011). This allowed the participants to reflect on the questions and adequately prepare themselves so that the researcher could acquire detailed, enriched information. Questions generally adopted a deductive approach, whereby each question had a specific focus, aligned with a type of leadership style; adapted from the literature. As per Appendix B, questions were mostly neutral and open-ended,

following a logical sequence. This interview structure allowed participants to give specific information required for the purpose of the study.

Online Interviews: Of the five interviews conducted, three interviews were conducted online in the form of a teleconference. The researcher arranged a set date and time with the participant in which the interview would take place. The researcher used a standard recording device to record the teleconference. Audio interviews were used when video technology was unavailable. Online interviews were used as an alternative to in-person interviews, for all participants who lived a considerable distance from the researcher. This proved to be a viable alternative.

In-person interviews: two interviews were conducted in person, the second being an additional interview with Mrs Elmarie Retief (Personal Assistant to all four headmasters), as the researcher and supervisor believed this would add valuable information to the study. Separate interview questions were prepared for Mrs Retief, all of which were repeated for each headmaster (see Appendix C). The researcher arranged a set date and time in which the interview would take place with the participant. Each interview was recorded via the researcher's 'Voice Recorder' computer recording program.

An Informed consent form (see Appendix D) was required from each subject before the interview could be conducted. Recordings were transcribed and returned to the subjects for their approval. Subjects were requested to respond via email if there were any aspects of the transcription that they did not approve. Each interview process lasted 30 to 45 minutes, dependent on the subject's response time.

3.5.2) Historical Document Analysis

In order to ensure the quality and reliability of data, subject data was gathered from reliable sources, namely historical archives in the form of annual school magazines from 1993 to 2016. The researcher located the magazines in the Kingswood College library. The *Headmaster's Prize-giving Address* was the primary source of information in each Kingswood Magazine. The researcher used textual analysis (de Vos, Strydom, Fouche, & Delpont, 2011) of each headmaster's address as to identify possible leadership and management styles that may be associated with the particular headmaster. Analysis of the text involved identification of key words and phrases pertaining to leadership and management styles.

Each type of leadership and management style has a detailed definition and explanation, as per the literature, which allowed the researcher to identify relative data. Identification of key words and phrases ensured reliability and consistency of data retrieval.

3.6) Data Analysis using Thematic Analysis

According to de Vos, *et al.*, (2011) the researcher needs to follow certain steps in the qualitative data analysis process. The first step is preparation and organisation of data which involves: i) planning the recording of data, ii) data collection and initial analysis, iii) data management, and iv) reading and writing notes (de Vos, *et al.*, 2011). The second step is reducing the data which involves: i) producing categories and data coding, ii) challenging evolving understandings and refining the data, and iii) interpretation and development of typologies (de Vos, *et al.*, 2011). The third step involves visualisation, representation and display of data, which is basically a presentation of data (de Vos, *et al.*, 2011).

Step 1: Preparation and organisation of data (de Vos, *et al.*, 2011).

i) Planning the recording of data

The researcher planned the recording of data by downloading and testing a computerised 'Voice Recorder' prior to the interview process. Careful consideration was taken to ensure the audio recorder worked effectively for the entire length of the video interview. It is important to check the quality of the audio recorder, as this can have a significant effect on the data gathering process.

ii) Data collection and initial analysis

At the start of each interview the researcher obtained the participants consent before recording their responses. The researcher made brief notes on an interview documentation sheet to support the recorded data. Identifying patterns and outlining categories for data analysis is invaluable (Flick, 2006). The researcher asked follow-up questions where necessary in order to gain clarity and/or expand on the information given by the participant.

iii) Data management

Recordings were transcribed, onto a computerised document, within two to three days so that the information obtained from the interview was relatively fresh in the researcher's mind. The researcher transcribed the data himself in order to capture the necessary information required to answer the research question and to grasp a sense of the cumulative data holistically (de Vos, *et al.*, 2011). However, it is important to capture the data so that "the subjects speaks for themselves" (de Vos, *et al.*, 2011, p. 405). A transcription (see Appendix H) of the interview was sent to the subjects for their approval, and to clarify or expand their response. The researcher updated the subject's computerised documents to ensure an accurate reflection of data. Thereafter, each subject's finalised transcript was placed into a separate computerised folder. The researcher ensured that all transcripts were complete and that the data was properly labelled (i.e. dates and subject identification) so it could be easily retrieved (de Vos, *et al.*, 2011). Back-up copies of all data were placed onto a flash-drive. A master copy of each transcript was kept as well as an additional copy for note-taking and reflective purposes. Data was collected from all subjects prior to any data analysis or interpretation.

iv) Reading and writing notes

The researcher read each transcript in its entirety in order to fully grasp a sense of the interview before narrowing it down into individual parts (de Vos, *et al.*, 2011). Notes were made on the transcript margins for reflective and guiding purposes. These personal notes took the form of key themes or ideas emerging from the data, however, some notes were operational in nature and provided a more detailed account. This is where the 'thematic analysis' (Kreuger & Neuman, 2006) began, establishing a link between the data and integrated thinking.

Step 2: Reducing the data (de Vos, *et al.*, 2011).

i) Producing categories and data coding

The researcher used an open coding approach by reducing the data into smaller, more manageable themes (de Vos, *et al.*, 2011). The data was coded through identification of key words, sentences and phrases that related to relevant themes. These themes resembled styles of leadership that emerged from the literature such as laissez-faire, transactional and transformational (FRL model); as well as other relevant emerging themes such as servant leadership and participatory leadership.

ii) *Challenging evolving understandings and refining the data*

Data was then colour-coded into primary and secondary data to ensure that relevant information pertaining to the aims and objectives of the study were included. Upon review of data, secondary data that was deemed irrelevant or unnecessary (to the research theme) was discarded. This allowed the researcher to focus on the core data that was pertinent to the research question, while assessing the usefulness and significance of the data (de Vos, *et al.*, 2011).

iii) *Interpretation and development of the typology (thematic analysis)*

The typology, or conceptual framework, used was a thematic analysis which allowed the researcher to interpret the data by comparing and contrasting the leadership styles of each headmaster. Within each theme, the data was examined meticulously and comparisons were made for similarities and differences (de Vos, *et al.*, 2011). This enabled the researcher to form a broader opinion of the data as a whole (de Vos, *et al.*, 2011). The researcher refined the data further by using key quotes and phrases that best represented the most relevant findings emerging from each theme.

Step 3: Presentation of data (de Vos, *et al.*, 2011).

Due to the nature of the data collected being in the form of words, sentences and lengthy phrases; the data was presented in a paragraph format arranged according to key themes. Evidence of data emerging from key themes is reflected via quotes and/or a summarised account of the data.

3.7) Ethical Considerations

An application was made to the Rhodes Business School Ethics Committee whom approved the study as per Appendix E (Rhodes Business School Ethics Committee application reference: 2017_02_48 Ryan Howden). The researcher was obliged to acquire, and has obtained, Kingswood College's informed consent (Appendix F) in order to conduct the research (Babbie, 2007). The researcher was a staff member at Kingswood College, and is therefore aware of issues pertaining to possible subjectivity and bias (de Vos, *et al.*, 2011). The researcher should remain objective throughout the study in order to alleviate potential bias towards the school or any participant.

To avoid harm to subjects, each subject had to complete an informed consent form (see Appendix D) prior to participating in the study. Participation in the study was completely voluntary; however, all four headmasters participated, as well as their personal assistant.

Potential issues arising from this study may include headmasters and/or their families objecting to the research for defamatory reasons. However, this study involves a semi-structured interview whereby the researcher asked questions, previously sent to the subjects, relating to the headmasters' style(s) of leadership and management. Therefore, although there were additional follow-up questions asked during the interview process, no attempt was made to bring the subject and the institution into disrepute. With regards to the historical document analysis, the researcher analysed publicised documents. Therefore, due to the data previously being made available to the public alleviates the potential issue.

Furthermore, the researcher should refrain from plagiarism, manipulating or creating false data (Druckman, 2005; Welman, Kruger, & Mitchell, 2005).

3.8) Conclusion

The research methodology adopts a post positivist, interpretive paradigm; as well as a deductive approach. The population consists of the four most recent headmasters from 1993 to 2017, and the headmasters' PA was interviewed to gather an alternate perspective. The two methods of data collection (interviews and archival data) allow the researcher access to a variety of sources. Data analysis procedure was outlined via three steps: 1) preparation and organisation of data, 2) reducing the data, and 3) presentation of data (de Vos, *et al.*, 2011). Ethics were taken into account, as ethical clearance was obtained from both Kingswood and Rhodes Business School, and all participants gave informed consent and were made aware of potential issues that may arise from the study. The discussion of data in chapter 4 will give the researcher's interpretation of the leadership style(s) of headmasters through a thematic analysis.

Chapter 4: Data Analysis

4.1) Introduction

This chapter includes qualitative data, derived from interviews and archives, used to analyse various leadership styles of headmasters at Kingswood College from 1993 to 2017. The data chapter is divided into key themes emerging from the Full Range Leadership (FRL) model, namely: laissez-faire, transactional, and transformational leadership styles; as well as relevant emerging styles such as principle-based leadership, servant leadership, ethical leadership, spiritual leadership and participative leadership. A thematic analysis is used as a guide in order to compare and contrast the various leadership and management styles of each headmaster. The objective of the data chapter is to identify the leadership style(s) of the respective headmasters and conduct a thematic analysis.

4.2) Interviewees & Archival Data

The interviewees consist of the four most recent headmasters of Kingswood College, namely: David Wilkinson [1993–1997], Phillip Hawke [1998-2002], David Arguile [2003–2008], and Jonathan Trafford [2009-2017]; as well as Elmarie Retief [1993 – 2017], personal assistant to each of the headmasters. The archival data consists of each of the headmaster’s prize-giving addresses, found in the annual Kingswood College school magazines from 1993 to 2016.

4.3) Leadership Framework

The leadership framework consists of Full-Range Leadership (FRL) themes, all of which have been derived from literature. FRL themes include laissez-faire, transactional and transformational leadership. Emerging relevant themes include principle-based, ethical, servant, spiritual and participatory leadership.

4.3.1) Full-Range Leadership (FRL) Themes

4.3.1.1) Laissez-faire

When considering aspects of Laissez-faire leadership, all headmasters firmly believe they did not avoid persons or a particular issue, but rather tried to resolve it. Comments made by them include:

"I cannot record a time when I purposely ignored someone... I wanted to tackle everything. I did not want to ignore anything or brush anything aside" (Wilkinson, 2017, p. 1). "I don't actually recall any situation which I completely ignored" (Hawke, 2017, p. 10). Arguile (2017) never attempted to avoid questions or ignore issues, nor display a 'do not care' attitude. Trafford (2017) mentioned a 'do not care' attitude is simply not a factor when you are a headmaster. "I think one always cares, one is always very conscious of being in tune with what is needed" (Trafford, 2017, p. 30).

The headmasters did, however, acknowledge that not all issues were addressed directly or in the most appropriate way. Wilkinson (2017) ignored chat 'via the grape vine' about certain staff members that were supposedly not as proactive as other employees in the class room. "You know there's no damage being done here, and there are more important things to be done" (Wilkinson, 2017, p. 2).

