

Distributed Leadership and the Leader: Designing a Professional Development Course for

Private School Principals of Calcutta, India

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## Abstract

This research project was prepared to explore the role of a leader in distributed leadership setting with an intention to prepare a Professional Development Course for principals of private schools of Calcutta. The course was based on the model of distributed leadership which I had prepared on the basis of the extensive research in the field of distributed leadership. The hierarchical leadership style that I had experienced as a teacher was the driving force behind the research project. In fact, it is believed that this course would be helpful in providing answers to the adverse effects of autocratic leadership style that I had experienced. It is believed that it would be helpful to provide a new window to the school principals to learn about (a) a new leadership style and (b) implementing the model of distributed leadership as per the needs of their respective schools with a view to bringing about overall school improvement.

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## Chapter - 1: Introduction

### Purpose of the Study

Leadership in education today is no longer synonymous with the heroic leader who is the 'knight in shining armor'. With the present movements for school improvement and innovation, there has been a marked shift from the role, characteristics and skills of one leader in a school to leadership as a function of a school as a whole (Morrison, 2002). In other words, what is needed in schools today is distributed leadership.

Silcox, Mac Neill and Cavanagh (2004) claim that evidence indicates that wherever a distributed leadership model is in practice in a renewal effort, teachers demonstrate greater professionalism and pride in their role as facilitators of student learning, and are more adaptable to change. They readily engage in professional learning activities, and they are able to demonstrate greater commitment to improving their own classroom pedagogy. They are more collaborative with their peers in organizing and reviewing existing school learning and teaching practices. They accept a more pronounced role in the school in respect to decision making and associated participative activities. Distributive leadership widens the basis for decision-making and creates a flatter administrative structure. As a result, each individual has greater opportunities to contribute to the common good in ways that will enhance learning and teaching and the overall organizational effectiveness of the entire school (Harris & Muijs, 2004).

Although many studies have been conducted that support distributed leadership as the panacea for school improvement, research defining the role of the leader is sparse. Most of the research that has been conducted in this newly emerging field focuses on its merits

and limitations or how distributed leadership helps in school improvement. So, the purpose of this study was to explore the role of a leader in a distributed leadership setting on the basis of the extensive research that has been conducted in this field. The goal of this study on one level was to examine the key responsibilities that a leader shoulders in a distributed leadership setting. On another level, it sought to prepare a professional development plan for high school principals of Calcutta, India that would help them to practice distributed leadership in their schools.

Exploring the role of a school leader in a distributed leadership setting is important. This form of leadership is often misconstrued to be the perfect alternative to the traditional top-down or authoritative form of leadership and considered a cure for all the ailing problems that hinder school improvement. I believe that the school leader's responsibilities here are not just about delegating responsibilities among the staff members but much more. In fact, to clear this grey area and the misconceptions about the leader's role is the purpose of this study.

### **Justification of the study**

Pursuing research regarding the role of a leader in a distributed leadership setting is significant for implementing this form of leadership in schools. Since research indicates that distributed leadership helps in school improvement, so exploring the role of a leader in this setting will help the principals to understand their role in a clearer manner and practice distributed leadership in their schools efficiently, thereby improving the overall performance of the school.

Authors like Ban Al-Ani and Bligh (as cited in Harris, 2013) state that research evidence reinforces the proposition that distributed leadership cannot flourish or be sustained without the support of those in formal leadership positions in schools. Moreover, Harris (2013) reemphasizes the pivotal role of the principal by stating that all change flows through the

office of the principal as this is the place where formal responsibility actually lies and where final decisions are made. Murphy et al, (2009) notes that the formal leaders are in a crucial position to take initiatives forward rapidly through their actions or to kill them off slowly through their negligence. This 'law of change' is somewhat strengthened in the arena of distributed leadership. That is, principals occupy the crucial role in the teacher leadership equation and almost a pivotal role in the work redesign required to infuse life into distributed leadership in schools.

Spillane (2005) emphasizes that distributed leadership practice is a product of the interactions of school leaders, school followers, and the school situation. This form of leadership depends to a great extent on the way in which the principal selects teacher leaders or team members. As Wright (2009) states, often it is found that it is the principal's favorites who occupy these positions. This however, stunts the growth of distributed leadership. Moreover, this creates negative feelings and a sense of injustice in the ones who are not selected. As a result it can create a division in the staff members which can hinder the progress of the school. In fact, favoritism works against the entire notion of distributed leadership. Rather, this practice of favoritism simply engages in delegated responsibility rather than distributed leadership. So, it is crucial to study the role of a principal, as the success of distributed leadership to a great extent depends on his or her actions.

As an educator for two years in two private schools of Calcutta, India, I have experienced some of the adverse effects of top-down leadership. In fact, the top-down form of leadership can be so strong that if teachers voice their opinions even in staff meetings, they are silenced. Moreover, teachers are always in fear of losing their jobs. Teachers in such a system are not at all respected, and thus they no longer like their job. For such teachers, teaching becomes a job and not a profession where they perform their functions as a duty or obligation and not as

a joyful experience. This in turn has an adverse effect on their teaching practice. They cannot teach to their fullest potential and hence it is the students who are negatively affected.

I feel that the role of leader in these schools is one of command and control rather than collaboration or cooperation. As a result, education is, in the words of Sir Ken Robinson, in the state of “death valley” (Robinson, 2013). But as Robinson (2013) also states, that “death valley” is not really dead, but dormant; similarly, education in the two schools where the researcher worked is also in its dormant state. In order to revive them to life, the system of school leadership needs to undergo a transformational change. In fact, the researcher feels that if distributed leadership could be implemented in these two schools then conditions would greatly improve. Moreover, to prepare a professional development plan for the principals of high schools in Calcutta so that they can practice distributed leadership in schools was one of the goals of this research.

### **Research question and hypothesis**

Given the prevalent leadership styles in Calcutta high schools, and considering distributed leadership as a viable alternative to them, with an intention to implement it in Calcutta schools, the researcher decided to investigate the role of the leader. Hence, the research question for this study was: “If distributed leadership is all about sharing responsibilities, then is the leader redundant?”

It was hypothesized that in distributed leadership in schools, a leader is not at all redundant. He or she has much more to do than to just distribute responsibilities. Further, the researcher expected to get a good overview of a principal’s functions in such a distributed leadership setting and how it can be implemented.

### **Definition of terms**

The operational definitions of some of the key terms used in this study are:

“Distributed leadership” refers to the horizontal form of school leadership where responsibilities are shared by everyone be it the principal, teachers, non teaching staff or the students; everyone has a share or his or her voice in the functioning of the school unlike the usual top to down form of leadership which is authoritative in nature.

“Leader” in this study refers to the school principal who practices distributed leadership in his or her school and therefore is the head of the team.

“Redundant” here means whether the school leader in such a setting is at all needed or not.

“School culture” as defined by Peterson (n.d.) is “the set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of the school”.

