

LEBANESE AMERICAN UNIVERSITY

Authentic Leadership: Perceptions and Implications

By

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A thesis

Submitted in partial fulfillment of the requirements
for the degree of Master of Arts in Education

School of Arts and Sciences

May 2012



LEBANESE AMERICAN UNIVERSITY

School of Arts and Sciences - Beirut Campus

Thesis Proposal Form

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Authentic Leadership: Perceptions and Implications

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Result of Thesis defense:

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ACKNOWLEDGMENTS

This research would not have been possible without the help and assistance of many persons.

First I would like to express my gratitude to my supervisor Dr. Mona Nabhani, for handing me a little book that inspired me to research this topic. I am also deeply grateful to my school community for providing rich support and cooperation; it is a pleasure working with you to serve our school community. I cannot thank my wonderful husband and children enough for allowing me to embark on and complete this journey- you are my life. Finally, I thank my Lord for loving me with an authentic love that has changed my life and enabled me to live an authentic life of service for Him as well as others.

Authentic Leadership: Perceptions and Implications

April Regina Armstrong

Abstract

In recent years, there has been a call for a new kind of leadership aimed at restoring trust and confidence in organizations. The demand for great accountability by society for organizational leadership reform has also made its way into educational leadership reform. Over the years, leadership theories have grown from transactional to transformational, but reformers have been looking for more. Authentic Leadership, with its holistic view of leadership that emphasizes self-awareness, an internalized moral perspective, a balanced processing of information, and relational transparency, is growing in popularity as the model to meet these challenges. The scope of the current study was to explore the attitudes and perceptions of one elementary school's teachers of their division head. Through the use of a mixed methods research design which involved the administration of a questionnaire, a survey and personal reflections, evidence was gathered to support the idea that schools are very much in need of authentic leaders. Implications for further research include leader and follower development in order to enhance Authentic Leadership to improve organizational outcomes.

Keywords: Authentic Leadership, Self-awareness, Internalized moral perspective, Balanced processing of information, Relational transparency, Educational leadership, Organizational outcomes

TABLE OF CONTENTS

Chapter	Page
I – Introduction	1-8
1.1 – Problem statement	1-2
1.2 – The need for the study	2-3
1.3 – Purpose and Rationale	3-5
1.4 – Research Questions	5-6
1.5 – Operational Definitions	6-7
1.5.1 – Authentic Leadership	6-7
1.5.1.1- Self-Awareness	6
1.5.1.2- Internalized Moral Perspective	6-7
1.5.1.3- Balanced Processing of Information	7
1.5.1.4- Relational Transparency	7
1.6 – Summary	7-8
II – Literature Review	9-21
2.1 – Introduction	9
2.2 – Foundations: from transactional to transformational	9-11
2.3 – Differentiating Authentic Leadership from Transformational and Charismatic Leadership	12
2.4- Differentiating Authentic Leadership from Servant and Spiritual Leadership	12-13

2.5- Differentiating Authentic Leadership from Ethical and Moral Leadership	13-14
2.6- Authentic Leadership	14-20
2.6.1 - Self-awareness	14-16
2.6.1.1- Self reflection	14-15
2.6.1.2- Trigger events	15-16
2.6.2- Internalized moral perspective	17
2.6.2.1 – Values	17-18
2.6.3 - Balanced processing of information	18
2.6.4 - Relational transparency	18-20
2.6.4.1- Positive psychological capacities	19
2.6.4.1.1 - Trust	19
2.6.4.1.2 - Hope	19-20
2.7 - Authentic Leadership and organizational outcomes	20
2.8- Summary	21
III –Methods and Procedures	22-35
3.1- Introduction	22
3.1.1 –Research Design	22-24
3.1.1.2- Sample	23-24
3.2 – Instrumentation	24-25
3.2.1 – The ALQ	25-27
3.2.2 – Personal reflections	27-29
3.2.3 – Discourse Completion Survey	30-31
3.3 – Data Analysis	32-34
3.4 – Summary	34-35

IV – Results	36-46
4.1 – Introduction	36
4.2 – Research Questions and Results	36
4.2.1- Research Question Number One	36-38
4.2.2- Research Question Number Two	38-43
4.2.2.1- Self-Awareness	39
4.2.2.2- Internalized Moral Perspective	40
4.2.2.3- Balanced Processing of Information	41-42
4.2.2.4- Relational Transparency	42-43
4.2.3- Research Question Number Three	43-45
4.3- Summary	46
V – Conclusions and Recommendations	47-54
5.1 – Introduction	47
5.1.1 – Problem Statement	47-48
5.1.2– Data design/collection/analysis	48-49
5.2– Discussion	49-51
5.2.1– Recommendations	51-52
5.2.1.1-Implications	51
5.2.1.2- Recommendations for future research	52-53
5.3 –Limitations	53-54
VI – References	55-58
VII – Appendices	59-71

Appendix I	Deeply Structured self-reflections	59-66
Appendix II	ALQ Spreadsheet	67-70

LIST OF TABLES

Table	Table Title	Page
Table 1	Sample items taken from the ALQ	26
Table 2	Deeply Structured Self Reflections	28-29
Table 3	Discourse Completion Survey	31
Table 4	Frequencies of responses to the ALQ Questionnaire	37
Table 5	Percentage of Responses to the ALQ Questionnaire	37
Table 6	Discourse Completion Survey Responses	43-44