"I usually gave myself time, between recognising the situation and giving myself some breathing space before I actually acted" (Hawke, 2017, p. 10). "It did not mean that I did not care, It just simply meant that there are times when caution is required and it's better to not do the first thing that comes to mind" (Hawke, 2017, p. 10).

"We spent too much time trying to avoid the conflict by finding 'nice' ways of dealing with it, as opposed to dealing with the issue as it was right at the beginning" (Trafford, 2017, p. 30). "My job requires me to be a decision-maker. But I can't say I am the best at that, I probably listen too much and spend time reflecting and embracing other people's comments. It is a criticism that I take too long to reach a decision. Perhaps because I am too consultative, but that may be because I want to get all the right balances and peoples' views without being dogmatic around an issue" (Trafford, 2017, p. 38).

Hawke always tried to avoid blame by remaining objective at all times. "I would rather work on the basis that mistakes do happen and can be avoided, whether it was a

personal mistake or professional mistake” (Hawke, 2017, p. 11). “At Kingswood I would have been accused at times... as abstaining from intervention” (Arguile, 2017, p. 19). There were times when parents and board members asked Arguile (2017) to deal with something, and he would rule that it was not a principle issue but rather a matter of style; directing them to the relevant deputy. “Some people felt that I should have made the call as college head, and my response was that I would not make the call unless it was a matter of principle and it fell under my jurisdiction. So sometimes I may have been guilty of not intervening when they thought I should have. But I had no regrets about my approach to that” (Arguile, 2017, p. 20).

4.3.1.2) Transactional Leadership

Retief (2017) does not associate any headmaster with a transactional leadership style. However, this statement appears somewhat contradictory in relation to the headmasters’ comments. Wilkinson (2017) was the only headmaster whose primary leadership style was transactional in nature. “I was more transactional, not transformational, as I did not see the need for a transformation or change in organisational culture” (Wilkinson, 2017, p. 1). Wilkinson (2017) identified with transactional management through corrective action and conducting various disciplinary hearings.

Transactional leadership was not the preferred style of leadership, as Arguile, Trafford and Hawke generally disagreed with the ‘reductionist business-style’ management approach; but there were instances where they needed to implement it. “I am not a fan of transactional leadership; I tend to move away from the business-style models of performance reward...” (Arguile, 2017, p. 21). “...straight business organisational performance management system. It does not translate easily into a school system. So one needs to develop systems that potentially accommodate the dynamics of the school” (Trafford, 2017, p. 33). “It is difficult to reduce a teacher’s performance onto a piece of paper. Unless you spend a lot of time in the classroom and at practices, watching what is going on and how they perform” (Hawke, 2017, p. 12).

However, Trafford mentions Kingswood uses transactional leadership for performance management. “It is much more transactional... people are generally held more

accountable... there are going to be more measures for them in terms of determining success in that particular field” (Trafford, 2017, p. 32).

A) Management-by-exemption

i) Passive

Wilkinson, Arguile and Trafford all displayed passive management-by-exemption. During Wilkinson’s (2017) term, certain staff members were content with what they were doing. He did not challenge them to be better; instead he challenged them if they stepped out of line. Arguile (2017) tended to linger in the background; however, his ego got in the way from time to time. Trafford was less proactive at the beginning of his term, and he tended to have a “waitency attitude” (Trafford, 2017, p. 31). “...there are occasions where things tend to run away from you” (Trafford, 2017, p. 31).

ii) Active

Trafford, Wilkinson and Arguile also displayed active management-by-exemption. Trafford (2017) intends to be proactive to understand what is going on within the school environment. “You are trying to trouble shoot the whole time in terms of looking for where the issues might arise” (Trafford, 2017, p. 31). “I think I am better now than I was five years ago... But as I have gone through my career... I have become more proactive in addressing and tackling issues” (Trafford, 2017, p. 31). Wilkinson (1995, p. 8) speaks about being “pro-active in asserting our standards of behaviour.”

Wilkinson (2017) was consultative in his management approach, introducing an “informal appraisal system”, whereby he interviewed each member of staff (Wilkinson, 2017, p. 3). “It was more like a confidential quiet chat; it certainly cannot be compared to the formal appraisal system we use today, with members of staff reporting to head of department...” (Wilkinson, 2017, p. 3). According to Wilkinson this informal conversation would involve him saying, “These are your areas of strength, this is where I recognise you... and these are the areas you need to work on...” (Wilkinson, 2017, p. 3).

B) Contingent Reward

Hawke and Wilkinson identified with the contingent reward approach. Hawke believes performance is somewhat driven by reward; however, “teacher’s performance is driven

much more by results – by how the child is doing, how they are performing and what relationship you have with them” (Hawke, 2017, p. 12).

Hawke (2017) objected to using policy and rules to manage staff, as it affected productivity. “As a motivator... management tools are as good as people make them out to be. They are a lot of work, and I am not certain that they serve to change the environment for the better” (Hawke, 2017, p. 12). “If people fundamentally do not trust you, or do not trust the vision of the organisation... If they do not feel that you listen to them... they feel as if they are not included in decision-making. It does not matter how much policy you throw out, in the form of appraisals, people are not going to cooperate” (Hawke, 2017, p. 10).

Hawke introduced the Code of Conduct together with council, senior staff and the legal team; which has stood the test of time (Retief, 2017). “Staff should have a sense of what is in the Code of Conduct; what the expectations are, and the consequences, if you do not perform your duty properly” (Hawke, 2017, p. 11). Although Hawke never viewed the Code of Conduct as a motivational tool, it demonstrates a transactional management approach consisting of policy and rules; which contradicts his above statements.

Wilkinson (2017) was keen on implementing systems. “I was very systems-orientated and I tended to use positive reinforcement for people who worked hard” (Wilkinson, 2017, p. 2). “I tried to ensure that administrative staff knew what their roles were. I wanted clear reporting lines and accountability...” (Wilkinson, 2017, p. 2).

Wilkinson (2017) attempted to link an appraisal system to salary, which was not very successful. “...teachers want to get paid well; but they never want to know that the person sitting next to them is getting paid more because they, in the eyes of the headmaster, have done a better job” (Wilkinson, 2017, p. 3). Wilkinson (2017) planned to incentivise staff by increasing their salary if they performed well in the class room and in extra-mural activities.

4.3.1.3) Transformational Leadership

Retief (2017) associates all four headmasters with a transformational leadership style. Trafford (2017) is transformational, as he moved the school through the digital process and through diversity transformation. “If we are to succeed in our mission then we must

be creating the next generation of transformational leaders in Africa...” (Trafford, 2013, p. 12). Retief (2017) describes Arguile as transformative as he attempted to change the prefect leadership style at Kingswood. “Transformational in a sense, but where the focus is on principles of change; rather than on my personal charisma or lack thereof” (Arguile, 2017, p. 19). Hawke was “extremely organised, and from an administrative point of view he took the College to new heights” (Retief, 2017, p. 42).

Headmasters adopted a variety of different leadership styles that are primarily transformational in nature. These styles are captured by the following quotes: “...leadership is about tough decisions, about morality, about sticking to principle, about serving others” (Arguile, 2006, p. 15). “My style was more engaging, but I wasn’t too hands on, I certainly wasn’t dictatorial or authoritarian” (Wilkinson, 2017, p. 1). Trafford (2013) reinforces the importance of transformational leadership, principled leadership, and servant leadership; emphasising the notions of responsibility and accountability. “A leadership that does not see reward being measured by material things, but rather measured by accomplishments achieved in building a better and just society” (Trafford, 2013, p. 12).

Four Aspects of Transformational Leadership

i) Idealised influence

Arguile and Wilkinson demonstrated idealised influence by acting responsibly and gaining respect from staff. Arguile “had respect from people because of his strong principles” (Retief, 2017, p. 43). Wilkinson sought to create leaders by instilling “respect, resourcefulness and responsibility” (Wilkinson, 1993, p. 15). “Leaders are those who face up to the consequences of their actions and who display a sense of responsibility...” (Wilkinson, 1993, p. 15). Trafford quotes Arguile, “It is not about filling anyone’s shoes, but rather making your own shoes and ensuring that all those under your guidance can aspire to greatness” (2009, p. 16).

All headmasters identify as role models, although Wilkinson was “definitely a role model of how to lead a school. He was always in control and staff respected him” (Retief, 2017, p. 41). Wilkinson led by example as he, “...wore many different hats at Kingswood and was highly successful as an English teacher, cricket coach, theatrical director, manager, leader and innovator” (Kingswood College, 1997, p. 6). Wilkinson definitely set an example by coaching the 1st XI cricket team throughout his term as

headmaster and attending extra-mural activities. “My way of getting to know the kids would be going to music concert rehearsals and watching sports practices...” (Wilkinson, 2017, p. 4). “These were good examples, I think, where I said guys let us get on and do this; ‘I am one of you’” (Wilkinson, 2017, p. 4).

The expression “the buck stopped with me” was adopted by all headmasters. “The buck stops with the headmaster in just about every line of operation in the school, whether it be in sports, academics, or culturally. When things go wrong, the headmaster has to explain what happened and take necessary steps to correct the situation” (Hawke, 2017, p. 11). “The buck stopped with me; both in terms of my responsibilities and appointing staff” (Wilkinson, 2017, p. 2). “It was my responsibility and I did not shrink from it” (Arguile, 2017, p. 21). Trafford has a plaque on his desk with the words ‘*the buck stops with you*’ engraved on it. “Responsibility for all school matters ends up with me...somebody has to eventually make a decision, and ultimately that is my responsibility” (Trafford, 2017, p. 32).

ii) *Motivational inspiration*

Hawke and Wilkinson identify with motivating and/or inspiring their staff. “I would not want to throw some kind of perimeter around the way that I led. I tended to be a person who was high on vision; I liked to assist people to get excited, to be enthusiastic, and to paint a picture of what we could become. I used this as a motivating influence, and that is what I did” (Hawke, 2017, p. 9). Inspiration and motivation of employees was at the very heart of what Hawke (2017) did as a headmaster. “That is the kind of leader you want to be, one which is inspiring people to get out there and create for themselves and push for the outer limits” (Hawke, 2017, p. 13).

Wilkinson believed in positive reinforcement, “we boost the confidence of our pupils... No success is too tiny to be complimented” (Wilkinson, 1993, p. 14). “Children need to be encouraged so that they can believe in themselves. If their self-confidence grows, so too will their sense of self-worth; they will feel as though they can achieve their goals” (Wilkinson, 1993, p. 14).

iii) *Intellectual stimulation*

Innovation: All four headmasters spoke of innovation, creativity and/or vision in their responses; although Hawke and Trafford identified as strong innovators. “It will take visionary and creative leadership to ensure that we chart the stormy seas... as to

guarantee an equitable future for all South Africans” (Trafford, 2016, p. 19). “...a willingness to experiment with different solutions to a problem, a willingness to be innovative and to improvise...” (Hawke, 2000, p. 10). “We can’t be the same as our competitors... we need to find that unique selling point” (Trafford, 2017, p. 38). Kingswood needs to operate in a “refreshingly different and exciting way... Stand by their core values... vigorously pursue new policies and exciting initiatives...” (Hawke, 2002, p. 15).

Status quo: All four headmasters show evidence of questioning the status quo; although Arguile, Hawke and Trafford were more prominent in this regard. “I definitely did challenge the status quo, which made people feel uncomfortable...” (Hawke, 2017, p. 16). Arguile (2017) questioned the status quo based on reason and principle. “If there is principle backing up structures and the way in which things are done at a school, then I back off straight away and I respect that... I am certainly not going to vouch for change just for the sake of change. But if there is an issue, I will hopefully have the courage to challenge it and at least ask why it has been done that way” (Arguile, 2017, p. 26).