### **Overview of the study**

A brief overview of this research is as follows:

Chapter one gives an introduction to the study stating the purpose and justification as to why I chose to conduct a research in the field of distributed leadership and how this research adds on to the large body of research already conducted in the field of distributed leadership. Chapter two draws upon the body of literature in this field that supports my work and gives it grounding. It also includes examples of case studies of schools practicing distributed leadership. Chapter three is a bridge between Chapter four and the previous chapter. It involves a justification as to why the professional development course outlined in chapter four is a good solution to the problem stated in chapter one and description of the model which is the basis for the course. It also lays down some strategies that are prerequisites to the functioning of the professional development course detailed in the following chapter. Chapter four outlines the professional development course that I have prepared for principals of private schools of Calcutta: a guiding model for them to practice distributed leadership in

their schools. Chapter five, the concluding chapter is a summary of this research stating how the above plan could be used and the limitations of this study.

## Chapter – 2: Review of Related Literature

This chapter focuses on distributed leadership in education and the role of a leader in an educational setting. It presents an analysis of the varied research that has been done in this field.

### **Distributed leadership in Education**

Distributed leadership is an emerging phenomenon. As a result, few quantitative studies have been conducted in this field and much of the research is qualitative based on observations and interviews. The term “distributed leadership” was first used in Jack R. Gibb’s *Dynamics of Participative Groups* in 1951. Since then, it has been defined in varied ways and is often confused with concepts of shared, (Pearce & Conger, 2003), collaborative (Wallace, 1988), democratic (Gastil, 1997), and participative (Vroom & Jago, 1998).

Gronn (2003), one of the key exponents of this theory describes distributed leadership as a practice wherein leadership can be exercised by anyone. However, Spillane (2005) whose Distributed Leadership Study was a landmark that served as a framework for further research in this field refutes the above notion of everyone being a leader and refers to this “Leader-plus” aspect as a tip of the iceberg. He further opines that distributed leadership “practice takes form in the interactions between leaders and followers, rather than as a function of one or more leaders' actions. Individuals play off one another, creating a reciprocal interdependency between their actions” (Spillane, 2005, p.146). Similarly, Harris also states that distributed leadership is all about “actively brokering, facilitating and supporting the leadership of others” (Harris, 2013, p.548).

“Distributive leadership involves the leadership functions of a school being shared by many people in ways that strengthen the whole school community, intensifying a sense of engagement and shared responsibility while making the workload more manageable”

(Whitby, n.d., p.2). It emphasizes on leadership functions being stretched over several individuals. (Harris, Leithwood, Spillane).

The concept of distributed leadership has gained popularity over the past decade and is the ‘talk of the town’ in the educational arena. A meta-analysis conducted to fill the two gaps that were identified by Bennet et al’s research between 1996-2002, that is, the failure to clarify the concept of distributed leadership and provide empirical evidence that would clearly define its application stated that “over 720,000 articles had been published between 2003-2013” (Tian, Risku and Collin, 2015, p. 2) yet there was not any clear definition of the term nor any empirical evidence that would clearly define its application. The study stated that over the past decade, studies on distributed leadership have been divided into two approaches /paradigms –the “descriptive analytical paradigm” and the “prescriptive-normative paradigm”. While the first one focused on providing an understanding and interpretation of the concept of distributed leadership and has Spillane, Gronn, Mayrowetz, Timperley and Woods as some of its key exponents; it is the latter paradigm that has gained more popularity. This paradigm focused on identifying those distributed leadership patterns that seemed to exert positive impact on school improvement and on providing norms and prescriptions to guide this leadership practice. Authors like Harris, Leithwood, Murphy, Hargreaves and Fink are some of its key proponents who have presented a pragmatic view of distributed leadership. It was the latter paradigm that was the basis of the present research which was conducted to explore this leadership practice with a view to bring about school improvement in private schools of Calcutta, India.

In 2009, a research project was undertaken by the Delaware Department of Education in the United States (Buttram and Pizzini, 2009). This study was conducted in eight middle schools and seven high schools in seven of Delaware’s 19 school districts. The study examined the differences in terms of performance in school staffs practicing distributed

leadership and the school staffs that did not practice it. It was revealed that though there was no change in the job profile of teachers in schools practicing distributed leadership, yet there was increased collaboration among teachers and between teachers and administrators in comparison to the schools that were not practicing distributed leadership. Teachers were more comfortable in working beyond the boundaries of their classroom – across grade-levels in school and even in varied school activities and shoulder leadership responsibilities.

However, this study as well did not establish any direct link between distributed leadership and improved student achievement although it tried to indirectly hint at it as an end product of collaboration among teachers.

Distributed leadership is acknowledged to have positive impact on teacher's self-efficacy, job-satisfaction and morale and thereby helps in bringing about overall school improvement. (Crowther et al, 2002, Macbeath, 1998). In a similar vein, a study was conducted in Flanders, Belgium in 2007-2008 which sought to discover the relationship between distributed leadership and teachers' organizational commitment. This study revealed that teachers who believed that their school was led by a cooperative team rather than a solo leader, who worked in isolation, were more committed towards the school. It further revealed that participative decision making and social interactions were important factors that contributed towards increased organisational commitment and it did not matter who distributed leadership but how it was distributed was the crucial factor in determining teachers' organizational commitment. This study reiterated or re-established Spillane's findings that it is not the 'who' or 'how many' aspect of leadership that plays a significant role in distributed leadership but it is the practice aspect of distributed leadership- the 'how' or the interactions between leader, follower and the situation that are the crucial determinants of distributed leadership practice. In fact the goal of the present research is also to discover this 'how' aspect of distributed leadership and then use it as a tool to prepare a professional

development course for Calcutta principals that would help increase organizational commitment of teachers and thereby bring about school improvement.

Though distributed leadership has been widely acclaimed and promoted as an ideal theory of school leadership, it has been subject to criticism over the last decade. Distributed leadership is used as a camouflage to draw in the support of the staff members by misleading them to believe that power is being distributed though it is not. (Lumby, 2013). Similarly, Hall et al, conducted a case study in England in 2013 to determine the rapid rise of distributed leadership in schools in England. They reported that distributed leadership and all the discussion around it was a government (National Council for School Leadership) initiative to claim that power is being shared among schools but there was little evidence of this in reality. The authors reported that there was more of delegation of duties and the staff blindly supported the leader's vision to survive at Birch Tree School, one of the schools that was a part of this study. Moreover, this study also brought into light the issue of lack of a definition resulting in distributed leadership being interpreted differently by different people.

Further, lack of evidence of direct causal relationship between distributed leadership and school improvement has also been the subject of its criticism (Hartley, 2007, Storey, 2004). Moreover one needs to be careful as to whose interests are served by the channeling of leadership to particular ends (Maxcy and Nguyen, 2006). Although distributed leadership leads to collaboration and capacity-building, the question is

Are such forms of leadership merely more subtle and clever ways to deliver standardized packages of government reforms and performance targets in easily measurable areas like literacy that have more to do with expedient politics than with sustainable educational change? Or, like Finland, can distributed leadership be a key principle in a coherent and inclusive democratic consensus that joins the entire

community in the pursuit of a compelling social vision? (Hargreaves and Fink, 2008, p.238–9)

Similarly, Harris and Spillane state that simply flattening the structure or delegating leadership does not “equate” with distributed leadership nor does it “automatically improve performance” for it’s the quality of leadership and how it is distributed that really matters and makes the difference.(2008).