Chapter One

Introduction

1.1- Problem Statement

All around us the signs are clear: organizations must face the reality of failing hope and confidence in themselves and their affiliates (Sparrow, 2005). The past exploits and public scandals of organizations such as Enron have caused society to demand more of its organizational leaders (Dealy & Thomas, 2006) - the demand to be more ethical (Ciulia, Price, and Murphy, 2005; Stefkovich & Begley, 2007; Bussey, 2006; Branson, 2010), moral (Gardner, Avolio, Luthans, May, and Walumbwa, 2005), and transparent (Gardner, et al., 2005). This demand has led to a call for a new leadership approach aimed at restoring “confidence, hope, optimism, resiliency, and meaningfulness” in leadership practices (Avolio, Gardner, Walumbwa, Luthans, and May, 2004, p. 3).

Schools are not exempt from this organizational scrutiny- educational leaders must face the same challenges that all other organizational leaders face, keeping in mind that much of the traditional literature related to educational administration is grounded within organizational perspectives (Begley, 2001). Leadership in schools today is more complex and demanding than ever before, rife with ever changing role expectations for principals attempting to manage these roles and lead their schools successfully. School leaders have been referred to as “frontline civil rights workers” (Scheurich & Shikla, 2003, p.6), fighting for the rights and responsibilities of their school communities to prepare future members of society. As such, they must adopt

the best form of leadership to meet the demands of being the consummate instructional leader- in defining the school's mission and vision, to managing the implementation of curricula, to promoting a safe and positive environment for teaching and learning (Heck & Hallinger,1999).

Over the years, leadership theories have attempted to tackle every facet of the demands for quality leadership- from Transactional to Transformational, Charismatic, Ethical, and Moral (Burns, 1978; Bass, 1985; House, 1977). What is now needed is one model that may fully embody the essence of each of these positive forms of leadership. As Avolio et al. (2004, p.49) state, "It is now time to bring a sense of genuineness to the study and practice of leadership." So while the demands upon school leaders have increased, it is clear that these challenges can no longer be handled through dictates, indeed, there is an increasing call for school leadership to become more open and authentic (Bhindi, 2003).

1.2-The need for the study

There is growing evidence that an authentic approach to leading is not only preferable, but more effective for advancing the human enterprise and achieving positive and enduring outcomes in organizations (George, Mayer, McLean, and Sims, 2007). The Authentic Leadership construct has been gaining popularity and is considered to be a root construct from which all positive forms of leadership (Avolio et al., 2004) are based. Developers of this model had drawn from the existing fields of leadership, ethics, and positive organizational works to create it (Cooper, Scandura, and Schriesheim, 2005). They believe that authenticity is achieved when

there is a high level of congruence between the internalized moral perspectives and the behaviors of the leader.

Within educational administration, Authentic Leadership may be thought of as “a metaphor for practices which are professionally effective, ethically sound, and consciously reflective” (Begley, 2001, p. 570). As George (2003, p.12) points out, “the one essential quality a leader must have is to be your own person, authentic in every regard.”

Although Authentic Leadership has undergone several definition revisions over the years, the one that has emerged and will be used as a construct in this study is as follows:

“a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of the leaders working with followers, fostering positive self-development.”(Walumbwa, Avolio, Gardner, Wensing, and Peterson, 2008, p. 94).

In short, authentic leaders are positive and ethical in their behaviors, creating a positive working environment that is conducive to optimal working conditions.

1.3 - Purpose and Rationale

The purpose of this two-phase, sequential mixed methods study was to identify whether the division head is an authentic leader by eliciting the perceptions of teachers and the afore mentioned division head. Mixed methods research is a design which uses both quantitative and qualitative instruments in the data collection

process. This method has been gaining popularity within the social sciences as a way of expanding the understanding of a theory, as well integrating data to either converge or confirm findings, otherwise known as triangulation, from different sources (Creswell, 2003).

To the knowledge of this researcher, no such study has been conducted yet within any school system in Lebanon, making it of groundbreaking nature. The information derived from this exploratory study will prove beneficial to the enhancement of the researcher's work as the division head of the elementary division of a school which indeed does itself support the philosophy of Authentic Leadership as a model of educational leadership. Founded in 1956, the school's mission has been to not only promote love of God and country, but to liberate the mind and soul from the bondage of fear and ignorance. Therefore, leaders who display Authentic Leadership may in fact, greatly serve the needs of not only this school, but of other schools in Lebanon.

If it is true, as Kark & Shamir (2002 p.7) purport, that authentic leaders are "able to enhance the engagement, motivation, commitment, satisfaction, and involvement required from followers to constantly improve their work and performance outcomes through the creation of personal identification with the follower and social identification with the organization", then it is crucial to study whether such behaviors may be found and even developed among educational leaders.

School leadership has been called, by nature and focus, a moral activity (Rintoul, 2010). Not only that, but school leaders' personal values have been shown to play a critical role in their leadership (Begley, 2006), in culture-shaping (Fullan, 2001) and

instructional leadership (Bussey, 2006). Authentic Leadership is a viable model of leadership for schools today, tomorrow, and always.