“Because it was my first headship, it was not a question of me challenging the status quo, but rather building on the strengths of Kingswood” (Wilkinson, 2017, p. 7). Wilkinson (2017) did, however, ‘phase out’ cadets. “I got a lot of abuse from old boys for interfering with the traditions of the school. But in my mind it made no sense to keep cadets in a co-educational school...” (Wilkinson, 2017, p. 7).

Wilkinson and Arguile challenged the norm of gender inequality that existed in the co-educational environment at Kingswood, to ensure that girls got recognition in the classroom and on the sports field. “Although Kingswood had changed to co-education years before my term, it was still regarded as a boy’s school” (Wilkinson, 2017, p. 7). Wilkinson and Arguile found that there was an overemphasis on boys’ sport during their respective tenures, specifically rugby. “Hockey was the girls’ major sport, yet they were playing on grass. I argued that the boys would never be happy playing on an inferior rugby strip, so why are the girls not playing on Astro Turf?” (Arguile, 2017, p. 26). Furthermore, Arguile (2017) challenged the status quo of the prefect system and the headmaster structure.

Trafford and Hawke challenge norms by driving change and seeking innovative solutions. “We need to reinvent ourselves... there are very good traditions at Kingswood; but there are some things that we can change...” (Trafford, 2017, p. 37). “At Kingswood we need to live outside of what is comfortable, engage with a challenging and at times hostile environment, display a calm and rational approach to problems, and seek innovative and at times unconventional solutions to those problems” (Hawke, 2000, p. 11). Trafford highlighted the need to embrace “active citizenship” and “challenge the flaws in society” (Trafford, 2014, p. 20), “become the ‘uncommon leader’ and the driver of change...” (Trafford, 2014, p. 19). “At times one has to ‘stick one’s neck out’ because an obvious solution is not always evident. Conflict in arriving at workable solutions, is as inevitable as the atoms which make up water...” (Hawke, 2001, p. 14).

iv) Individualised consideration

Empowerment: All four headmasters sought to empower staff members in their own unique way. Wilkinson (2017) empowered the heads of departments and house persons. Hawke “...empowered his staff to get on with things and get them done” (Retief, 2017, p. 42). Arguile empowered staff members to reach their full potential (Retief, 2017). Trafford empowered and encouraged individuals to “build a transformational environment” (2016, p. 16). Arguile, Hawke and Trafford all empowered staff members to reach their full potential; whereby many junior teachers who started under their headship became headmasters and deputies elsewhere (Retief, 2017; Trafford, 2017).

Arguile (2017) empowered his personal assistant, Elmarie Retief, to be Kingswood College’s IQAA (Independent Quality Assurance Agency) coordinator. “She valued the role and was absolutely phenomenal... That is the sort of leadership I aspired towards; identify potential, and if it does not fit the norm try to back it and take on the sceptics in the process” (Arguile, 2017, p. 26).

Hawke (2017) empowered the music department head, Ian Smith, by sending the Kingswood Wind Orchestra to an international music competition in Vienna; they returned as world champs. “What I simply did was to put a team of fundraisers, board members, and parents around Ian... If you create the environment for people to do

their best, and there are no restrictions on their creativity, then they can actually do what they are trained to do” (Hawke, 2017, p. 13).

Empathetic Leadership: Wilkinson, Arguile and Trafford all demonstrated empathetic leadership. Trafford mentions Arguile’s leadership style as, “understanding, empathetic and compassionate” (2009, p. 16). “He was a caring headmaster, as he always used to write thank you letters to staff...” (Retief, 2017, p. 41). “...be caring, compassionate and have concern for others...” (Trafford, 2011, p. 20). Trafford (2009) mentions ensuring a sense of humility, an understanding of humanity, and developing mutual respect for one-another.

Mentorship, guidance and encouragement were shown by Trafford, Wilkinson and Arguile. Trafford often mentors fellow staff members, allowing them to “...bounce ideas off him for affirmation that they are on the right track...” (Retief, 2017, p. 45). “That is where I really encouraged them and I really believed in positive reinforcement” (Wilkinson, 2017, p. 4). Trafford (2017) gets satisfaction when a member of staff tenders their resignation for a promotional position, as he feels a sense of accomplishment for encouraging and enhancing that individual’s personal growth.

Arguile (2017) would generally place staff members’ needs first, but not at the expense of principle. “A staff member who has got a good job offer somewhere, I believe that those personal needs will trump the school’s needs at that point. You have to allow individuals to enhance their own career; however, you cannot do that with very short notice... So there is a principle that cannot be transgressed” (Arguile, 2017, p. 23). “I will be completely honest in saying it was never about my own needs, it was about the needs of the school...” (Hawke, 2017, p. 14). Hawke was always there for staff when the matter was genuine and heart-felt; however, he did not have time for people who lacked genuine motive and were all “smoke and snake oil” (Hawke, 2017, p. 14).

“I think my staff would generally say that it is not about me” (Arguile, 2017, p. 23). Wilkinson always put the school or organisation first. “My philosophy was that the pupils came first...” (Wilkinson, 2017, p. 4). “I never put my own personal or self-interests first; I tried to divorce myself from that. I enjoyed the recognition and praise as a headmaster, but I did not work actively to achieve that... I must be judged on what I am doing” (Wilkinson, 2017, p. 5).

Wilkinson, Hawke, and Arguile tended to display a hands-off approach with staff members, allowing them to lead in their own space. "I gave them as much 'rope' as they needed in order to get on with the job" (Hawke, 2017, p. 11). Wilkinson (2017) attempted to inspire and motivate staff members, but he did not want to intrude by entering the classroom; "...cutting off boundaries in terms of the teacher being professional and effective" (Wilkinson, 2017, p. 4). Wilkinson (2017) did not impose himself when teachers showed resistance, unless the teacher was clearly not up to standard. "I think my relationship with staff was reasonably good. I would be foolish to say that everyone enjoyed my leadership style, but I tried to make it as personal as possible, and I know they did appreciate the encouragement I gave" (Wilkinson, 2017, p. 6).

Hawke's professional ideology revolved around trust in the head of department or deputy headmaster to do the right thing. "I am not going to interfere. But understand two things: if you need help, then rather ask me first before things go wrong. And if things do go wrong, I will get involved" (Hawke, 2017, p. 11).

Arguile (2017) tried to ensure staff leaders understood the non-negotiable principles. Arguile (2017) promoted autonomy of staff members, encouraging people to lead and behave in a manner that suits their own style. "As long as they did not transgress the core principles, I did not intervene" (Arguile, 2017, p. 22).

4.4) Relevant Emerging Themes

Additional relevant themes emerge from the data, which aid the discussion by giving a more accurate reflection of the headmasters' leadership styles. These themes generally depict more specific leadership style(s) that the headmasters adopted during their respective tenures. Relevant emerging themes include: principle-based leadership, ethical leadership, servant leadership, spiritual leadership and participative leadership.

4.4.1) Principle-based Leadership

Trafford, Hawke and Wilkinson elicited aspects of principle-based leadership; however, Arguile's (2017) primary leadership style is principle-based. Retief (2017) associates Arguile with a principle-based, servant leadership style. "If principles are in place, then it does not matter who the head is. Those principles are going to be

guarded and upheld, and it is not dependent on personality... It is all about the vision, the mission, the values..." (Arguile, 2017, p. 28).

Arguile (2017) focused on the principles of respect and honesty, to promote fairness of procedure. "A lot of emphasis on responsibility and accountability... moving away from any focus on privilege, position, or title" (Arguile, 2017, p. 19). Arguile is a man of principle who always gave an educated response (Retief, 2017). Arguile (2006) also placed emphasis on sportsmanship, based on the principle of honesty.

Trafford (2011, p.20) believes in "developing a sound set of values, with honesty and integrity at the top of the list..." Hawke (2002) places emphasis on matters of spirituality and principle, highlighting the term purpose. "I believe that there is a lack of congruency between decision makers at Kingswood on what constitutes non-negotiable values" (Hawke, 2002, p. 15). Hawke believes that Kingswood is a Christian school that adopts a statement of purpose, making it clear what values and principles the school stands for. "We need to understand that those values must drive the way in which we respond to major issues of discipline at Kingswood" (Hawke, 2002, p. 15).

Hawke and Arguile strongly believe that one person should not trump the needs of the majority. "...the greatest good for the greatest number" (Hawke, 2002, p. 16). "If you spend your whole life worrying about other people's needs and how happy they are, you never get anything done as a leader. It sounds a bit harsh, but you have to balance a person's needs against the organisational needs" (Hawke, 2017, p. 14). "There are times when the individual must come first, particularly where human rights are involved and where there are important issues such as an upset in a child's or staff member's life... you simply cannot put the organisation ahead of these needs" (Hawke, 2017, p. 14). However, "There are times when staff, kids and parents can be extremely 'bloody minded'; and you cannot allow that sort of stuff to hold you back. Otherwise you simply get too fearful and you never get things done" (Hawke, 2017, p. 14).

During Arguile's (2006) tenure Kingswood withdrew from the SuperSport ranking lists as a matter of principle. "Are we not sending mixed-messages to our pupils when we as adults position principle below expediency...? No child should venture onto the sports field and not play to win." (Arguile, 2006, p. 15). "As important as it may be to develop a winning culture, developing a culture that emphasises principles, values and general morality is even more important" (Arguile, 2006, p. 14).

4.4.2) Ethical Leadership

All four headmasters were ethical in nature. Trafford (2017) believes headmasters should depict high ethical and moral standards. “We want to create people who know right from wrong”, people who have a “degree of integrity”, and deal with matters in a fair, reasonable and rational manner (Trafford, 2017, p. 35). “Leaders are those who try to understand and abide by the rules; they show respect for the laws, for property and for others...” (Wilkinson, 1993, p. 15). Trafford highlights the importance of social and moral responsibility, and the “need to embrace active citizenship” (2015, p. 18).

Hawke (2017) believes that a headmaster’s personal style and value system defines the way in which they act. “Shows what your tolerance is for the stuff that affects people on a daily basis... In everything that I did, I tried to be as fair as possible” (Hawke, 2017, p. 14). “The only way you can lead is as ethically as possible” (Arguile, 2017, p. 25). “Arguile was not afraid to speak his mind when wrong was being done” (Retief, 2017, p. 43). Hawke (2000, p. 13) stresses the importance of being “ethically articulate.” “I certainly tried to wear my heart on my sleeve, to let people know exactly what I thought about things” (Hawke, 2017, p. 14).

Arguile (2008) stresses the fact that morality takes courage. “Our real challenge is how to make the moral life so compelling and attractive to kids that they act in positive ways, not because they ought to, but because they choose to” (Arguile, 2008, p. 18).

Arguile, Hawke, and Trafford often found themselves comparing the needs of the organisation against the needs of the individual. Trafford (2017) takes peoples’ needs and wants into consideration within the context of available resources, while considering a broader global picture. “It is trying to strike the balance of what people’s needs/wants are and what you have in terms of your capacity to deliver” (Trafford, 2017, p. 34). “So much of the job is trying to find a happy median, whereby you get the job done and things are actually dealt with” (Hawke, 2017, p. 14).