Distributed leadership is the buzz word in education circles but the review of the current literature has revealed it to be a ‘mixed bag’ so far. The present research was conducted to explore this form of leadership and use it as a background to prepare a professional development course for principals in private schools of Calcutta, India with a goal to increase teacher collaboration and ensure overall school improvement.

### **Role of a leader in distributed leadership**

Though distributed leadership involves stretching of leadership responsibilities by building leadership capacity within the followers, it does not negate the role of a principal (Harris, 2013). Research has indicated that it is indeed paradoxical that distributed leadership requires a significant “push” from the top of the organization (the principal) in order for more initiative to be taken up by other school professionals and thereby distributed leadership to prosper. (Murphy et al, 2009, Ban Al Ani, 2011, Harris, 2013).

Moreover, “these formal leaders are in a critical position to move initiatives forward or to kill them off, quickly through actions or slowly through neglect. This law of change is magnified in the area of distributed leadership” (Murphy, 2009, p.3). Principals play a crucial role in the teacher leadership equation and indeed a central role in the work redesign necessary for bringing distributed leadership to life in schools (Heller and Firestone 1994; Smylie 1996; Leithwood et al. 2007). Similarly, Harris (2013) reemphasizes the pivotal role of the principal by stating that all change flows through the office of the principal as this is

the place where formal responsibility actually lies and where final decisions are taken. Harris (2013) further states that one of the key tasks of the formal leader is to support the people who have the expertise to lead, to judge when the expertise of such people can be utilized for the development of the organization and accordingly utilize this expertise in a judicious and 'respectful way' so that it is beneficial to the organization as a whole. Since most of these team members do not have any formal leadership training, it is the task of the formal leader to create opportunities for these informal leaders to exercise their expertise, develop collaborative skills and encourage them to take the desired risk.

Similarly, the Annenberg Distributed Leadership Project was conducted from 2006-2010 in 16 urban schools (nine elementary schools, one middle school, and six high schools) of Philadelphia, United States of America. A research report evaluating this project was conducted by Consortium for Policy Research in Education (Supovitz and Riggan, 2012). This report stated that the project was aimed at creating strong leadership structure to bring about school improvement using a distributed leadership perspective. However, this project sheds important light on the way there was a shift in the role of the principals where this project was started. The authors report that the principals in these schools no longer considered themselves as the "central authority" but as "an orchestrator of responsibilities and facilitators of other leaders" (Supovitz and Riggan, 2012, p.25). Their work consisted of creating an atmosphere where collaboration could take place. They were involved in empowering their teachers by creating an atmosphere of trust and taking the back seat. However, the authors also report that it was not easy for some principals to embrace this new form of leadership where they had to let go of their authority and share it with their colleagues. Moreover, the progress of these principals differed and depended on the individual interests of the principals in adapting themselves to the new leadership style. Their role changed from 'sole decider' to 'leader of leaders' and there was no decrease in their

influence. Most of them viewed themselves as developers of leaders who were shaping “decision-makers” rather than “particular decisions.”

Principals play an important role in facilitating distributive leadership by creating a suitable school climate and promoting the organizational conditions that are prerequisites for distributive leadership to flourish (Harris & Lambert, 2003). These conditions are the redistribution of power and authority as well as the building of trust relationships (Hopkins & Jackson, 2003). Similarly, Kouzes and Posner (2010) claim that trust rules almost everything that a leader does. Hoy and Miskel (as cited in Angelle, 2010) stated, “When the faculty has a high level of trust toward the principal, the faculty also believes that the principal is benevolent, reliable, competent, honest, and open in interactions with teachers” (p. 192). However, in order to develop this trust, the principal as Kouzes and Posner (2010, p.79) state, needs to “ante up first”. In other words, the principal needs to trust his teachers first in order to gain their trust. In fact, he or she needs to demonstrate this through his or her interactions with the teachers. In fact as Smylie et al. (2002, p.182) states, “principals need to know how to develop, support, and manage these new forms of leadership.” They have to identify opportunities for teacher leadership and encourage teachers to utilize these opportunities. Further, Lieberman (1992) stated that principals need to legitimize distributed leadership in schools. In other words, principals need to reward and recognize the efforts of those teachers who assume the responsibilities associated with distributed leadership. This would serve as an encouragement for these teachers and spread the word thus attracting others to join the team in future as well.

A similar study was conducted in Autumn Lake Middle School in a south-eastern U.S. state in 2007-2008 by Pamela S. Angelle. This study was conducted to examine the practice of distributed leadership through the lens of school culture and elements of trust and relationships. As part of the study, the principal, assistant principal and nine school teachers

who had volunteered to participate were interviewed. The study indirectly sheds light on the role played by the principal in practicing distributed leadership. It reveals that the school principal was willing to relinquish power and embrace her teachers, support them who would then embrace the students and work for their betterment. What was significant about the principal's leadership practice was the element of trust. She trusted her teachers who in turn, felt safe and took risks and were confident in trying new methods and techniques. Another role was of building strong relationships through social interactions. The principal even provided opportunities for teachers to assume leadership roles and was a supplier of resources for learning to occur. So, this case study reveals that the success of this school largely depended on the principal's role as a facilitator or developer of leaders with strong emphasis on creating an atmosphere of trust, collaboration and relationship building.

Playing the role of a facilitator of leadership is not an easy task. The present educational structure that is bureaucratic and infrastructural often serves as an obstacle to the emergence of distributed leadership (Duke,1994 ;Smylie et al.,2002 ). Moreover, Coyle (1997) claims that hierarchically as well, it is often difficult for principals to see teachers as leaders and for teachers to view themselves or their colleagues as leaders. In order to practice distributed leadership, therefore, principals need to redesign and restructure their schools. Authors like Little,(1988); Stone et al., (1997) affirm that principals need to create opportunities for teachers to exercise leadership including providing them with the space and the authority required to practice distributed leadership. Another aspect of the structure concerns the way in which the principal selects teacher leaders or team members. Often it is found that it is the principal's favorites who occupy these positions. This however, stunts the growth of distributed leadership. Moreover, this creates negative feelings and a sense of injustice in the ones who are not selected. As a result it can create a divide among the staff members which can hinder the progress of the school. In fact, it is against the entire notion of distributed

leadership and it is more of a delegated responsibility rather than distributed leadership (Little, 1988; Hart, 1990).

Smylie et al., (2002, p.183) stated that, “The culture and social norms of schools conspire against leadership development ...and bedevil ...efforts to develop teacher leadership”.

Institute for Educational Leadership (2001) claimed that one such non-supportive cultural element is a sense of autonomy of teachers which creates a culture of isolation in schools.

This autonomy leading to isolation, encourages teachers to take ownership only for the affairs of their classrooms and avoid at almost all costs interfering in the business of colleagues.