Begley (2001) and Starrat (2003) are two researchers who have shown that values and ethics in school leadership are essential to effective instructional leadership. Begley (2006, p.570) states that authentic leadership is “a metaphor for professionally effective, ethically sound, and consciously reflective practices in educational administration.” He also says that the authentic leader must engage the school community concerning all issues it faces. Schools are in need of authentic leaders, leaders who will rise above the status quo, who will lead by a strong moral example, who will exhibit confidence and conviction in the decisions they make as a result of the inner processes of self-awareness, who will motivate and encourage followers to do the same. Authentic Leadership as a model must be further explored and more empirical evidence gathered within the school system- the greatest of all societal organizations in need of restored “confidence, hope, optimism, resiliency, and meaningfulness” in leadership practices (Avolio et al., 2004, p. 3).

Authentic leaders, according to George (2003), have a genuine desire to serve others through their leadership, and are interested in empowering their followers, “guided by the qualities of the heart, passion, and compassion as they are by qualities of the mind” (p.806). May, Chan, Hodges, and Avolio (2003) liken authentic leaders to revolutionary leaders, who take a stand and in so doing may change the very course of history itself.

1.4- Research Questions

The intent of this study is to answer the following questions:

1. Do the teachers of this particular division believe their division head displays the behaviors that align with those that are identified as being an authentic leader?
2. Is there congruence between how the division head perceives herself as an authentic leader and how the teachers view the division head as an authentic leader?
3. How do the teachers of this particular division believe Authentic Leadership, if modeled by their division head, impacts their own feelings toward their work?

1.5- Operational Definitions

1.5.1 - Authentic Leadership: “a pattern of leader behavior that draws upon and promotes both positive capacities and a positive ethical climate, to foster greater self-awareness, internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development” (Walumbwa et al., 2008, p. 95).

1.5.1.1 - Self-awareness: “the understanding of how one constructs and makes meaning of the world and how this process impacts the way one views him/herself over time” (Walumbwa et al., 2008, p.95) – a sense of who one is because of where one has come from and what one has experienced and how it impacts one’s life in the present.

1.5.1.2 - Internalized moral perspective: an internalized and integrated form of self-regulation (Ryan & Deci, 2003) “guided by internal moral standards and values versus group, organizational, and societal pressures, and it results in expressed

decision making and behavior that is consistent with these internalized values” (Avolio & Gardner, 2005; Gardner et al., 2005) – a strong conscience and conviction about what is right, regardless of what others think.

1.5.1.3 - Balanced processing of information: the objective analysis of all relevant information before arriving at a decision (Gardner et al., 2005) – neither rash nor overly hesitant in the making of decisions, careful to consider all sides and options.

1.5.1.4 - Relational transparency: showing one’s true self to others, promoting trust “through disclosures that involve openly sharing information and expressions of one’s true thoughts and feelings while trying to minimize displays of inappropriate emotions” (Kernis, 2003) – saying what one means, and meaning what one says.

1.6- Summary

Over the years, a number of theories have attempted to address the growing demand by society for a renewed sense of optimism, hope, and trust in all organizational leadership, and especially in school leadership. Authentic Leadership, coming on the backs of ethical, moral, and even transformational, is a model which is designed to meet the challenges that school leaders address on a daily basis. It is believed to be a balanced and enduring model of school leadership.

Chapter two will deal with the research that is relevant to the development of Authentic Leadership as a construct worthy of being studied and pursued in educational leadership. Within this development, the relevance of authentic leadership to organizational outcomes will be addressed. Chapter three will detail the methods and procedures of the study, including the research design,

instrumentation, and data analysis. Chapter four will present the results of the study, which will include answering the three research questions and summarizing the results through the process of triangulation. Chapter five will conclude with a discussion of the findings in comparison and contrast to the relevant research, with a presentation of the ethical considerations, implications for practice, and considerations for future research.

Chapter Two

Literature Review

2.1- Introduction

With the problem of organizations, including schools, having to face greater public scrutiny in light of crises and mishaps, existing forms of educational leadership have changed over the years as the attempt to find the most viable theory has proven challenging. Authentic Leadership is the model that can be seen as one which embraces the best of several preexisting theories to emerge as the model of leadership for today, tomorrow, and always.

This chapter will trace the history of the models of educational leadership that have emerged and evolved over the last century, from Transactional Leadership up through the development of Authentic Leadership. Though the researcher sought out relevant local studies addressing the model of Authentic Leadership in educational leadership in Lebanon, none could be found. The following literature provided the researcher with a background of a model of educational leadership that may enhance and promote school leadership training in Lebanon.

2.2- Foundations: from transactional to transformational

Understanding the most recent leadership theories can only be fully done by looking to the past theories and theorists on whose shoulders modern theories and theorists now stand. It is reasonable to say that within the past century, all modern leadership theories have emerged from two paradigms within which leaders were

supposed to have worked, in either transactions or transformations, as espoused by Max Weber as far back as 1947. More than thirty years later, Burns (1978) revived Transactional and Transformational Leadership through his discourses on political leadership. He also added a moral dimension to transformational leadership, where he considered a transformational leader to be moral; therefore, any amoral leader wasn't considered to be a leader at all to him. These conceptualizations have become the cornerstone of leadership theories found in nearly every organizational sphere today.

As it implies, transactional leaders focus on transactions, or, exchanges of behaviors by which the meeting of such expectations brings reward, not meeting expectations brings punitive measures. This model forms the basis of all bureaucratic systems, where efficiency is the objective. Transformational leaders, on the other hand, are such that think outside of the box, motivating and ultimately, developing followers into leaders (Burns, 1978).