Ethical leadership examples

According to Arguile (2017) there were times when Council members insisted he relieve a particular staff member of their position. “Trying to protect my staff, I would never fire a teacher simply because a board member is saying so... There were times when that had a huge effect on me” (Arguile, 2017, p. 28).

Arguile mentions an example, from a previous headship, of an extremely intelligent girl in Matric who was a heroin addict and had been in rehabilitation for weeks. "...the parents asked if it was still ok for her to write the Matric final exams because it was the only beacon in her life at that stage" (Arguile, 2017, p. 23). There was no hesitation from Arguile. "How on earth can I take that out of her life...? I was strengthened by the fact that miraculously this girl passed Matric, but that was almost reinforcement at the time for having done the right thing" (Arguile, 2017, p. 23). Arguile (2017) would not prevent someone from writing Matric simply because they would 'spoil the Matric results'. Arguile thought this approach was wrong and unethical, as it is not a true reflection of the school's performance.

Arguile (2017) mentioned another ethics-based example involving first team rugby players whom were caught smoking marijuana. "It involved at least two boys in the first rugby team and they were not suspended or expelled from school, but part of the coach's discipline for the boys was to leave them out of the first team rugby side that played against St Andrews on K-day... It caused a big upset in certain quarters – some people felt it was unnecessary and putting the result of the match at risk. But there was a matter of real principle. The coach was disappointed, but he knew it was the right thing to do, and I supported him. Ironically there were letters in the Grocott's Mail from St Andrews parents praising Kingswood for their stance on the matter" (Arguile, 2017, p. 24).

4.4.3) Servant Leadership

Retief (2017) associates all headmasters with a servant leadership style; however, Arguile, Wilkinson and Hawke emerge as the prominent servant leaders. Servant leadership is a non-issue for Arguile, "it is simply the way in which I go about business every day of my life... It is not about your own parking bay, fancy office, or salary. It is about trying to get a job done" (Arguile, 2017, p. 27). Wilkinson described servant leadership as, "putting others first... you lead by following" (Wilkinson, 2017, p. 8). Wilkinson (2017) displayed servant leadership by coaching the 1st XI cricket throughout his tenure. "I would not say that I practised servant leadership actively or thoughtfully" (Wilkinson, 2017, p. 8).

"The foundation of what I did was to be the best servant for Kingswood, and to put the school first and to prioritise growth and direction..." (Hawke, 2017, p. 17). "To practice

selfless service and develop the qualities of compassion, creativity, curiousness, courtesy and courage...” (Hawke, 2002, p. 14).

Trafford recognised himself as a servant leader through serving and guiding the community (Trafford, 2017, p. 29). Trafford views servant leadership as making tough decisions, “...if you look at all the great servant leaders, from Christ through to Mandela, they have all had to make tough decisions” (Trafford, 2017, p. 38). “In the context of servant leadership, one needs to take responsibility and ownership” (Trafford, 2017, p. 38).

Arguile (2017) believes Christ is the best model of servant leadership. “He would take on authorities and deal with issues in a way that is still relevant today. It was never because he wanted to elevate himself. It was never about privilege, power, or position; it was always about the well-being of others. So that is what I see servant leadership to be” (Arguile, 2017, p. 27).

Servant leadership examples

In 1996 when School House burnt down, Wilkinson received some very positive comments for the rational and calm manner in which he dealt with the situation. “I ensured that we were calm, that we did not panic, and that we were as decisive as possible when necessary” (Wilkinson, 2017, p. 6).

Wilkinson (2017) set a good example of leadership in the chapel. “I would often take chapel services, which sends a message to the community, that I felt was so valuable... that the ethos of the school was centred on its faith” (Wilkinson, 2017, p. 5). Wilkinson (2017) had a passion for giving back to the community, as he drove many outreach projects to promote social responsibility.

Hawke (2017) led by example by accommodating children in his home due to medical conditions, bullying incidents, and so Matrics could have a quiet place to study. “There were a couple of occasions where I actually took girls and boys out of the boarding houses and I got them to come and live with me for a week or two” (Hawke, 2017, p. 16).

4.4.4) Spiritual Leadership

Arguile (2006, p. 14), Wilkinson, and Trafford mention how the Chapel has played a crucial role in promoting the importance of principles, values, and morality. “...our

College Chapel. It incorporates the central focus of all that we do at Kingswood...” (Wilkinson, 1994, p. 25). “We are a church-based school. So our ethical base and our principles are quite easily defined and recognised. It is not something that is too amorphous for us. It is something that is real and you can see it” (Trafford, 2017, p. 35). “I am a person of deep faith, and being a headmaster of a Methodist school, it was very easy to adapt to the spiritual sense of the school and the chapel” (Wilkinson, 2017, p. 5). Arguile (2004) expresses personal gratification in God being such an integral part of education at Kingswood. “We must never lose sight of the most perfect leader of all, Jesus Christ; if we follow His example and inspire our children then Kingswood College can feel secure in its future” (Wilkinson, 1993, p. 15).

Headmasters’ relationships with staff were generally a result of whom they spent more time with. Arguile, Trafford and Hawke did not have day-to-day contact with all staff; instead they had a strong relationship with administrative staff (bursar, finance department, business manager; secretarial and marketing staff). “It was still particularly difficult at Kingswood because of the structures... those staff with whom I had more contact, I automatically had a better relationship with, as I had more time to work with them” (Arguile, 2017, p. 25). “...I have a lot more contact time with teaching staff in the staff room as they are right here and I can relate to them being a teacher myself” (Trafford, 2017, p. 35).

Hawke had an excellent relationship with the maintenance staff. “I knew them all by first name” (Hawke, 2017, p. 15). Hawke knew the maintenance manager particularly well, as Hawke understood what drove him. Hawke visited each staff room at least once a week, so that he could “see people, talk to them and develop relationships” (Hawke, 2017, p. 15). “With general staff... it is virtually impossible to get to know all of them” (Hawke, 2017, p. 15). “Nonetheless you need to develop close relationships with all staff” (Trafford, 2017, p. 36). Trafford admitted having the least contact with service staff. “I probably have a good working relationship with their management (maintenance, cleaning, grounds, and kitchen) and I would expect them to give feedback to me as to what is happening in their respective staff groups. So that relationship is probably not as strong as it could be... How are we embracing our service staff more into understanding the greater picture of the school...? The more they understand how the school functions, better established relationships will result in the school ultimately benefitting” (Trafford, 2017, p. 36).

4.4.5) Participatory Leadership

All four headmasters demonstrated participatory leadership. “I certainly believe in participatory management. I am dead against the top-down approach” (Arguile, 2017, p. 25). Trafford’s leadership skills involve listening, engaging and working with people. “If you are leading an organisation, you have to consider other person’s needs and wants...” (Trafford, 2017, p. 34).

Retief (2017) describes Wilkinson as a people’s person, a popular figure who was well respected in the Kingswood community. Arguile had a good relationship with staff and they respected him (Retief, 2017). “It is a professional relationship. You do have friends on the staff, but certainly on campus, it is very much a professional relationship” (Trafford, 2017, p. 36).

Arguile (2017) constituted the disciplinary committee, so that staff could be involved in, and have greater insight into, the decision-making process. For example, house masters/mistresses would sit alongside Arguile to assist with disciplinary hearings. “Then they could go back into the staff room and say to staff members that the matter is complex, you cannot be upset because the child is being expelled or not being expelled” (Arguile, 2017, p. 28).

Wilkinson and Trafford both encouraged an open-door policy (Retief, 2017; Trafford, 2017). “I have an open-door policy, whereby staff members are allowed to come and voice their concerns and/or successes or come and seek advice if needed. Equally I also seek advice from fellow staff, as they also provide me with wisdom from time to time” (Trafford, 2017, p. 36). “Having a favourable personality along with his open-door policy, it is very inviting for staff to approach him about anything” (Retief, 2017, p. 45).

4.5) Conclusion

The data chapter illustrates an interpretive account of data retrieved from headmaster interviews and headmaster prize-giving addresses. The researcher analysed the data and identified key themes that emerged. Themes are interpreted by the researcher, in the form of a thematic analysis, according to various styles of leadership established from literature. Data is depicted in the form of quotes and paraphrases in order to give an accurate reflection of the participants’ leadership styles.

Findings from FRL themes: Headmasters generally did not identify with aspects of Laissez-faire leadership style; however, they acknowledged that some instances were not addressed directly or in the most appropriate way. Wilkinson's primary leadership style was transactional, whereas other headmasters were against the reductionist business approach, as it does not translate easily into a school system. All four headmasters are associated with one or more aspects of transformational leadership.

Existing theme findings: All four headmasters illustrated principle-based leadership, ethical leadership, servant leadership and participatory leadership in one form or another. Arguile, Wilkinson, and Trafford all demonstrate spiritual leadership as they recognised the importance that the Chapel played in promoting principles, values and morality.

Headmasters generally displayed an all-rounded approach to leadership, as they all identified with several different styles. Retief (2017) battled to restrict headmasters to a single leadership style. "You can never restrict a person to just one style of leadership" (Arguile, 2017, p.19). This will be discussed in greater detail in the discussion chapter.

Chapter 5: Discussion

5.1) Introduction

The discussion chapter analyses the key themes that emerge from the data chapter in relation to what the literature review suggests, highlighting relevant findings.

Objectives of research: a) Identify leadership style(s) of the respective headmasters using the Full Range Leadership (FRL) model as a guiding framework, b) describe and interpret these style(s) in relation to the time period that the headmaster held office, and c) compare the headmasters' leadership style(s).

Researcher's expectation: the researcher expected that the headmasters would invariably adopt or identify with a transformational leadership approach as opposed to a transactional or laissez-faire approach. This expectation was founded on knowledge gathered from the review of literature, which describes transformational leadership as the optimal or most effective style of leadership (van Dierendonck, *et al.*, 2014; Bass & Bass, 2008).

The discussion chapter consists of findings emerging from FRL themes, namely: laissez-faire, transactional and transformational themes; as well as relevant emerging theme findings, which depict several styles of leadership that are not described by the FRL model. Relevant emerging styles include: values-based leadership, ethical leadership, servant leadership, spiritual leadership, participatory leadership and situational leadership.

5.2) Full-Range Leadership (FRL) Findings

5.2.1) Laissez-faire

Data suggests that headmasters generally did not identify with aspects of Laissez-faire leadership, as they did not avoid persons, ignore a particular issue nor display a 'do not care' attitude.

However, headmasters acknowledged that some issues were not addressed directly or in the most appropriate way. For example, Hawke took caution in decision-making as opposed to acting instantaneously. Hawke also avoided blame by remaining objective. Trafford spent too much time avoiding conflict instead of dealing with the

matter straight away. Trafford mentioned being consultative before reaching a decision. Arguile was accused at times for abstaining from intervention, whereby he directed matters to the relevant deputy.

This indirect approach can be compared to the notion of democratic leadership, recognised in the literature as a facet of transformational leadership. Democratic leaders are generally consultative in nature, which is time-consuming and frustrating as it prolongs the decision-making process. This consultative approach divulges into a participatory leadership style, which in brief, consists of the consultation and inclusion of followers in the decision-making process (Dolatabadi & Safa, 2011). Participatory leadership style is discussed further under section 5.3.5) Participatory Leadership.