According to some social scientists, as (Rallis 1990; Wasley 1991; Moller and Katzenmeyer 1996; Leithwood et al. 1997) autonomy hinders the formation of productive relationships among teachers, poisons professionalism, prevents teachers from attempting to exert influence beyond their individual classrooms, and inhibits meaningful contacts with formal administrative leaders. The other two norms are that of legitimacy and the division between teaching and managing. Scholars like (Fay 1992; Smylie and Brownlee-Conyers 1992) contend that as per the norm of legitimacy, providing instruction in classrooms is considered to be the sole duty of teachers and time spent in working with colleagues is seen as a hindrance to teacher effectiveness. Further, Teitel (1996) asserts that it is considered that a teacher’s job is to teach and anything outside the classroom is the responsibility of the administrator. It is this divide of ‘us versus them’ which inhibits the development of distributed leadership.

The above barriers to distributed leadership were clearly portrayed in a study conducted by Murphy et al. in 2006-2009 in Glencoe Middle School in U.S.A. This study focused on the role of a principal in a distributed leadership setting, the barriers that the principal faced and the strategies that she used in order to overcome these barriers. The authors revealed that the principal needed to rethink his or her role as a leader first in order to practice distributed

leadership. The principal at this school had to overcome several structural barriers as that of creating opportunities and avoiding favoritism and cultural barriers such as autonomy and the divide between teachers and administrators. The principal created leadership opportunities for teachers who welcomed them and sometimes certain opportunities were targeted at certain teachers. She was carefully opening up opportunities and even using the expertise available in her school. She even monitored the leadership roles taken by teachers and simply did not let things become loose structurally. There was a strong communication system, a tight-knit network and, a culture of collaboration.

As this literature review shows, distributed leadership is the ‘buzz word’ and the much preferred leadership style of present times. Though several articles have been published and extensive research has been conducted regarding this field, research pertaining directly to the role of the principal or the leader is scarce. This literature review, however, was an attempt to explore this field especially the principal’s role, so as to have a better understanding of distributed leadership and use it as a foundation for the preparation of a professional development course for private school principals in Calcutta, India.

### **Chapter-3: Course design, Model and Strategies**

This chapter presents the rationale behind the model that I have created on the basis of my research and the professional development course that I have prepared in chapter four based on the model. It also outlines strategies that could be used to implement this course in private schools of Calcutta, India.

#### **Some Aspects of Course Planning**

Scholars like Posner and Rudinsky (1994) state that course design is a complex phenomenon. Several aspects have to be considered while planning a course such as the audience, current approaches to the subject matter, as well as the willingness and commitment of the planner. Moreover, these authors state that a course design needs to be molded as per the needs of the audience even if the subject matter remains the same. Accordingly, the professional development course in the next chapter has been prepared for an audience of private school principals of Calcutta. Moreover, it is based on the current approaches in the field of distributed leadership across the globe that were discussed in chapter two.

#### **Rationale for the Course**

Posner and Rudinsky state that a course rationale “serves the purpose of justifying the learnings that students are to acquire during the course as well as justifying the methods and procedures employed in teaching the course” (1994, p.52). They further state that a course rationale should articulate the planner’s values with respect to the “learner, the society and the subject matter” (p.55) although it might not emphasize all of the three. A rationale begins by presenting the problem that the course intends to solve. In other words, the rationale

outlines, as Walker states, “why this problem deserves attention and cannot be lived with anymore” (1990, p.171).

Calcutta, often referred to as the ‘city of joy’, was also once the colonial capital of India. Having been born and brought up in this city, I have breathed in most of its elements but one that stands out recently is the element of power-play as a leadership style in private schools, that is to say, ‘the dominant-subordinate relationship’. This might be a colonial backdrop, but from my observations as a teacher in two private schools, I have experienced this in recent times. In both these schools, much like most of the private schools in Calcutta, power is concentrated in the hands of one (the Principal). Although there is a management or several committees consisting of teachers, counselors or other administrative staff members, the principal is the sole arbiter and always has the final say in all matters. Moreover, profit-making is the sole motive of the schools and everything is directed towards it.

As a teacher in these two schools, I have experienced the adverse effects of this form of leadership. There was always a race to be the principal’s favorite amongst the teachers and a lack of team effort which resulted in staffroom politics and was, at times, emotionally draining. Moreover, new ideas or initiatives were not appreciated and there was a lack of creativity as only one person was the decision-maker. As a result, teaching became a monotonous exercise of delivering the subject matter and producing good academic scores from the students – teaching was not focused on learning. It was no longer a joyous experience for the teacher or the students. For teachers, there was always a lack of job security. As a result, teachers did not feel valued and all of this affected their performance in the classroom situation and they could not give their best. This also ultimately affected the overall performance of the students. As a result of this, the teachers indeed suffered all the more as they were judged on students’ academic performance. So, this system was a cycle of

suffering for teachers and they seemed to be stifling in it. As a result, I was looking for a way to solve this problem. I was in search of a form of leadership where the principal would not be a dictator and be more cooperative with the staff where the leadership responsibilities would not be concentrated in the hands of one individual but distributed among many. So, after reviewing the literature from studies in the field of distributed leadership, I came up with the model which would be best suited for my context. This model is the basis for my professional development course for school principals of Calcutta in chapter – 4.

### Rationale behind the structure of the model

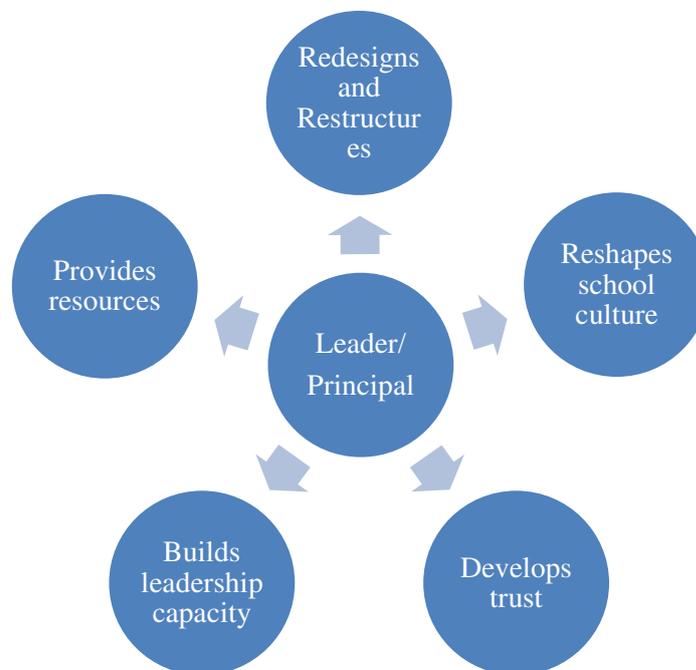


Figure 1: Role of the principal in distributed leadership.

The above model is the basis for the professional development course outlined in chapter four. In fact, the model represents the key role that a principal needs to practice in order to implement distributed leadership in private schools of Calcutta. So, all the components have been prepared keeping in mind the Calcutta context. Moreover, it is not a sequential model with one stage leading to the other and the components need not be in any particular order.