Burns' notion of Transactional and Transformational leadership as opposing forces remained largely intact until Bass (1985) sought to redefine the relationship that he believed exists between the two as being complementary, rather than antagonistic, separate, but not necessarily opposite. He argued that good leaders demonstrate characteristics of both (Judge & Piccolo, 2004, p. 755), that the best leaders are in fact, "both transformational and transactional" (Bass, 1999, p.21). This is considered able to be realized because the consistent honoring of transactional agreements of leaders is seen as building the trust and the perception of constancy of a leader by followers (Bass, 1997). This is an example of what Bass and Avolio (1993) called the "Augmentation hypothesis", the intrinsic ability of

Transformational Leadership to increase the base of transactional leadership by way of getting more out of workers than could ever be expected to achieve by mere transactional means (Lowe, Kroeck, and Sivasubramaniam, 1996).

The three hallmark characteristics of the Transformational leader (Bass, 1997, 1998, Lowe et al., 1996) are as follows:

Idealized Influence (Charisma) - The leader provides a strong vision and is able to transmit the mission effectively to followers. This aspect was taken from House's (1977) idea of the charismatic leader; in this model, it is a part, rather than a whole construct as such. Trust and conviction are important aspects to convey to and foster among followers.

Individualized consideration- The leader begins by treating each follower with respect, and is able to coach all followers, as well as delegate projects among them so as to stimulate learning.

Intellectual Stimulation- Problem solving through discourse among the followers is highly encouraged and fostered.

So while transformational leadership, as a model, stretches beyond the transactional, its ultimate goal is still the same- to bring about greater effectiveness in an organization, which has been supported by research (Lowe et al., 1996). This goal may be achieved by a transformational leader who is autocratic and directive or democratic and therefore participative (Bass, 1997). Still, the developers of the Authentic Leadership model were looking for more.

2.3 - Differentiating Authentic Leadership from Transformational and Charismatic Leadership

While the desired outcomes of Transformational Leadership and Authentic Leadership are closely related, the actual outcomes may not match. Authentic leaders may or may not be considered charismatic or inspirational to others, as transformational leaders must be (George, 2003), more importantly, they must be seen as exemplary models, a key characteristic of authentic leaders (Walumbwa et al., 2008). In other words, while a transformational leader by definition necessitates being authentic, an authentic leader does not necessitate being transformational in a charismatic way (Avolio et al., 2005). In addition, charismatic leadership as a construct lacks three major aspects fundamental to Authentic Leadership (Avolio et al., 2005): the role of self-awareness/regulation; the role of positive psychological capital; and the relationship to veritable and sustainable performance.

2.4 - Differentiating Authentic Leadership from Servant and Spiritual leadership

There does exist some overlap between Authentic and Spiritual Leadership (Fry, 2003) in the areas of values and personal integrity, and it is true that both Servant and Spiritual Leadership include recognition of the role of leader self-awareness/regulation; however, they lack emphasis on the mediating role of follower self-awareness/regulation, as well as the relationship to veritable and sustainable performance as is emphasized in Authentic Leadership (Avolio et al., 2005). While a servant leader may serve in order to gain the approval of followers,

inherent within Authentic Leadership is an emphasis on serving but staying true to oneself in the process of serving, from conviction, rather than based on others approval (Avolio et al., 2005).

Authentic Leadership, as a root construct, contains elements of all positive forms of leadership, including Transformational, Charismatic, Servant, spiritual and Moral, but is not limited by each, instead, it goes beyond what each one can offer as a model of leadership individually and emerges as what the researcher of this study considers to be the most veritable form of leadership existing today.

2.5 - Differentiating Authentic Leadership from Ethical and Moral Leadership

Within the school leadership literature, there is a tendency to interchangeably use the words *ethics* and *morals* when it comes to anything values-related (Begley, 2001); that is because the two core components of ethical leadership are the moral person and the moral manager (Walumbwa et al., 2008). The ethical leader is a principled leader, one who does the right thing personally, hence, the moral person; as well as professionally, hence, the moral manager (Brown & Trevino, 2006). In this way, there is also overlap between Ethical/Moral and Authentic Leadership.

However, what differs between the two comes back again to self-awareness as a base. Being aware of one's strengths and weaknesses is purported to helping one being true to oneself, which includes the understanding of how past events shape current perceptions of oneself and behaviors (Walumbwa et al., 2008). What is missing from Ethical/Moral leadership is the focus on this kind of self-awareness, in

addition to the aspects of relational transparency and balanced processing, key components of Authentic Leadership. Certainly the authentic leader must be more than an ethical/moral leader, demonstrating the characteristics of self-awareness, relational transparency and balanced processing, characteristics not captured by the Ethical/Moral Leadership construct.

2.6 - Authentic Leadership

2.6.1 - Self-Awareness

The first characteristic of Authentic Leadership that separates it from other models is the focus on self-awareness. Authentic leaders must know themselves, what they believe, what they value; they must also be perceived by others as being aware of themselves (Avolio et al., 2004). This first and crucial cognitive process of self-awareness is the key underpinning of the other components of Authentic Leadership. Leaders must not only know themselves, what they believe and value, but must also be sensitive to the value orientations of others (Begley, 2006).