5.2.2) Transactional Leadership

Wilkinson's primary leadership style was transactional, as he did not see a need for organisational change during his tenure. Hawke, Arguile and Trafford were against the reductionist business-orientated management approach, as it does not translate easily into a school system. However, there are instances where headmasters had to use transactional methods; for example, Trafford adopted a transactional approach to performance management.

Wilkinson, Arguile and Trafford displayed passive management-by-exemption on certain occasions, as they reflected a somewhat reactive approach. On the contrary; Wilkinson, Arguile and Trafford also reflected active management by exemption, as they were proactive in their approach. Wilkinson practiced active management-by-exemption by introducing an informal appraisal system to his consultative management approach.

Wilkinson and Hawke identified with contingent reward by introducing policies and systems. Wilkinson was system-orientated. He replicated contingent reward by positively reinforcing people who worked hard, while attempting to link an appraisal system to salary. Hawke introduced the Code of Conduct in order to guide the school's disciplinary process. In contrast Hawke believes performance is driven more by results, and Hawke objected to using policy and rules to manage staff.

Therefore, the headmasters generally did not adopt a transactional or managerial approach unless they had to implement policies or rules. However, Wilkinson's primary

style resembles transactional leadership through his systematic approach to situations.

5.2.3) Transformational Leadership

Wilkinson, Hawke, Arguile and Trafford displayed transformational leadership in one form or another, as they all dealt with a continuously changing educational environment during their respective tenures as headmaster. Although Wilkinson does not believe the election period [1993/1994] influenced his leadership style per se, it influenced his thought processes while guiding the school through the turbulent apartheid/post-apartheid era. Hawke brought about administrative changes during his tenure; whereas Arguile adapted the prefect leadership style by focusing on principles of change; and Trafford is steering Kingswood through the digital age, while encouraging diversity transformation.

All four headmasters are associated with several core aspects of transformational leadership. Arguile and Wilkinson demonstrated idealised influence by acting responsibly and gaining respect from staff. The expression "*the buck stopped with me*" was adopted by all headmasters, as they felt accountability and responsibility ultimately rested with them. Headmasters were identified as role models in one way or another; however, Wilkinson was the most prominent role model as he led by example through coaching the 1st XI cricket team and being involved in various extra-mural activities.

Hawke and Wilkinson were seen as motivating and inspiring leaders. Hawke motivated and inspired people by painting a vision, encouraging enthusiasm, and pushing the outer limits of what staff could achieve. Wilkinson drove positive reinforcement, while being complimentary and boosting follower confidence.

All four headmasters demonstrated intellectual stimulation through innovation and challenging the status quo. Trafford resembles a creative, yet visionary headmaster; whereas Hawke was more experimental and improvisational in nature. Trafford and Hawke both believed that Kingswood needed to be different and unique. Hawke challenged the status quo, which made some staff and management feel uncomfortable; whereas Arguile questioned the status quo based on reason and principle. Wilkinson and Arguile challenged the norm of gender inequality that existed at Kingswood during their tenures. Wilkinson phased out cadets and Arguile promoted

the building of a hockey astro turf. Trafford and Hawke challenged norms by driving change and seeking innovative solutions.

Individualised consideration was shown by all four headmasters. Wilkinson empowered departmental heads and house persons; while Arguile, Hawke and Trafford empowered staff members to reach their full potential. For example, Arguile empowered his personal assistant Elmarie Retief by making her Kingswood College's IQAA (Independent Quality Assurance Agency) coordinator, and Hawke empowered the music department head, Ian Smith by sending him and the wind orchestra to Vienna. Wilkinson, Arguile and Trafford all demonstrated empathetic leadership, being compassionate and showing humility, while developing mutual-respect for others. Mentorship, guidance and encouragement were shown by all four headmasters. Arguile and Trafford believed in enhancing individuals' careers and growth, but not at the expense of principle.

A hands-off approach was sometimes adopted by Wilkinson, Hawke, and Arguile in order to encourage staff independence. Wilkinson had a personal leadership style, but avoided imposing himself when staff showed resistance. Hawke's professional ideology revolved around trust in others, whereas Arguile ensured staff leaders understood the non-negotiable principles.

The headmasters adopted a vast range of different leadership styles, the majority of which form the foundation of transformational leadership. Therefore, no headmaster can be associated with a single leadership style as they all display a multifaceted approach to leadership. Evidence of this is given in the following section: '*Relevant Emerging Style Findings*', whereby values-based leadership, ethical leadership, servant leadership, and spiritual leadership form the basis of transformational leadership.

5.3) Relevant Emerging Style Findings

Additional relevant styles emerged from the data which depict several styles of leadership that are not described by the Full Range Leadership (FRL) model. Relevant emerging styles are not easily pigeon-holed into the FRL model, as the model is focused on Laissez-faire, transactional and transformational leadership. Therefore, relevant emerging leadership styles are discussed in this section, with necessary accompanying literature, in order to give a complete account of the headmasters'

leadership styles. Relevant emerging styles include: values-based leadership, ethical leadership, servant leadership, spiritual leadership, participatory leadership and situational leadership.

5.3.1) Values-based Leadership

The headmasters generally elicited aspects of values-based leadership as identified in the literature. Arguile was the biggest advocate of values-based leadership, basing his decisions on a matter of principle. In this regard, Trafford believes in developing a sound set of values; whereas Hawke placed emphasis on understanding non-negotiable values backed by Kingswood's Methodist Christian ethos. Arguile promoted fairness of procedure, focusing on principles of respect, honesty, responsibility and accountability. Peregrym & Wolf (2013) view values-based leadership as incorporating personal values that are beneficial to the leader, the community, and the organisation. Values-based leadership involves knowledge of one's core values, while shaping and reviewing existing values, as well as incorporating new values depending on environmental context and community influence (Peregrym & Wolf, 2013).

Hawke and Arguile share a common principle, as they strongly believed that one person should not trump the needs of the majority. However, there were instances where they found themselves balancing the needs of the individual against the needs of the organisation. In certain cases, the severity of the situation demanded that the individual's needs trump those of the organisation or majority. On the sporting front, Arguile emphasised the importance of developing a principle or values-based culture together with a winning culture. Peregrym & Wolf (2013) mention values-based leadership being the foundation of transformational servant leadership, whereby courageous leaders stand by their personal values contrary to the beliefs of those around them. Frost (2014) concurs with this view, maintaining values-based leadership requires courage to make difficult decisions and humility in order to facilitate wisdom, growth and change. Values-based leaders take into account the community perspective, and allow values to be shaped accordingly (Peregrym & Wolf, 2013).

Frost (2014) mentions three dimensions of values-based leadership depicted below in Figure 2: leading oneself, leading others, and leading the organisation.



Figure 3: Values-based leadership model (Frost, 2014, p. 125)

According to Frost (2014) leading one-self encompasses courage and humility in order to model values for followers and establish authenticity. Hence, values-based leadership is related to authentic leadership, as it gains the trust, respect and confidence of followers (Frost, 2014). Values-based leadership encourages the use of values in decision-making in order to build a leader's confidence and maintain behavioural consistency, allowing followers to establish confidence in the leader (Frost, 2014).

5.3.2) Ethical Leadership

All headmasters adopted an ethical approach to leadership, although Arguile was the biggest advocate of this style. Ethical leadership can be defined as:

“The demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (Brown, Trevino & Harrison, 2005, p. 120).

Trafford believes headmasters should depict high ethical and moral standards. Ethical leaders model ethical conduct, which is identified and replicated by followers (Brown, *et al.*, 2005). Wilkinson stresses respect for rules, property and other people.

Ethical leaders are perceived to be “attractive, credible and legitimate”, which is achieved by displaying behaviour that is deemed “normatively appropriate... and motivated by altruism” (Brown, *et al.*, 2005, p. 120). Trafford mentions embracing active citizenship to express the importance of moral and social responsibility. Ethical leaders draw follower attention by explicitly communicating and reinforcing the ethical message (Brown, *et al.*, 2005). Leaders who adopt ethical behaviour are virtuous agents who promote an ethical climate for followers (Flynn, 2008). A virtuous person is associated with and demonstrates morally commendable behaviour (Flynn, 2008; Moore and Beadle, 2006; Wright and Goodstein, 2007).

Trafford places emphasis on knowing the difference between right and wrong. Ethical leaders have a natural sense of right and wrong, while having the courage to take a stand (Grimm, 2010). Trafford mentions having the necessary degree of integrity, and dealing with matters in a fair, reasonable and rational manner. Ethical leadership construct is associated with a high degree of morality, whereby honesty, integrity and trustworthiness are essential features (Brown, *et al.*, 2005). Furthermore, ethical leadership involves the notion of fair treatment, encompassing dignity and respect for followers (Brown, *et al.*, 2005).

Arguile and Trafford mention the importance of moral responsibility; Arguile stresses the fact that morality takes courage. Ethical leadership incorporates interactional justice, which fosters follower perception of an ethical-based climate (Neubert, *et al.*, 2009). Ethical leaders ought to display moral authority in order to create an ethical environment conducive to follower’s success (Neubert, *et al.*, 2009). Brown, *et al.*, (2005) captures the ethical leader as both a moral person, who is honest, caring, and principled; and a moral manager, who discusses ethical standards with followers, rewarding ethical behaviour.

According to Burns (1978) ethical leadership has been somewhat embedded in transformational leadership, as transformational leaders tend to inspire individuals by aligning their values with the individual’s values in order to establish essential moral principles. Brown, *et al.*, (2005) identifies idealised influence, a dimension of transformational leadership, as eliciting an ethical component. Avolio (1999) defines idealised influence as being a role model for others to follow; a leader who will do the right thing, while demonstrating a high level of ethical and moral behaviour. According to the data Trafford, Arguile and Wilkinson identify strongly with the ethical component

of transformational leadership, as Trafford depicts high ethical and moral standards, while Arguile and Wilkinson strongly advocate idealised influence.

Arguile, Hawke, and Trafford often found themselves comparing the needs of the organisation against the needs of the individual; ultimately finding a balance between individual needs and organisational capacity to deliver. This notion is identified as a common theme in both values-based and ethical leadership. Ethical leadership ultimately involves a discussion with followers about the moral course of action, while considering the best interest of all involved (Brown, *et al.*, 2005). Peterson & Seligman (2004) mention that fair decision-making, disciplining ethical non-compliance, and showing virtue by acting justly are all associated with ethical leadership behaviour. Arguile makes mention of several ethical leadership examples that all speak to matters of principle. Ethical leadership extends beyond fairness to include principle-based decisions (Avolio, 1999).

Trafford mentions Kingswood using transactional leadership for performance management, whereby he holds staff accountable for their actions. Gini (1998) mentions ethical leaders establish clear standards and ensure followers are held accountable to them, which is a feature of transactional leadership. Furthermore, Trevino, Brown, & Hartman (2003) suggests that ethical leaders use transactional processes such as set standards, performance appraisals and reward schemes to hold followers accountable for ethical conduct, together with transformational leadership. Therefore, ethical leaders are likely to adopt an amalgamation of transactional and transformational leadership styles to have an impact on subordinate behaviour (Brown, *et al.*, 2005).