The reason, I chose this structure, is that all schools might not have a similar situation; in the sense that some of them might have one or two components of the model while the others are missing. As a result, they might just need to work on the missing components of the model. So, all the components of the model are important but their positioning as to which comes first, depends entirely on the needs of the school.

### **Importance of each component in my context**

Each component of the model signifies the role that a principal needs to play, to practice distributed leadership in the Calcutta context.

*Redesigns and Restructures:* The educational structure in the two private schools where I taught was hierarchical and, quite similar to most of the private schools in Calcutta. It is often difficult for principals there to see their teachers as leaders and even for teachers to see their colleagues as leaders. This might be a result of the colonial backdrop of exercising power and keeping it concentrated. Moreover, even if the principal does appoint teacher leaders, they are mostly his or her favorites. This creates negative feelings among the other staff members and creates a divide among them and hampers their performance as well. Moreover, it is not sharing power but another way of exercising authority by using others as puppets. As a result, the principal needs to restructure and redesign the school system by letting go of some of his power and giving space and freedom to his teachers to come up with new ideas.

*Reshapes the school culture:* The school culture in most private schools in Calcutta is not conducive for distributed leadership. It is a culture of competition rather than collaboration. In fact it is a by-product of the practice of favoritism. Another non – supportive cultural element as the Institute for Educational Leadership (as cited in Murphy et al. 2009) claims, is a sense of autonomy of teachers which creates a culture of isolation in schools. This culture of non- interference is prevalent in Calcutta as well. In fact, it is this sense of autonomy that

prevents teachers from cooperating with their colleagues. These remain as Barth states, “the non - discussables that impede learning” (2004, p.199). Hence, principals need to develop a culture of collaboration and a sense of team among his or her team members.

*Develops Trust:* Since there is a culture of competition among teachers in most private schools in Calcutta, there is a lack of trust among teachers and even between the principal and his or her staff members. This hampers the overall progress of the school. As stated in chapter two, trust plays a key role in distributed leadership setting. There is a positive relationship between trust and risk. When team members trust their leader, they feel secure and are willing to take risks, form strong relationships, have a strong sense of self-efficacy, learn new skills and take the step forward for the welfare of the organization. Moreover, the principal also needs to trust his or her staff members as only then can he or she gain their trust. So, this component of developing a climate of mutual trust is vital to the success of distributed leadership.

*Builds Leadership Capacity:* One of the key functions of the formal leader or principal practicing distributed leadership is to build the leadership capacity within the organization “so that productive change and continuous improvement can become a real possibility” (Harris, 2013, p.551). As the structure of educational system in most of the private schools in Calcutta is hierarchical, it is very difficult for principals to share power and appreciate others’ leadership skills within the organization and use their expertise. It more like this is what we have been doing and I am the boss and the boss is always right kind of attitude that is prevalent. (Field notes, 2012-2014). However, in order to practice distributed leadership, the principal needs to create opportunities for these informal leaders to use their skills and needs to use their expertise as well, for the welfare of the school.

*Provides Resources:* As stated in chapter two, the principal needs to provide adequate resources such as time for discussion and planning as well as funds to take new initiatives for the smooth functioning of distributed leadership. This in fact was a major concern for the two schools where I worked. In fact, lack of funds practically shuns the growth of any new initiative and serves as a barrier to the progress of the school.

### **Strategies to implement the course**

In order to implement the model of a Principal's role in distributed leadership in Calcutta schools, I have prepared a professional development course for principals in the following chapter. Each workshop in the course is based on a component of the model. The course can be implemented as per school's affiliation to the two central boards of education – ICSE (Indian Council of Secondary Examination) and CBSE (Central Board of Secondary Education) before the beginning of the new session in April. In other words, principals of all the ICSE affiliated schools in Calcutta can assemble at a location and time conducive to majority of them and so can the principals of all CBSE affiliated schools. This professional development course thus would be a platform for these principals to interact and learn from each other and implement the model as per the needs of their individual schools.

Another factor to be considered for implementation of this course is finance. I want this course to be affordable to all the participants without compromising its quality. Therefore, there would be a registration fee of Indian Rupees 500 per person and some sponsorship from the corporate sector as well.

In order to make this course function successfully, the participants need to set certain ground rules which would help them avoid conflicts that are a huge impediment to the functioning of a group. I have adapted the eight steps to create ethical guidelines for smooth functioning of the group.

Figure 2: Eight steps to create Ethical guidelines in Collaborative groups:

Values	Key Discussion Points	Action Steps the Group Will Take
In reviewing the ethical standards of the organization of importance, we believe...		
Ethics means...		
The way we want our group to function is ...		
When problems arise with group members we ...		
We will communicate during group discussions in a manner that is ...		
Each group member values ...		
We know the key elements of ethics and we...		
When we face problems with the behavior of a group member we will ...		

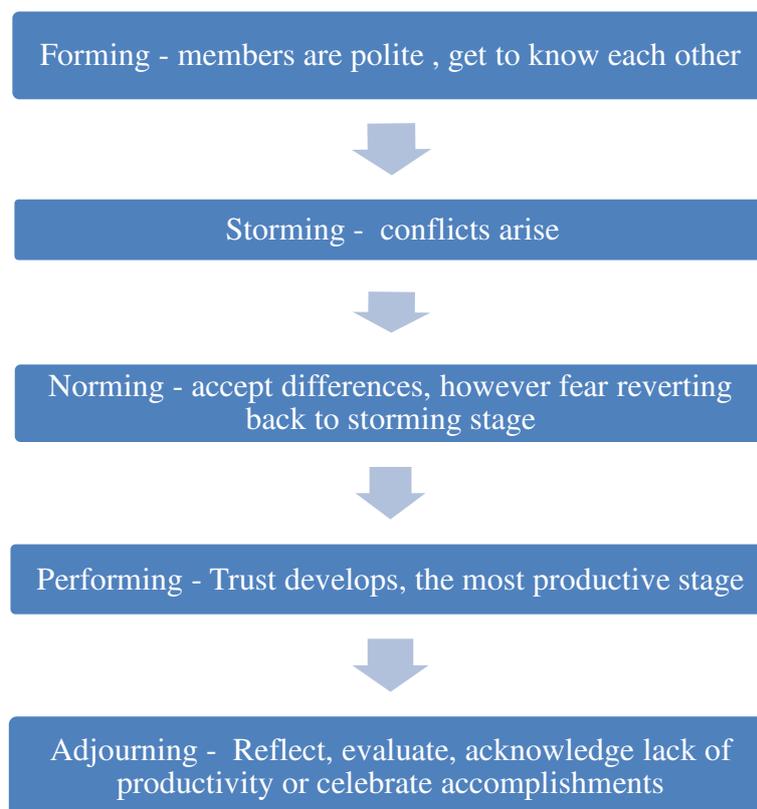
Adapted from Table 6.1: Ten Steps to Create Ethical Guidelines and Action Steps in Collaborative Groups (Lassonde and Israel, 2009, p.86).