2.6.1.1- Self Reflection: One of the most important methods for enabling the process of knowing oneself is through personal and professional reflection (Hart, 1999). Donald Schon (1983) is widely known for his discourses on the distinction between reflection-in-action and reflection-on-action. The first involves reflecting during the process of decision making, while the latter, and perhaps more critical, implies the process of reflecting after decisions have been made. Both processes are considered critical to making sense of complex problems and the furtherance of knowing oneself as it pertains to the process of decision-making, a key aspect of leadership.

Knowing oneself through owning one's personal experiences, be they positive or negative, and acting in accordance with them is part of what Kernis (2003) describes as optimal self-esteem, where confidence and trust in oneself has replaced the fragile state of being enslaved to others' opinions and demands for conformity (Gardner, Avolio, Luthans, May, and Walumbwa, 2005). It's what Bill George (2003, p. 11) calls, "being the person you were created to be", rather than "developing the image or persona of a leader". This means that one must be true to one's self, and not succumb to the pressure of others to conform to what they think one should be.

Sparrowe (2005) criticizes an inward approach to authenticity, arguing that the true self is not discovered in the absence of others, but in relation to them. His approach to authentic leadership is framed within the philosophical work of Ricoeur (1992). According to Ricoeur, one's perceptions of oneself are built up over time, through a narrative of events, or stories, that cumulatively make up the self-concept, with consistency, rather than dissonance, being the objective. The implication, according to Sparrowe (2005), is that Authentic Leadership, as it is developed, must focus on the keeping of journals, of writing one's story, even writing one's obituary as a means of truly knowing oneself.

2.6.1.2 – Trigger events: Gardner et al. (2005) introduced the idea of "trigger events", events in a person's life, whether good or bad, that have left an indelible impression on the self-concept. Focusing on them may occur naturally, through interactions with others, but also may be induced through self-reflection and even formal training (Branson, 2007). This aspect is crucial because it immediately shifts the emphasis of leadership from traits to states of fluidity, further indicating that Authentic Leadership can be developed among leaders.

Branson (2007) incorporated the notion of trigger events as part of a deeply structured process of self-evaluation and the development of leadership practices among seven Catholic primary school principals in Brisbane, Australia. The process focused on deep reflection and structured reflection, with the premise that these are necessary components to the nurturing of authentic leadership practices. This study did find the practice of self-reflection significant in enabling the principals to know themselves better, and understand why they think and behave as they do in certain key instances. It involved courage on the part of those who participated to come to grips with how what they faced earlier in their lives helped make them the leaders they had become. According to Branson (2007), Authentic Leadership might only be possible for those leaders who possess the courage as well as the commitment to embark on this process of understanding the inner self.

According to Avolio et al. (2004), the process of self-reflection is not only conscious and deliberate, but also considered a life-long process. The objective of self-reflection, while intended to lead one to a greater understanding of oneself, must take on a positive, or adaptive, form, facilitated when a leader is able to engage in non-judgmental observations of his/her attitudes, beliefs, and actions, within a supportive environment, again, in the presence, rather than absence of, others (Avolio et al., 2004). This is further supported by their research in conducting life interviews with leaders, where it was found that by their mere reflection of their experience with a positive mentor or event, successful leaders attributed their current success more to the influence of those people and events, rather than to any particular inherent traits that they themselves possessed.

2.6.2 - Internalized moral perspective

As noted by Begley (2001, p. 357), there is a tendency to use the word “moral” or “ethics” as an umbrella for anything that is considered “values-related”. The authentic leader is one who is considered to be guided by high internal standards of doing what is right, regardless of external pressures to do otherwise (Walumbwa et al., 2008). It is revealed in all, but particularly, decision-making behavior that is consistent with these high internal values and ethical standards (Avolio & Gardner, 2005; May et al., 2003). Authentic leadership is posited to be the most appropriate form of leadership for today precisely because it is “values-informed” (Branson, 2007).

2.6.2.1 – Values: Values are, by definition, “a conception of the desirable with motivating force” (Begley, 2001, p. 356). They are what is widely held as acceptable among others as being right, and something to strive for. Hodgkinson (1996, p. 8) said that “if the unexamined life is not worth living, the unexamined value is not worth holding.” Values must not be self-serving, but consciously realized to be of benefit to others; that is why Begley (2006) went further so as to say that using ethics is not always ethical. Therefore, a kind of moral literacy and capacity to discriminate what is good is implied within this notion of “moral perspective” and values must be present.

Values relate to leadership as an influence over the thinking of a group; therefore, it is imperative that decisions are based on what is considered to be “*ethically sound*” meaning good or socially justifiable applications of ethics to situations” (Stefkovich & Begley, 2007). Ethics are a guide to action, so the ethics must be morally sound in

order to guide a leader. Authenticity is achieved when there is a high level of congruence between the internalized moral perspective, or values, and the behaviors of the leader.

2.6.3 - Balanced processing of information

In Kernis's (2003) initial model of Authentic Leadership, the process was referred to as the "unbiased processing" of information, where an absence of exaggerations or distortions of internal or external processes lends itself to the development of authenticity. However, Gardner et al. (2005) took issue with this definition since human beings, as he noted, are inherently biased and flawed as information processors. With the change to "balanced processing" comes the connotation that authentic leaders are able to achieve congruence between the inner thought processes, as achieved through internalized regulation, and the external world. This balanced processing is seen as a critical part of the subsequent decision-making process required of all leaders.