5.3.3) Servant Leadership

According to the definition below, all four headmasters demonstrated some form of servant leadership; whereby Arguile, Wilkinson and Hawke emerge as the prominent servant leaders. According to Greenleaf (1977) a servant leader is ultimately driven towards serving followers, while reaching beyond their self-interest. Primary emphasis is placed on follower needs and desires before that of the leader, with an inherent focus on empowering and developing followers (Cerit, 2009). Servant leadership stimulates trust in followers primarily through the establishment of close leader-

follower relationships, leader behaviour and morality, as well as the individual's transforming influence (Sen & Pekerti, 2010).

“Servant leadership is demonstrated by empowering and developing people; by expressing humility, authenticity, interpersonal acceptance, and stewardship; and by providing direction” (van Dierendonck, 2011, p. 1228).

Arguile believes servant leadership is modelled by Christ, who placed the well-being of others first. Servant leadership is a way of life for Arguile and Wilkinson, as they placed others first and led by example. Wilkinson demonstrated servant leadership by assisting in the School house fire, dealing with the situation in a calm and rational manner. Furthermore, Wilkinson promoted servant leadership by taking chapel services and driving community engagement projects. Hawke led by example by accommodating children in his home (those who needed special attention or a quiet study venue). Leaders who display servant leadership have the ability to amalgamate their motivation to lead with the desire to serve others (van Dierendonck, 2011). Servant leadership involves personal sacrifice and genuine care for followers (Cerit, 2009). According to Tischler, Giambatista, McKeage & McCormick (2016) servant leadership is comprised of respect and humility towards others. The idea is to first serve, and once learnt, lead through serving (Patterson, 2003).

Hawke attempted to be the best servant for Kingswood, while practicing selfless service. Trafford serves and guides the community, viewing servant leadership as making tough decisions. Servant leadership conveys necessary foresight, persuasion, situational awareness and stewardship, which empowers the employee, increases organisational commitment and satisfaction of the working environment, as well as job participation (Murari & Gupta, 2012). April & Hill (2000) further reiterate this, describing the role of a leader as a steward or servant to their followers.

Servant and transformational leadership are both positively aligned with organisational commitment and an engaged work ethos (Tischler, *et al.*, 2016). Servant leadership displays this through admirer requisite fulfilment and transformational leadership through observed leadership efficacy (van Dierendonck, *et al.*, 2014). According to Peregryn and Wolf (2013) the two approaches to leadership ought to be combined to form transformational servant leadership.

Arguile developed trust in followers through his principle-based approach. The phenomenon of servant leadership has been positively related to a number of factors including: job satisfaction, school performance, organisational commitment, school climate, team effectiveness, and developing trust within a leader (Tischler, *et al.*, 2016). Trafford elicited self-belief in staff by guiding and advising them, often encouraging them to take job promotions. Within a school environment, prominent leaders such as headmasters ought to display servant leadership by developing self-belief in followers (Cerit, 2009). This is shown through the following types of influence: “mastery experience, vicarious experience, and verbal persuasion” (Cerit, 2009, p. 602). Hawke empowered the head of music, allowing the Wind Orchestra to compete in Vienna. The servant leader demonstrates mastery experience by creating an idea of the teacher’s role within the school (Patterson, 2003), displaying an element of trust in the teacher, and empowering them (Farling, Stone, & Winston 1999). Wilkinson modelled his spoken dedication to servant leadership by being involved in many different facets throughout the school as well as reciprocating positivity. Vicarious experiences or modelling tend to increase a teacher’s self-efficacy (Cerit, 2009), as modelling reiterates the servant leader’s spoken dedication to serving the follower (Russel, 2001). Verbal persuasion generally involves supervisor feedback that often results in positive appraisal for follower benefit (Patterson, 2003).

5.3.4) Spiritual Leadership

All four headmasters identified with one or more aspects of spiritual leadership. Fry (2003) defines spiritual leadership as:

“Comprising the values, attitudes, and behaviours that are necessary to intrinsically motivate one’s self and others so that they have a sense of spiritual survival through calling and membership” (p. 694).

Arguile, Wilkinson, and Trafford mention how the Chapel has played a crucial role in promoting the importance of principles, values, and morality. Trafford believes Kingswood’s spirituality promotes an ethical foundation, whereby principles are more easily understood. Wilkinson is a person of deep faith, who found it easy to adapt to the spiritual sense of the school. Arguile expressed personal gratification in God playing an integral role in education at Kingswood. Spiritual leadership is described as a combination of motivational, religious, ethical, and valued-based perspectives (Chen

& Yang, 2012). Spiritual leadership materialises from exchanges of altruism, vision, and faith of others (Fry, Hannah, Noel & Walumba, 2011). Spiritual leadership tends to resemble an ethical leadership and values-based leadership foundation.

According to Kaya (2015) Spiritual leaders prepare an appropriate environment that caters for the followers' spiritual needs by adopting a holistic leadership approach that promotes fulfilment and unity. Kaya (2015) states that spiritual leaders assist followers in maintaining their inner calling, being considerate of their specific needs, and showing genuine care and appreciation for the individual. Spiritual leadership resembles facets of individualised consideration, a branch of transformational leadership, which all headmasters identify with (Kaya, 2015).

Arguile was a well-respected, popular figure, who had good relations with staff; while Trafford has maintained a professional relationship with staff. Headmasters' relationships with staff are generally a result of whom they spent more time with, which tended to be administrative and teaching staff. However, Hawke had an excellent relationship with the maintenance staff; he knew them all by first name and understood what drove the manager. Spiritual leadership aims to understand the fundamental desires of the leader and subordinate in order to promote spiritual well-being, to establish a vision and value-congruence, and to nurture greater heights of commitment and productivity (Fry & Matherly, 2006). In this regard, spiritual leadership acts as a guide for individuals in finding their inner calling, while sharing their goals with the community (Kaya, 2015).

Trafford admitted to having the least contact time with service staff; however, he did ask how Kingswood are embracing their service staff more into understanding the greater picture of the school? Kingswood ought to adopt a similar approach to National Aeronautics and Space Administration (NASA), as stated in the literature under transformational leadership; whereby employees such as service staff understand that their actions are integral to the overriding purpose of educating children.

5.3.5) Participatory Leadership

All four headmasters demonstrated a form of participatory leadership. Participatory leadership consists of the consultation and inclusion in decision-making of employees and evaluating the opinions and suggestions before any sort of managerial or executive decisions are made (Dolatabadi & Safa, 2011). Trafford displays

participatory leadership by listening, engaging, and working with people; taking their needs and wants into consideration. Due to the inclusive and consultative nature of participative leaders, they have the potential to increase the efficiency of the movement of organisational and managerial values down the hierarchy (Dolatabadi & Safa, 2011). This concurs with Arguile's belief that participatory leadership is more effective than the traditional top-down management approach.

Arguile demonstrated participatory leadership by constituting a disciplinary committee so staff could be involved in, and have greater insight into, the decision-making process. For example, house persons would sit alongside Arguile to assist with disciplinary hearings. There are two theoretical models that are universally used to explain the effects of participative leadership: motivational model and exchange-based model (Huang, Lun, Liu & Yaping, 2010). The *motivational model* gives employees more opportunities to participate in decision-making, which empowers employees and is positively related to intrinsic reward. The *exchange-based* model, involves participative leaders delivering a message of trust, confidence and respect to followers. Wilkinson and Trafford embraced these models by encouraging an open-door policy; whereby Trafford identifies with a favourable personality, making him approachable for individuals to voice their concerns and/or successes or seek advice.

5.3.6) Situational Leadership

Situational leadership emerged as a particularly relevant style for the headmasters, as they had to adapt their range of leadership styles to the given situation. Situational leadership is dependent on the relationship between "personality, tasks, powers, attitudes, and perceptions" (Ahmad, 2012, p. 107). Leaders should develop a range or variety of leadership styles in order to effectively manage various situations within an organisation (Grimm, 2010; Lindholm, Sivberg, & Uden, 2000).

Wilkinson adopted a systemic transactional leadership approach when he dealt with the School House fire and idealised influence and/or transformational servant leadership when coaching the 1st XI cricket team. Hawke adopted servant leadership by accommodating school children in his home, and transformational leadership when motivating and inspiring his staff. Arguile employed a values-based and ethical leadership approach when questioning the status quo on various different occasions. Trafford has adopted a transformational approach through innovative measures, while

his approachability reflected a spiritual leadership style. Leaders ought to be flexible in adapting an appropriate style of leadership according to the situation (Giltinane, 2013; Ahmad, 2012; Grimm, 2010). For example, a complicated situation is best handled in a task-orientated style such as transactional leadership (Crevani, Lindgren & Packendorff, 2010). Therefore, knowing the strengths and weaknesses of different leadership styles; while acquiring the ability to match styles to the appropriate situation, is essential to situational leadership (Grimm, 2010).

5.4) Reflections

Business management versus school leadership emerged as a key reflection, as discussed under the transactional style of leadership. The headmasters were generally against the reductionist business-orientated style, as they felt this did not fit well in a school environment. Therefore, further research should be conducted regarding headmaster leadership and business management within the school context, with an inherent focus on the relationship between business-orientated management and school leadership.

Critical historical incidents emerged as another reflection. Generally critical historical incidents did not influence leadership style. Wilkinson and Trafford attest to this statement in the following quotes: “No, I don’t think the election period influenced my leadership style. Perhaps it influenced my thought processes, but I don’t think it was a factor...” (Wilkinson, 2017, p. 8). Critical historical incidents did not change Trafford’s leadership style, but reinforced his notion of listening. “Listening to listen; not with a prejudged notion on things or to simply be part of a conversation...” (Trafford, 2017, p. 40). Although critical historical incidents did not seem to affect the headmasters’ leadership style significantly, the rapid evolutionary or societal changes from 1993 to 2017 promoted transformational leadership in one form or another.

An additional reflection is the headmaster-Council relationship. Conflicting ideas emerged between certain headmasters and Kingswood Council, whereby opinions differed in terms of ethical concerns and matters of principle. Kingswood could explore the general relationship between headmasters and the Council; however, other factors may have impacted the headmaster-Council relationship such as the personnel on Council during each headmaster’s tenure.

The two data capturing methods provided a further reflection. Interview data tended to provide a 'richer' account of the headmasters' leadership styles in comparison to the archival data. However, this is primarily due to the deductive nature of the interview questions.

Lastly, the relationship between emergent relevant leadership styles and transformational leadership can be explored further. Several leadership styles such as servant leadership, ethical leadership, values-based leadership and spiritual leadership all have common facets associated with transformational leadership. Further studies could explore this relationship in order to develop a greater understanding of leadership and how the different styles relate or differ.

5.5) Limitations

It is important to note that this study is limited to two respective methods: interviews and historical archive information.

Deductive questions were posed to the headmasters during the interview process. This was a potentially limiting factor, as the headmasters were generally questioned according to a specific leadership type guided by the literature. Data may have been different if questions followed an inductive approach.

The focus of the research was based on the FRL model, thus limiting the study to certain leadership styles. However, the researcher did take into account other emerging relevant styles in order to give an accurate reflection of the headmasters' leadership styles.

5.6) Conclusion

Key Full Range Leadership (FRL) findings: as per the researcher's expectation, headmasters did not identify with Laissez-faire leadership; however, a cautious, yet consultative approach to decision-making revealed a democratic style of transformational leadership. Wilkinson identified strongly with transactional leadership, whereas the other headmasters were against the reductionist business approach. All headmasters displayed transformational leadership in a unique sense, showing evidence of idealised influence, intellectual stimulation and individualised consideration. Hawke and Wilkinson showed a strong association with motivational

inspiration. Due to the continuously changing environment in South Africa during the headmasters' respective tenures, the researcher found that a transformational leadership style was somewhat inevitable.