The success of this professional development course depends to a great extent on the way this course is conducted by the facilitator. The role of a facilitator for this course has been

adapted from the role of a process leader as outlined by Caine and Caine (2010). The process leader must not be a didactic preacher; he should rather create the conditions in which the participants can individually or as a group form an understanding of the concerned issues. He or she must ensure equal participation of all the participants. Some participants might dominate the discussion while others may choose to remain silent. The process leader needs to handle the situation tactfully. He or she also needs to ask questions though not at a time when the discussion is in progress but later just to clarify a few views (Caine and Caine, 2010).

Moreover, throughout this entire process of professional development course, the participants are expected to undergo Tuckman's classic stages of group development as:

Figure 3: Stages of Group Development.



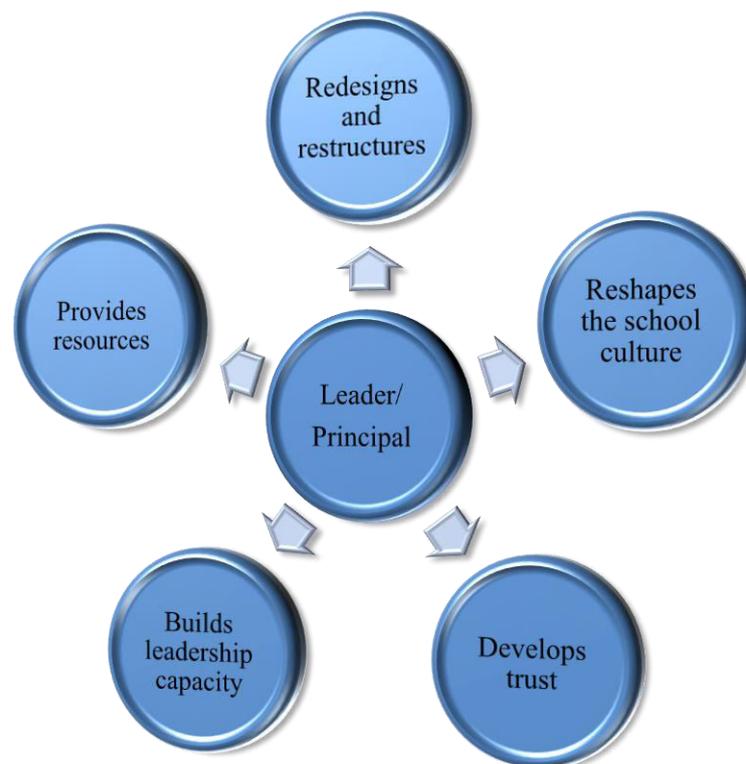
Adapted from Stages of Small Group Development Revisited (Tuckman and Jensen, 1977)

Thus, I believe, that in order to implement the professional development course outlined in the next chapter, there are certain prerequisites like location, funding, ground rules and a facilitator as a mediator and not a preacher, that need to be considered. Moreover, the course can become functional and effective only when these conditions are met.

## Chapter – 4: Professional Development Course for Principals

### Model of the role of a principal:

On the basis of my review of the literature on the extensive research that has been conducted in the field of distributed leadership, I developed a model which sums up the role of a principal in implementing distributed leadership in a school. The following model is the foundation of the professional development course that I have prepared for private school principals of Calcutta, India. This chapter therefore also provides an outline of this course.



### Key Components of the Model:

**Redesigns and restructures:** Research conducted in the field of distributed leadership indicates that present school structure is bureaucratic and not conducive to the functioning of distributed leadership. It has been found that it is often difficult for principals to view their colleagues as their equals and share power with them. So, one of the functions of the

principal is to let go of some of his or her power and give space and authority to his or her teachers so that they can start new initiatives and shoulder new responsibilities.

**Reshapes the school culture.** It has been discovered that the present school culture does not support distributed leadership. Teachers often consider the four walls of the classroom to be their boundary and avoid interfering and interacting with their colleagues. It is believed that anything that happens outside the classroom is the work of the administrative department and has nothing to do with them. In such an atmosphere, the principal needs to create an atmosphere where teachers can collaborate. He or she needs to reward and praise those who step up to accept leadership responsibilities apart from their teaching. This would encourage others as well.

**Develops trust.** Trust is the foundation for the success of distributed leadership. The principal needs to trust his or her teachers; only then he or she can gain their trust. Without trust, no one will take the risk to start something new. So, the principal needs to demonstrate this trust through his or her interactions with the team members, so that they can depend on him or her and feel secure.

**Builds leadership capacity.** The principals needs to support the people who have the expertise to lead, to judge when their expertise can be utilized for the development of the organization and accordingly utilize it in a judicious way so that it is beneficial to the organization as a whole. Since most of these team members do not have any formal leadership training, it is the task of the formal leader to create opportunities for these informal leaders to exercise their expertise, develop collaborative skills and encourage them to take the desired risk. In other words, the leader needs to create opportunities for professional development of these informal leaders by providing them with opportunities to apply the skills and giving them the required feedback.

**Provides resources.** The principal must provide team members with adequate resources to carry out leadership responsibilities. These resources might be time to discuss and plan and undertake professional development, adequate funding to start a new initiative.

### **Professional Development Course**

On the basis of the above model, I have prepared a professional development course for principals of private schools in Calcutta, India. It covers each component of the above model. The course is outlined as follows:

#### **Plan of the course**

The course will be held for two weeks; three workshops per week (each session would be three hours). So, overall there would be six workshops. They are based on the model of the role of the principal in a distributed leadership setting.

The participants will take part in individual, paired and group activities. There will also be an assessment section at the end of each workshop. The participants will be assessed on the basis of their participation and a reflective journal which would be submitted at the end of each week. For the last workshop, the participants will be asked to prepare a presentation (any form) and share what they learned in the course and how they would apply it in their schools. This would also provide them with a platform to obtain feedback from other participants and make changes to their plan if needed.

#### **Session – 1: Redesigning and Restructuring the School System**

*Aim:* Participants will understand the importance of reshaping and restructuring the school system to implement distributed leadership.

*Required materials: Inspirational Team Building (video-2min 50secs), Distributed leadership - Prof. Alma Harris (video-38min 11sec),*

*Duration: 3 hour*

*Activity – 1: Duration: 30 minutes*

*Learning objective:* Participants will introduce themselves to the group and get to know other members.

The first activity is “Leader I admire”. Here the facilitator asks the participants to stand in a circle. He then asks the participants who is born in January - that person gets to introduce himself or herself to the group and share whom he or she admires as a leader and why? This person then gets the chance to determine which way they would continue the cycle of introduction. After everyone has introduced themselves and shared their views, the facilitator sums up by highlighting some of the key leadership qualities that emerged from the discussion.

*Activity – 2; Duration: 15 minutes*

*Learning objective-* Participants will understand the significance of their role as leaders.

In this activity, the participants watch the video *Inspirational Team Building*. The facilitator now divides them into pairs and they discuss among themselves questions as - what appealed to them most about the video? How they would answer this question of ‘What if I?’ What does the power of we symbolize to them? The participants then discuss their views with the group as a whole.