2.6.4 - Relational transparency

All of the previous aspects combined are part of this last, but not least, component of authentic leadership, "relational transparency". This aspect is characterized by high levels of openness and self-disclosure, which is believed to promote trust in relationships (Gardner et al., 2005). Kernis (2003, p.1) referred to this aspect as "the unobstructed operation of one's true, or core, self in one's daily enterprise." In other words, it's where theory meets application of authentic leadership as a construct. Authentic leaders are real, vulnerable, and genuine.

“A pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate... on the part of leaders working with followers, fostering positive self-development (Walumbwa et al., 2008, p.94).”

2.6.4.1- Positive psychological capacities: Authentic leaders are not only individuals who possess the aforementioned characteristics of self-awareness, internalized moral perspective, balanced processing, and relational transparency, but who draw upon and promote both positive psychological capacities and a positive ethical climate among followers. The positive psychological capacities that authentic leaders draw upon and promote are trust and hope (Avolio et al., 2004).

2.6.4.1.1: Trust defined is “a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another” (Avolio et al., 2004, p. 810). It is when others can feel at ease with another because they believe the intentions of the other are sincere. Bass (1990) identifies trust as a critical element of effective leaders. Avolio et al. (2004) say that authentic leaders win the respect and trust of followers by acting in accordance with their beliefs and by building collaborative relationships. The four characteristics of Authentic Leadership, when demonstrated by leaders, build trust among followers, by encouraging open and candid communication and sharing critical information (Avolio et al., 2004). In a school, trust is imperative since information can spread so easily, as well as be used against others.

2.6.4.1.2: Hope defined is “a positive motivational state that is based on an interactively derived sense of successful energy and planning” (Avolio et al., 2004,

p. 809). Hope is the belief that what has been promised will be fulfilled. Luthans & Avolio (2003) go so far as to say that in history, the greatest force attributed to successful leaders has been their ability to generate hope. Followers will have hope when their leader comes through for them, in a school, when resources are provided, when special needs are not only given thought, but met with action. Together, the positive psychological capacities of trust and hope have significant implications on organizational outcomes, and particularly, in a school setting, where leaders can make or break the environment of trust and hope among teachers.

2.7 - Authentic Leadership and organizational outcomes

As followers identify with the positive emotions of trust and hope as modeled by the authentic leader, a solid foundation for veritable and sustainable organizational performance can be expected (Luthans & Avolio, 2003). Trust in leadership has been identified with a number of critical organizational outcomes, such as commitment, job satisfaction, satisfaction with leaders, and longevity in the work place (Avolio et al., 2004).

Kark & Shamir (2002) purport that through the process of identification that happens between leaders and followers, there will be greater motivation, work engagement, commitment, and satisfaction among followers. Avolio et al. (2004) and Harter (2003) also emphasize engagement as a consequence of authentic leadership in the work place. May, et al. and Avolio (2003) says that authentic leaders inspire followers who experience greater satisfaction simply by acting in accordance with their moral principles.

2.8-Summary

As has been shown by the literature, an ever-growing need has existed in the attempt to restore hope, trust, and optimism- key components in positive organizational outcomes. As indicated by the scope of this research, it is believed that the best way to restore hope and trust among followers of any organization, and by greater society, is to model the characteristics of Authentic Leadership among leaders, and to develop its characteristics among those aspiring to become leaders. With its emphasis on self awareness, moral perspective, balanced processing of information, and relational transparency, Authentic Leadership stands alone as a model capable of meeting the challenges of building positivity among followers in any organization, and especially, in educational organizations.

Chapter Three

Methods and Procedures

3.1 –Introduction

This chapter presents the methods and procedures of the research, including the design, sample, and instrumentation, including a detailed overview of the instruments involved in the data collection and how the analysis of the data was rendered throughout the study.

Because the model of Authentic Leadership is believed to have great relevance in the field of education, and since so little research of this model has been conducted in an actual school setting, the researcher sought to explore the perceptions of elementary teachers concerning their division head's leadership behaviors, as well as the division head's perceptions of her own authentic leadership behaviors. Since the researcher is also the division head whose leadership style is in question, the design of the research was important in regulating internal reliability and validity.

3.1.1- Research Design

This exploratory study employed two-phase, sequential mixed-methods design. The first phase involved obtaining quantitative results from a questionnaire which addressed the perceptions of their leader's Authentic Leadership behaviors, while the researcher also concurrently completed the questionnaire as a self-rating of the same behaviors. In this first phase, questionnaires were sent by email to all the

elementary teachers. The questionnaire that was administered was developed by researchers developing and studying the model of Authentic Leadership (Avolio, Gardner, and Walumbwa, 2007).

The second phase was divided into two stages which involved the use of two qualitative methods: self-reflection on the part of the researcher, and a discourse completion survey that was developed by the researcher and completed by teachers to explore attitudes concerning the behaviors gathered from the first quantitative part.

Mathison (1988, p.1) explains that “good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, ... to enhance the validity of research findings.” Since the practice of triangulation, according to Fraenkel & Wallen (2006), involves the simultaneous collection of both qualitative and quantitative data which is then compared against each other so as to attempt to validate each other, it is hoped that a whole picture will emerge concerning Authentic Leadership practices and its implications in education. The use of triangulation was, therefore, intended to increase the validity and reliability of this study.