Relevant emerging style findings: all four headmasters demonstrated values-based leadership; although Arguile was the most prominent leader of this style. Principle-based decisions also formed the basis of ethical leadership, which was adopted by all headmasters. Headmasters were all servant leaders in different ways, from empowering others to being a role model. Arguile, Wilkinson, and Trafford mention spiritual leadership promoting principles, values and morality; while reflecting on headmaster relationships with staff. These four emergent styles (values-based leadership, ethical leadership, servant leadership, and spiritual leadership) form the basis of transformational leadership. Participatory leadership, adopted by all headmasters, speaks to consultation and inclusion of followers in decision-making which relates to the democratic aspect of transformational leadership. Situational leadership emerged as a relevant theme as headmasters had to adapt appropriate styles to different situations.

Researcher's expectation: the headmasters would depict a primarily transformative leadership style. The discussion chapter has mirrored this expectation; however, the headmasters depicted a transformational leadership style along with a variety of supportive styles such as servant, ethical, values-based, and spiritual leadership.

Reflections: there is room for further research within the school context, in terms of the challenges a headmaster faces in the relationship between business-management and school leadership. Generally critical historical incidents did not influence leadership style, but transformational leadership was promoted by changes in the educational environment. Kingswood could explore the general relationship between headmasters and the Council to avoid future conflict. The interview data provided a richer account of leadership styles when compared to the archival data. The relationship between emergent relevant leadership styles and transformational leadership can be explored further.

Limitations: study is limited to two research methods: interviews and historical archive information. Deductive questions limited the headmasters' responses, as each

question had a specific agenda. Research focused on the FRL model, limiting the study to the three leadership styles found within the model.

Chapter 6: Conclusions & Recommendations

6.1) Introduction

Chapter 6 consists of the study's conclusions and recommendations made by the researcher. Research objectives are outlined, along with the researcher's expectations based on insights from the literature review. The study's key findings are presented, a comparison of headmasters is made and the researcher's findings are revealed. The researcher reflected on the study and identified several limitations to this study, as well as recommendations for headmasters in the current socio-political environment.

6.2) Research Objectives

The objectives of the research were to a) identify leadership style(s) of headmasters using the Full Range Leadership (FRL) model as a guiding framework; b) describe and interpret these style(s) in relation to the time period that the headmaster held office, and c) compare the headmasters' leadership styles, noting key similarities and differences.

6.3) Researcher's Expectation

The researcher expected the headmasters to be associated primarily with a transformational leadership style. This expectation was founded on knowledge gathered from the review of literature, which describes transformational leadership as the optimal or most effective style of leadership (van Dierendonck, *et al.*, 2014; Bass & Bass, 2008).

6.4) Findings

6.4.1) Key Findings

A summary of each headmaster's leadership style is given, followed by a comparison of all four headmasters' leadership styles.

Wilkinson identified himself as a transactional leader; not transformational, as he did not believe there was a need for organisational change during his tenure as headmaster. Wilkinson demonstrates a systemic, task-orientated approach; however, Wilkinson also identified with all four I's of transformational leadership, namely: Idealised influence - being a prominent role model to followers; motivational inspiration - using positive reinforcement and encouragement to establish a sense of self-belief in followers; intellectual stimulation – not Wilkinson's strength, but he did show evidence of innovation and challenging the status quo, specifically that of gender inequality; and individualised consideration – Wilkinson empowered and mentored staff, having a degree of empathy. Furthermore, Wilkinson placed emphasis on ethical, spiritual and participative leadership; although, Wilkinson was predominantly a servant leader. Hence Wilkinson can be identified as transactional in nature; yet, he also identifies as a transformational servant leader.

Hawke is a transformational leader by nature. Motivation and inspiration of followers were at the core of Hawke's leadership approach. Hawke demonstrated intellectual stimulation through challenging norms by driving change and seeking innovative solutions. Hawke also demonstrated individualised consideration through empowerment and putting others' needs first. From an administrative perspective, Hawke was extremely organised, and took the college to new heights. Hawke identified with some aspects of transactional leadership such as contingent reward, and he introduced the Code of Conduct; however, he was against the use of rules and policy as a form of leadership. Furthermore, Hawke identified with values-based and ethical leadership, although he was a strong servant leader, often leading by example. Thus, Hawke can be described as a transformational servant leader.

Arguile had a strong association with transformational leadership, with an emphasis on principles of change. Arguile demonstrated idealised influence by gathering respect from his staff through strong principles. Arguile identified with intellectual stimulation by questioning the status quo, based on reason and principle. Arguile showed individualised consideration by empowering his personal assistant, promoting autonomy, showing empathy to staff and placing others' needs first (but not at the expense of principle). His main focus was on values-based or principle-based leadership, placing emphasis on responsibility and accountability. Values-based leadership elicited a high degree of ethical leadership, whereby Arguile stressed the

fact that morality takes courage. Servant leadership was a natural phenomenon for Arguile, as was spiritual leadership, where Arguile looked after the well-being of others. Therefore, Arguile is depicted as a transformational principle/values-based leader.

Trafford is identified as transformational in nature, as he moved Kingswood through the digital and diversity era. Trafford identified with intellectual stimulation primarily through innovation, and being a visionary and creative leader. Trafford also identifies the need to be unique; and challenge the status quo through implementing positive change. Trafford shows individualised consideration of staff through his open-door policy that invites staff to discuss various matters, along with empowering staff to reach greater heights, while displaying empathetic leadership. Furthermore, Trafford depicted values-based leadership as he believes it is important to develop a sound set of values. Trafford also places ethical leadership as a high priority, placing emphasis on creating people who know the difference between right and wrong. Trafford identifies with spiritual leadership, stating that Kingswood's ethical base and principles are easily defined being a church-based school. Trafford elicits a spiritual participatory approach to leadership, as he highlights the importance of establishing close relationships with all staff, along with a favourable personality. Therefore, Trafford identifies as a transformational participative leader.

6.4.2) Comparison

All four headmasters depict transformational leadership as their primary leadership style. However, each headmaster tends to lean towards a specific facet or branch of transformational leadership such as idealised influence, as well as being associated with a supporting leadership style such as servant leadership; as discussed above.

6.4.3) Researcher's Findings

Transformational leadership is recognised as the common style displayed by all four headmasters in the study; however, Wilkinson identified more with transactional leadership, as he did not believe there was a need for organisational change during his tenure. Thus, a trend emerges in this study, whereby headmasters' leadership style changes from transactional (Wilkinson) to transformational leadership (Wilkinson, Hawke, Arguile, and Trafford). In the researcher's opinion, this is due to multiple factors such as the ever-changing socio-economic climate, the new government rule,

political instability, gender and race inequality, the drive towards diversity transformation, and continual technological advancements. These factors create a complex and volatile educational environment that requires a transformational leadership approach.

6.5) Reflections

The relationship between school leadership and business management should be explored further, as headmasters were generally against the reductionist business-orientated style. Critical historical incidents did not have a major effect on the headmasters' leadership style; however, the headmasters were challenged by the continually changing environment that encouraged a transformational leadership style. The relationship between emergent relevant leadership styles and transformational leadership can be explored further. Conflicting ideas emerged between certain headmasters and the Council with regards to ethical issues and matters of principle that questioned the status quo. Interview data tended to provide a 'richer' account of headmasters' leadership styles in comparison to the archival data.

6.6) Limitations

Study is limited to two research methods: interviews and historical archive information. Deductive questions limited the headmasters' responses, as each question revolved around a specific leadership style. The study focused on the FRL model, limiting the research to leadership styles found within the model; although other relevant styles did emerge. Therefore, further research could explore a critique of authentic, distributed and responsible leadership in the educational sphere.

6.7) Recommendations

Given the problem statement (the current socio-political landscape in South Africa places schools in a position where change is constant and adaptation inevitable, thus having a profound impact on the style of leadership required) and, hence, the research question (what leadership style is required by headmasters in an ever-changing socio-political and educational environment?) the researcher has devised recommendations for headmasters' leadership in the current socio-political landscape.

It is inevitable that a transformational leadership style is required in an ever-changing socio-political educational environment. Headmasters should adopt the four I's (idealised influence, motivational inspiration, intellectual stimulation, and individualised consideration) in their everyday leadership practices in order to ensure that their staff have a high level of job satisfaction and commitment, and that they are aligned to a central vision and mission of the school (Wahab, *et al.*, 2014; Leithwood & Sun, 2012). According to the findings, transformational leadership should be accompanied by several fundamental 'supporting' styles, namely: values-based leadership, ethical leadership, servant leadership, spiritual leadership, participatory leadership and situational leadership.

The researcher suggests that headmasters need to promote a culture of continual change, seeking growth and improvement in all facets of the school. Adaptability is a crucial aspect when change is a continuous phenomenon. Modern leadership in schools incorporates one's ability to effectively manage change, while being innovative, in order to ensure a sustainable, quality education.

6.8) Conclusion

The researcher attempted to meet all the stated objectives of the study. The researcher's expectations were in line with the findings, although emerging leadership styles supported the transformational leadership style associated with all four headmasters. Recommendations highlight the required leadership style in an ever-changing socio-political educational landscape; however, further research of this nature is needed in the educational sphere in order to better equip headmasters for future generations.

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Appendices

A) Interview Preparation Questions

Research Title: historical analysis of leadership and management styles of headmasters at Kingswood College

Researcher: Ryan Howden

Dear Participant

The following questions can be used in preparation for the interview. Please read through them so you may reflect on the leadership and management styles during your term as headmaster of Kingswood College. For the purpose of this study it is essential that you answer all questions as honestly and objectively as possible.

Interview Preparation Questions:

- 1) Describe the style(s) of leadership and/or management that you implemented during your term as headmaster? (Laissez-faire, transactional, transformational, servant leadership, etc.)
- 2) Describe a period or situation where you tended to avoid problems, ignore issues, abstain from intervention, or display a 'do not care' attitude?
- 3) Describe how you managed your staff. Did you wait for problems to unfold and react to mistakes, or did you monitor and correct errors, ensuring rules and procedures were enforced accordingly?
- 4) Transactional leadership is dependent on behaviour and/or performance being linked with recognition and/or reward, or corrective discipline if performance is below the acceptable standard. If you can identify with this leadership style, describe an instance(s) when you implemented it.
- 5) Did you inspire or motivate your employees to encourage innovative means of working and thinking? If so, how did you go about doing this?
- 6) Describe how you consider other's needs relative to your personal needs?
- 7) Do you elicit high ethical and moral standards? If so, can you give any examples from your term as headmaster?

- 8) Describe your relationship with your staff (administrative/teaching/maintenance, etc.). Describe how you interacted and consulted with your staff.
- 9) Describe an instance(s) where you were a role model and/or mentor to staff and fellow colleagues.
- 10) Describe your capability of questioning the status quo.
- 11) What is your idea of servant leadership? If you have implemented this style, please describe how?