*Activity – 3; Duration: 45 minutes*

*Learning objective-* Participants will understand the importance of giving voice to others

In this activity, the facilitator asks two of the participants to volunteer to play the role of an autocratic principal and other that of a democratic one. All the participants serve as staff members. The facilitator introduces the scenario as that of a staff meeting after results of the midterm. Most of the students have performed below average. So, the principal has called on the meeting. After the role play, the facilitator asks the participants which leader appealed to them and why? How many of them practice that? What was the role of the staff members? Does this happen in their meetings as well?

Activity – 4: Duration: 1 hour 30 minutes

Learning objective: Participants will understand the concept of distributed leadership

In this activity, the facilitator now asks the participants to watch the video “Distributed leadership”. After the video, he asks the participants certain questions as – What was the key message of the video? What kind of leader are you? Do they possess the qualities of an effective leader as stated in the video? Which are the ones they do not? How can you create opportunities for your teachers to assume leadership responsibilities?

*Assessment:* The facilitator asks the participants to reflect on what they learned today. They could discuss both positive and negative aspects of their experience. What kind of leader they felt they needed to be? What will they do to be that kind of a leader? Participants will submit this journal at the end of the week.

## **Session – 2: Reshaping the School Culture to that of Collaboration**

*Aim:* Participants will learn the significance of collaboration for the success of a team

*Required material:* *Collaborative Competition* (video -12min 17 sec), white-board, markers, *Maximizing the Impact of Teacher Collaboration* (article), 20 sticks of spaghetti, marsh-mellow, tape, string and a paper bag

*Duration:* 3 hours

*Activity-1 Duration:* 30minutes

*Learning objective:* Participants understand that we need others as an ally not an obstacle.

In this activity, the participants watch the video “Collaborative Competition”. After the video, the facilitator conducts a discussion on what kind of a culture exists among their staff members? Do they play a role in encouraging it and how?

*Activity-2 Duration:* 30minutes

*Learning objective:* Participants will understand what a positive school culture looks like

In this activity, the participants are asked what they understand by the term “positive school culture”. The facilitator then asks the participants to write down their ideas on the white board with a marker. After all the participants have brainstormed their ideas, the facilitator carries on a discussion on this idea.

*Activity – 3; Duration:* 1 hour 30 minutes

*Learning objective:* Learn the importance of collaborative culture and how to build it.

In this activity, the participants read the article “Maximizing the Impact of Teacher Collaboration” After this the facilitator asks the participants to form groups of three members and discuss any three key ideas they liked. They also have to answer questions like: Is there a collaborative culture in their school? If yes, then describe how things work there? If not, then discuss what are the obstacles that are preventing it? Later the group members have to share this with the whole group. The facilitator then asks all the participants to suggest some ideas by which they could create a culture of collaboration.

*Activity – 4; Duration:* 30minutes

*Learning objective:* Participants will learn collaboration skills

In this activity, “If you build it”, the facilitator divides the participants into triads. They are asked to build the tallest structure using 20 sticks of spaghetti, marsh-mellow, tape, string and a paper bag. The marsh-mellow must be at the top of the structure. The team that succeeds in building a stable and tall structure wins. After the activity, the facilitator asks the participants why did that particular team win and what went wrong for others.

*Assessment:* The participants will reflect on the day’s experience and write down about their school culture and school culture affects the overall learning in the school.

### **Session – 3: Developing Trust**

*Aim:* Participants will learn the value of trust

*Required materials:* *Why good leaders make you feel safe* (video-11 min 59 sec), *Trust Rules* (article), a handkerchief, *You Can't Be a Great Leader without Trust. Here's How You Build It* (article)

*Duration:* 3 hours

*Activity – 1; Duration:* 30minutes

*Learning objective:* To understand the importance of a sense of safety for team members

In this activity, the participants watch the video “Why good leaders make you feel safe”. After the video, the facilitator carries a discussion on the story of the marines from the above video.

*Activity – 3; Duration:* 1 hour

*Learning objective:* To understand the significance of trust in the functioning of an organization.

The facilitator asks the participants to read “Trust Rules” by Kouzes and Posner. After everyone has finished reading, the facilitator asks the participants to discuss in groups of four, Why trust rules almost everything that a leader does?

*Activity – 3; Duration: 30 minutes*

*Learning objective:* Learn to trust others and even how to win their trust.

In this activity, “A journey of discovery”, the facilitator asks the participants to go outside into a garden or open field and form pairs. One person blindfolds his or her partner’s eyes, and guides that person by the hand and takes them to discover natural objects with all their senses apart from sight. Participants swap roles after a set time. Participants need to be very careful not to abuse the trust placed in them by their partners – it's very pleasant to touch and smell a flower, but not a thistle!

*Activity – 4; Duration: 1 hour*

*Learning objective:* Learn the importance of trust in successful leadership.

In this activity, the participants read the article “You Can't Be a Great Leader without Trust. Here's How You Build It”. The facilitator will guide an activity to divide the groups into pairs. Participants will stand in a line on the basis of their experience as principals in ascending order. The least experienced will form a pair with the most experienced. Now they will discuss about any trust issues that they had in their career and how they handled them. At the end of the activity, each group will share their experience with the larger group.

*Assessment:* The participants write down their views about how trust has played a vital role in building relationships with their staff members.

#### **Session – 4: Building Leadership Capacity**

*Aim:* Participants will learn the importance of building leadership capacity in their staff members

*Required materials:* Building leadership capacity (video-14 min 3sec), *How Administrators empower teachers* (article), paper, pens.

*Duration:* 3 hours

*Activity – 1; Duration:* 45 minutes

*Learning objective:* Learn the necessity of building leadership capacity in staff members.

The participants watch the video “building leadership capacity”. After the video, the facilitator divides the participants into pairs. They discuss three key ideas that they learnt from the video. After this, the members share their views with the larger group.

*Activity – 2; Duration:* 45 minutes

*Learning objective:* Learn the value of teacher empowerment.

The facilitator asks the participants to read the article “How Administrators empower teachers”. The participants individually write down the key ideas that they learnt from the article. Later they share these with the larger group.

*Activity – 3; Duration:* 45 minutes

*Learning objective:* Learn different ways to build leadership capacity.

The facilitator divides the members into six teams. Each team discusses on one of the six concepts to empower teachers as stated in the article “How Administrators empower teachers”. After their discussion, each team selects a spokesperson who shares the views of his or her team members with the larger group.

*Assessment:* Participants draw a mind-map in their reflective journal showing how they would empower their staff.

### **Session – 5: Providing Resources**

*Aim:* Participants will understand the importance of providing resources to implement distributed leadership

*Required material:* the video “Steven Johnson: Where Good Ideas Come From” (18min), White-board and markers.

*Duration:* 3 hours

*Activity – 1; Duration:* 45 minutes

*Learning objective:* Learn the importance of space as a resource.

The participants watch the video “Where Good Ideas Come From”. The facilitator then asks the participants to form pairs and they discuss the key message that resonated with them. Later, the participants share their ideas with the larger group.