3.1.1.2- Sample- The first phase included a convenience sample (Fraenkel & Wallen, 2006) of all 50 Lebanese teachers and the division head, who is not Lebanese, of the elementary division of a private school in greater Beirut, Lebanon. Since the researcher was also the subject whose leadership behaviors were being assessed, access to the population was not a problem. In addition, in the first stage, the sample population was conveniently identified as all teachers of the Elementary division, while in the second stage, a random sample from among the respondents

was chosen by the researcher for the survey. The study did not involve any stratification of the population, meaning, no specific characteristics of the individuals were focused upon to ensure any particular kind of representation within the study.

3.2 - Instrumentation

The research took advantage of the mixed methods design approach by using both qualitative and quantitative methods through the form of three instruments: a standardized questionnaire, a discourse completion survey, and deeply-structured personal reflections of the division head. The questionnaire was chosen because it was developed by the researchers with the express purpose of eliciting followers' as well as self perceptions of authentic leadership behaviors. It has undergone significant reliability and validity checks, making it convenient.

The self-reflections were used in accordance with Gardner et al.'s (2005) theory that the process of identifying trigger events in one's life may enhance the development of aspects of the authentic leader, like self-awareness, and internalized moral perspective. However, the researcher chose to use the template that Branson (2007) developed to explore a trigger event as it might relate to all four aspects of the Authentic Leadership model. It further follows the philosophy of Sparrowe (2005) that truly Authentic Leadership behaviors can be developed as one focuses on his/her own life story.

And finally, the discourse completion survey was developed as a follow-up tool by the researcher to further explore the attitudes of teachers concerning Authentic Leadership as a theory, since attitudes and beliefs regarding Authentic Leadership

were not dealt with in the ALQ. The researcher deemed it worth exploring not just whether or not the division head exhibited Authentic Leadership behaviors, but also whether or not they believed Authentic Leadership was important to them, as well as how they felt it might affect them in their work at the school.

3.2.1 – The ALQ: The Authentic Leadership Questionnaire (ALQ) is a four-scale, 16 item continuous scale survey instrument designed to measure the components of Authentic Leadership, conceptualized and developed by Dr. Bruce Avolio, Dr. William Gardner, and Dr. Fred Walumbwa (Mind Garden, Inc., 2007). As the first and only quantitative tool of the study, The ALQ has been found to be one reliable and valid method of ascertaining authentic leadership behaviors, and particularly, in discriminating Authentic Leadership from two other forms of leadership: Ethical and Transformational (Walumbwa et.al, 2008). It is available from www.mindgarden.com and was purchased by the researcher who was consequently given permission to administer it, with explicit instructions and restrictions as to the reporting of the data- only three sample items are permitted in any publication, including thesis work.

A sample of how the ALQ measures the perceptions of followers of a leader's behaviors is as follows: self-awareness- "Seeks feedback to improve interactions with others", relational transparency- "says exactly what he or she means", internalized moral perspective- "demonstrates beliefs that are consistent with actions", and balanced processing- "listens carefully to different points of view before coming to conclusions" (Walumbwa et al., 2008).

Table 1

Sample items taken from the ALQ (Avolio, et al., 2007)

“My leader” or, “as a leader I”	“0” Not at all	“1” Once in a while	“2” Sometimes	“3” Fairly Often	“4” Frequently, if not always
Says exactly what he or she means.					
Seeks feedback to improve interaction with others.					
Demonstrates beliefs that are consistent with actions.					

The questionnaire was sent via electronic mail to all 50 teachers of the elementary division of the school. Of the 50 questionnaires administered over a six month period, from July 2011-January 2012, 41 responded, equaling an 82% return rate. Of the 41, 39 were female, 2 were male, between the ages of 21-55 years. The instructions given to the participants were to complete the survey items in light of how they perceived their division head’s leadership style. While the threat of internal reliability existed in light of the fact that the researcher is also the division head, bias was reduced by having the teachers fill in their own questionnaires, in privacy and without the presence of the researcher. The only response bias noted is the fact that all of the non-respondents were Arabic teachers, who may not have

been fluent enough in English to understand the questionnaire and respond accordingly.

The advantage of using the ALQ was having a valid and reliable tool that was able to be accessed online, free of the researcher, who was also the one whose leadership behaviors were being assessed, thereby reducing some researcher bias. Based on the email that each participant received, it was clear that the company was the one collecting the participants' responses, and not the division head/researcher, thereby reducing yet another aspect of inherent collection bias. The major disadvantage was the time it took to collect all 41 responses: more than six months, which was a long time, but deemed crucial in increasing the validity of the study. Another disadvantage was that since the responses were given by the participant alone, the researcher could not be sure that all the wording was understood perfectly well by all participants.

3.2.2 – Personal reflections: Personal and professional reflections have been shown to be critical in the making sense of complex problems and decision-making in leadership (Hart, 1999, & Schon, 1983). The developers of the ALQ have also encouraged the implementation of other methods to assess authentic leadership practices, in addition to the ALQ. Sparrowe (2005) supports the use of personal reflections through the use of journals, of writing one's life story, or even through writing one's own obituary as a means of truly knowing oneself. Branson (2007) found that the use of a deeply structured process of self-reflection was essential to authentic leaders being able to take the next step of looking outward to benefit others in their leadership.