B) Final Interview Questions

Researcher Instructions:

- Welcome participant
- Thank you for being willing to participate
- Subject will receive a full transcript of interview 2-5 days after interview
- Feedback: participant will be given a copy of the thesis upon completion
- Check recording device is turned on

Research Title: historical analysis of leadership and management styles of headmasters at Kingswood College

When answering the following questions you ought to reflect on the leadership and/or management styles during your term as headmaster of Kingswood College. For the purpose of this study it is essential that you answer all questions as honestly and objectively as possible. The questions are virtually the same as the preparatory questions sent to you, aside from additional follow-up questions. Please may you give a detailed account if possible, I encourage you to reflect on examples and past experiences.

Final Interview Questions:

- 1) Describe the style(s) of leadership and/or management that you implemented during your term as headmaster? (Laissez-faire, transactional, transformational, servant leadership, etc.)
- 2) Describe a period or situation where you tended to avoid problems, ignore issues, abstain from intervention, or display a 'do not care' attitude?

- 3) Describe how you managed your staff. Did you wait for problems to unfold and react to mistakes, or did you monitor and correct errors, ensuring rules and procedures were enforced accordingly?
 - 3.1) Accountability for staff members?
 - 3.2) Did you find that the buck stopped with you?
- 4) Transactional leadership is dependent on behaviour and/or performance being linked with recognition and/or reward, or corrective discipline if performance is below the acceptable standard. If you can identify with this leadership style, describe an instance(s) when you implemented it.
- 5) Did you inspire or motivate your employees to encourage innovative means of working and thinking? If so, how did you go about doing this?
- 6) Describe how you consider other's needs relative to your personal needs?
- 7) Do you elicit high ethical and moral standards? If so, can you give any examples from your term as headmaster?
- 8) Describe your relationship with your staff (administrative/ teaching/ maintenance, etc.). Describe how you interacted and consulted with your staff.
- 9) Describe an instance(s) where you were a role model and/or mentor to staff and fellow colleagues.
- 10) Describe your capability of questioning the status quo.
- 11) What is your idea of servant leadership? If you have implemented this style, please describe how?

Additional questions

- 12) Were there any critical historical incidents that influenced your leadership/management during your term as headmaster?
- 13) Did you have a vision for the school? If so, what was your vision and how did you go about implementing it?

C) Interview Questions for the personal assistant

Researcher Instructions:

- Welcome participant
- Thank you for being willing to participate
- Subject will receive a full transcript of interview 2-5 days after interview
- Feedback: participant will be given a copy of the thesis upon completion
- Check recording device is turned on

Research Title: historical analysis of leadership and management styles of headmasters at Kingswood College

Dear Participant

The following questions can be used in preparation for the interview. Please read through them so you may reflect on the leadership and management styles of the four most recent headmasters that you were a personal assistant to at Kingswood College. For the purpose of this study it is essential that you answer all questions as honestly and objectively as possible.

You will be asked a series of questions (all of which will be the same) about each of the following headmaster's leadership and management style(s) while at Kingswood College:

Interview Questions:

- 1) Please describe the type of leader headmaster X was as headmaster of KC. Is there a particular style(s) of leadership that would best describe him?
- 2) Please describe how headmaster X interacted with staff? You are welcome to give examples where applicable.
- 3) Was headmaster X a role model and/or mentor to staff and fellow colleagues? If so, please can you give examples (if possible)?
- 4) Please comment on headmaster X's leadership and/or management attributes. What were his strengths and common practices as a leader or manager?

D) Informed Consent Form



Rhodes Business School

Leadership for Sustainability

Informed Consent Form

MBA Thesis

Principle Investigator: Ryan Howden

Research Title: **Historical Analysis of leadership and management styles of headmasters at Kingswood College**

Rhodes Business School Ethics committee approval number: **2017 02 48 Ryan Howden**

Introduction:

You are invited to join a research study to analyse the leadership and management styles of headmasters at Kingswood College (KC) from 1993 to 2017. Please take whatever time you need to discuss the study with family and friends, or anyone else you wish to. The decision to join is up to you.

In this research study, the principle investigator will be analysing the leadership and management styles of headmasters at KC from 1993 to 2017. The research method will consist of a) an historical document analysis and b) a semi-structured interview. A specific segment of the population will be studied, namely the four most recent headmasters from 1993 to 2017. The reason being that there is a significant interest in educational leadership over the past two decades [1987-2007], and the last historical review was captured by the book *Still Upon a Frontier* [1892-1993].

This study has been approved by the Rhodes Business School and the Rhodes University Faculty of Commerce. The investigator has obtained informed consent from Kingswood College to conduct the research.

What is involved in the study?

If you decide to participate, you will be asked to reflect on your leadership and management styles (during your term as headmaster of Kingswood College) through the course of an interview. The interview will most likely take 20 to 30 minutes and will include a series of short questions, most of which will be given to you beforehand in preparation for the types of questions that will be asked. The interview will be recorded (with the participant's consent) so that the investigator can adequately capture the data.

You may leave the study at any time, without reasoning, should you feel the need to. The investigator may stop the study or remove you from the study at any time should they judge it is in your best interests. They may also remove you from the study for various other reasons without your consent; however, this is highly unlikely.

Risks:

There are no foreseeable risks that the investigator could identify, unless participants identify themselves with a leadership or management style that is potentially defamatory in nature.

Benefits:

It is reasonable to expect benefits to the educational community and society at large; however, this research will primarily benefit Kingswood College and independent schools. The investigator cannot guarantee that you will personally experience benefits from participating in this research; although the findings may be of interest and/or value to you.

Confidentiality:

The investigator will take the following steps to keep information about you confidential, and to protect it from unauthorised disclosure, tampering or damage:

- i) All data from the interviews will be analysed, unless the participant specifically asks for certain information not to be used.
- ii) All data available in historical archives is publicly available and therefore the investigator has access to this information.
- iii) The investigator is a staff member at Kingswood College, and is therefore aware of issues pertaining to possible subjectivity and bias.

- iv) The investigator and the supervisor will be the only persons with access to the data retrieved from interviews.
- v) Direct quotes from participants may be used to enhance the richness of the study. All headmasters are on public record, therefore there is no need for anonymity in this regard.
- vi) Data will be kept on a computer, with a secure password, whom the investigator is the only person who has access.

Your rights as a research participant:

Participation in this study is voluntary. You have the right not to participate at all or to leave the study at any time. Deciding not to participate or choosing to leave the study will not result in any penalty or loss of benefits to which you are entitled, and it will not harm your relationship with the investigator, Rhodes University or Kingswood College.

Thank you for taking the time to read this consent form and summary of research. The investigator looks forward to your participation.

Contact Details for queries or problems:

Principle investigator: Ryan Howden

Email: g11h5073@campus.ru.ac.za

phone: 082 5656 181

Supervisor: Kevin Rafferty

Email: k.rafferty@ru.ac.za

Consent of Subject:

Signature of Subject

Date

E) Ethics Approval by Rhodes Business School



Rhodes Business School
Leadership for Sustainability

Rhodes Business School
PO Box 94
Grahamstown
6140

25 July 2017

To whom it may concern

Research Approval: Ryan Howden (11h5073) (Reference: 2017_02_48 Howden, Ryan MBA)

This letter serves to confirm that Ryan Howden (11h5073) is a registered student at Rhodes University, and is reading for a Master of Business Administration (MBA) Degree within the Rhodes Business School.

The research proposal for the research dissertation to be submitted in partial fulfilment of the requirements for the degree was approved by the Commerce Faculty's Higher Degrees Committee on 4 October 2016. Furthermore, on 24 July 2017 Ethical Clearance was recommended from the Rhodes Business School Ethics Committee to the ethics application [2017_02_48 Howden, Ryan MBA]. The provisional title of the research is "HISTORICAL ANALYSIS OF LEADERSHIP AND MANAGEMENT STYLES OF HEADMASTERS AT KINGSWOOD COLLEGE"

This research will take place under my supervision.

If you have any further queries related to the research, please feel free to contact me at k.rafferty@ru.ac.za, or at 046 603 8617.

Yours faithfully,

Mr Kevin Rafferty
RHODES BUSINESS SCHOOL

F) Letter of Institutional Permission

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LETTER OF INSTITUTIONAL PERMISSION

MR RYAN HOWDEN

Kingswood College hereby acknowledges that Mr Ryan Howden has been given permission to conduct his post graduate study on the "Historical analysis of leadership and management styles of Headmasters at Kingswood College."

Our best wishes accompany him as he embarks on his studies and we look forward to him sharing the outcome with us.

JG TRAFFORD
COLLEGE HEAD
20 March 2017



KINGSWOOD COLLEGE
Founded in 1894
Celebrating 125 years in 2019

G) Kingswood College Headmasters

- 1) The Rev Theophilus Chubb [1892-1898]

2) Colonel Ernest Gerald Gane	[1892-1927]
3) Heath Thornton Crouch	[1928-1938]
4) Romilly Ingram Redfern	[1939-1948]
5) Captain Cecil Olver Rich	[1949-1954]
6) John Thornhill Slater	[1955-1963]
7) Charles Brinton Dacam	[1964-1970]
8) John Brett Gardener	[1971- April 1975]
9) Denis Ryall Butler	[May 1975-1978]
10) Kenneth Haig Douglas	[November 1978-1979] (acting)
11) Gordon Stewart Todd	[1980- August 1986]
12) William McQuade	(Acting) 3 rd term 1986
13) Neil Beresford Jardine	[October 1986-April 1993]
	(Kirkby & Kirkby, 1994)
14) D.H.M. Wilkinson	[May 1993–1997]
15) Phillip Hawke	[Jan 1998-2002]
16) David Arquile	[2003 – August 2008]
17) Jonathan Trafford	[September 2009 - present]

H) Transcript example

***Please note this is an extract from the interview, and therefore does not show all questions and responses.

David Arquile Interview

29 May 2017 at 08h30

1) Describe the style(s) of leadership and/or management that you implemented during your term as headmaster? (Laissez-faire, transactional, transformational, servant leadership, etc.)

You can never restrict a person to just one style of leadership. But I would say that throughout my 21 years of being a headmaster – my leadership tenure - I have tended towards a principle-style of leadership. Transformational in a sense, but where the focus is on principles of change; rather than on my personal charisma or lack thereof. So principle centred leadership, quite a lot of servant leadership I believe... a lot of

emphasis on responsibility and accountability; so moving away from any sense of focus on privilege, position, or title. And sometimes, possibility to the frustration of staff. But in summary principle-based leadership.

2) Describe a period or situation where you tended to avoid problems, ignore issues, abstain from intervention, or display a 'do not care' attitude?

I obviously try never to avoid questions or ignore issues or have a 'do not care attitude'. So I cannot give you an example of that. But I would say at Kingswood I would have been accused at times, by certain people, as abstaining from intervention. And I think that had to do with the structure of the College. When I was appointed, I was appointed as College Head. At the time of appointment, I had deputies in charge of the junior and senior school. And I was very intent on being even-handed. So, on the one-hand I tried not to be more involved in the senior school than the junior school. And at the same time I tried to give those deputies as much scope to lead their respective sections of the school as possible. So there were times where parents might have come in, even board members, and wanted me to deal with something – and I would rule that it was not a principle issue; it was a matter of style. I would direct them to the relevant deputy. They became heads later on when we changed the system. We call them heads after about 3 years I think. Some people felt that I should have made the call as college head, and my response was that I would not make the call unless it was a matter of principle and it fell under my jurisdiction. So sometimes I may have been guilty of not intervening when they thought I should have. But I had no regrets about my approach to that.