*Activity – 2; Duration:* 1 hour

*Learning objective:* value of resources

The facilitator carries on a discussion with the participants on the kind of resources that might be needed to implement distributed leadership and writes them on the white board.

*Activity – 2; Duration:* 1 hour 15 minutes

*Learning objective:* Learn the importance of different resources.

The facilitator divides the participants into two teams. One member from each team volunteers as a principal while others are teachers. One principal provides the team members with time, money, space and infrastructure to carry on new initiatives while the other principal provides only money. After this role play, the participants share their views on how the results were different for both the teams and why one team was dysfunctional

*Assessment:* Participants reflect in their journal about the importance of the resources to implement distributed leadership.

### **Session – 6: Concluding and Moving Forward**

*Aim:* Participants will explain how they will build the different elements of a principal’s role that they have learned in the course in their schools.

*Required material:* Computer or Laptop, Sheets of paper and pens.

*Duration:* 3 hours

*Activity – 1; Duration:* 2 hours 30 minutes

*Learning objective:* Participants will share their learning with the group.

Participants will take 15-20 minutes to share what they have learned from the course and how they would implement it in their schools (this could be in any form: PowerPoint, prezi, poster presentation and so on) with the larger group. Participants are expected to welcome questions and/or suggestions about their work. After all the participants have presented their work, the facilitator will give his feedback (negative and/or positive) about the different presentations and even offer some helpful suggestions.

*Activity – 2; Duration:* 30 min

*Learning objective:* To appreciate others.

Participants along with the facilitator sit in a circle. The facilitator gives everyone a sheet of paper. Everyone write their name on the paper and pass it to the person sitting on their right. That person writes a sentence or a phrase or a few words on the paper to describe what he or she liked about the person whose name is written on the paper. He or she then passes the paper on to the next person and this process is repeated until everyone has the paper with their name written on it. So, this exercise would be a kind of good bye gift for each of the participants.

The following chapter provides a summary of this research project and outlines its limitations as well.

## **Chapter 5: Conclusion**

### **Summary**

The purpose of this research project was to explore the role of a leader in distributed leadership and prepare a professional development course for the principals of private schools in Calcutta, India so that they can have (a) a clear picture of this form of leadership and (b) the ability to implement it in their schools.

As discussed in earlier chapters, most private schools in Calcutta have a hierarchical form of leadership. Having experienced the adverse effects of this form of leadership, I was in search of a solution to the problems faced by teachers and students alike due to this leadership style. My journey started when writing a research paper on leadership style; I stumbled across the idea of distributed leadership. However, though it seemed quite fascinating, there was not any single definition of distributed leadership nor was there any clear idea about the role of a leader in such a setting. So, after having read several articles and books on distributed leadership, that are referred to in the literature review in Chapter two, I now understand that the leader in distributed leadership setting is not at all redundant and has a significant role to play.

### **Discussion and Conclusion**

Through this research project, I came across some practical examples of schools practicing distributed leadership and the challenges faced by leaders attempting to implement this leadership style. Some of these have been referred to in the literature review. This gave me a sound understanding of certain factors and the areas that I had to keep in mind in order to prepare my model for the role of a principal in such a setting and the professional development course as well.

I discovered that distributed leadership was mostly prevalent in western countries. I, therefore, had to come up with a model and a course that could be functional in my context in India which was hierarchical. As a result, I also learned about professional learning communities and how groups work. Now, I understand that the course that I have outlined in Chapter four, can only be functional if certain factors such as location, funds, and facilitator are met.

Through this research project, I confirmed my idea that the principal or the leader plays a crucial role in the success of distributed leadership. “These formal leaders are in a critical position to move initiatives forward or to kill them off, quickly through actions or slowly through neglect. This law of change is magnified in the area of distributed leadership” (Murphy, 2009, p.3). Further, as Harris and Spillane (2008) state that simply flattening the structure or delegating leadership does not “equate” with distributed leadership nor does it “automatically improve performance” for it’s the quality of leadership and how it is distributed that really matters and makes the difference. Thus, different case studies were taken into account to prepare this course.

I also understand that in order to bring about a change we need to first change ourselves. We need to ‘walk the talk’. As Kouzes and Posner state, credibility is the foundation of leadership. Credible leaders listen not only to their desires and aspirations but also to those of others (Kouzes and Posner, 2010 ). I also learned that “Leadership is a relationship, and relationships are built on mutual understandings” (Kouzes and Posner, 2010, p.43)

Through this course, principals will reflect on their leadership practice as well as that of the other participants. They will also reflect on the need for change and how they can bring about the change in their leadership style and prepare an action plan to implement distributed

leadership in their respective schools. In fact, the last session of the professional development course gives the principals a platform on which to share their action plan with the other participants and thereby receive feedback and, if needed, bring about changes in it accordingly.

### **Limitations**

The situation of private schools of Calcutta is quite different from the rest of the country as despite being a metropolitan city, its culture is very traditional and this is reflected even in the leadership style especially in the field of education. As a result, the private school leadership style here is a distinctive case. Therefore, a descriptive case study method would be appropriate for my research design as it often involves innovative programs and practices and forms a foundation for future comparison and theory building (Merriam, 1988).

Qualitative methods of data collection such as observation, self-reports and documentations which are based on my personal experience have been used in this research. In fact, the model and the professional development course detailed in the previous chapter are based on this qualitative data. In fact, the lack of quantitative data with respect to the place of study has resulted in the research being highly subjective. Moreover, the research is based on my personal experience in two private schools of Calcutta. If the study is conducted on a large scale covering most of the schools of Calcutta, the results might be different.

### **Future Research and Recommendations**

The Professional Development Course developed as part of this research is just the first step to bring about a radical change in leadership style of principals in private schools of Calcutta, India. Further research must be conducted in the respective schools whose

principals participate in the course. Each of these schools can serve as a site for case study wherein the researcher can study as to how the principals are practicing what they learned in the course. In other words, how have they implemented distributed leadership in their schools, what strategies have they used? How far have these schools been successful in practicing distributed leadership? Has this new style of leadership brought any improvement in the overall school performance and teacher satisfaction? This kind of a research would require a span of two to three years. Hence, this research project is an initial but vital step of the change process.

In order to bring about this change, I believe the principals of private schools of Calcutta need to be positive as Kouzes and Posner state,

You have to say yes to begin things. You have to say yes to your beliefs, you have to say yes to big dreams, you have to say yes to difficult challenges, you have to say yes to collaboration, you have to say yes to trust, you have to say yes to learning, you have to say yes to setting the example, and you have to say yes to your heart (2010, p.164)

Though the principals might face difficulties in changing their leadership style, it is not an impossible act for I believe that the professional development course and the model that I have prepared would help them in understanding a new perspective to leadership and adapt to it and apply it in their lives and schools. Moreover, the strategies that I have discussed in Chapter three might be helpful to principals in overcoming some of the challenges. Hence, the success of this change process lies in the hands of the leaders for it is they who make a difference.

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