In the first part of the second phase of the study, the researcher followed the model of Branson’s (2007) study which included seven elementary school principals in Brisbane, Australia. Branson found that through the use of deeply structured personal reflections, the principals were better able to understand and further develop their leadership behaviors. Branson (2007) emphasized that truly authentic leadership is only possible for those leaders who have the courage and commitment to reflect on their inner self.

With that premise in mind, the researcher took the existing template and completed it four times, each time representing each of the four categories of Authentic Leadership, in order to reflect on past experiences that may have influenced the division heads/researcher’s leadership practices of present. This, according to Branson (2007), is the key to owning one’s past experiences, and examining them for clues about one’s current leadership practices.

Table 2

Deeply Structured Self Reflections, modified from Branson, 2007

Life Experience	Impact on Self-Esteem	Resultant Motives	Preferred Values	Beliefs Formed	Behavior Enacted
Briefly describe a particular significant life experience:	As a result of this life experience I have:	This experience mainly affected my Core Needs as follows:	From these motives, I have a preference for the following values:	As a result of these Motives and Values I have created the following beliefs:	As a consequence of this life experience and its effect on my self-esteem, motives, values and beliefs, I have

					adopted the following leadership and management behaviors:
The image I have recorded in my self-concept as a result of this life experience can be described in the following way:	In situations in which-	As a consequence, I created the following motives (rules for life) to guide my life whenever I come across a similar situation:			

The main advantage of the deeply structured self-reflections was having a ready-made template that could be modified to accommodate each of the four categories of the Authentic Leadership paradigm. The initial categorization lent itself to an immediate coding which proved helpful in the final analysis and integration of the data. Another advantage was that most of the time, one word was given, which facilitated the process of clustering exact or similar answers. And finally, the researcher, much like the principals of the schools in Branson's (2007) study, believed the process to be cathartic and empowering. Time was not the only disadvantage- the process that the researcher undertook to be so transparent is certainly not without possible reliability threats, despite the researcher's best intentions to accurately record those early experiences.

3.2.3 – Discourse Completion Survey

The discourse completion survey was developed by the researcher after the self-rating questionnaire had been completed, in what was the first part of the second stage of research. Ten sentences were developed to correspond with each of the four sub-categories of the ALQ- two sentences corresponded directly to each of the four sub-categories, one related to how they felt Authentic Leadership affected their feelings about working in the school, and finally, one about whether they valued Authentic Leadership. The survey was then piloted by random external participants to check for clarity in the answering process. The results of the pilot study were positive, but two questions were changed because they lacked clarity; the instrument was revised and then re-administered to another group of randomly chosen participants who had completed the ALQ.

Five teachers were randomly selected by the researcher to make up a purposive sample, as a representation of the other teachers (Fraenkel & Wallen, 2006), and in order to increase generalizability across the division.

Before beginning, the researcher's assistant met with and asked each of the randomly chosen participants if he/she would be interested in participating in this exercise, which would require him/her to listen to the researcher read aloud ten sentences and that he/she would then have to "fill in the blank" with the first word(s) that he/she could think of. All five of the randomly chosen participants agreed to participate in this exercise, which was the second part of the second stage. The assistant was instructed to only read the sentences aloud, without pausing for effect or leading the teachers toward any response. The assistant met with each of the

participants individually, and typed the word or words as they were verbalized by the participants onto the computer directly. The responses were then read back aloud to the teacher to confirm the accuracy of what had been said. The results can be found in chapter four, Table 6.

Table 3
Discourse Completion Survey

Name: _____

Please answer with the first word(s) that you think of.

1. Knowing oneself well is _____ important to how a leader leads.
2. A great leader should always try to be _____ with others.
3. Knowing and doing what is right as a leader is _____.
4. Being “yourself” in front of others as a leader is _____.
5. Being completely open as a leader is _____.
6. A leader who takes time to make the best decisions is _____.
7. A leader’s past experiences can have _____ effect over his/her current leadership practices.
8. Considering all sides of a problem is _____ to good decision-making.
9. Authentic leadership is _____ important to my school.
10. If/when my division head displays the characteristics of an authentic leader, my feelings about working at this school _____.

The objective was to have a tool which would shed light on the attitudes and beliefs of the teachers involved in the study concerning Authentic Leadership as a construct. The validity and reliability were confirmed as much as there proved to be alignment between the responses to the ALQ questionnaire and the responses of the survey. The results of the discourse completion survey were used to answer research question three and were later used along with the results of the ALQ and deeply structured self-reflections in the triangulation process.

3.3- Data Analysis

Data from the ALQ was obtained through the online site that provided the participants access to be able to complete the ALQ (available through www.mindgarden.com), as well as to the division head/researcher to first complete the self-rater questionnaire, then for data retrieval and analyses purposes. The results of the questionnaire, which has already been established as a valid and reliable tool to measure perceptions of Authentic Leadership behaviors (Walumbwa et al., 2008), are being collected in an international data base in order for the researchers who developed it to continue to build upon the validity and reliability of the instrument, particularly across different cultures.

The results of the ALQ were provided to the researcher in the form of an excel spread sheet, where the researcher was able to obtain all results and create a table of the frequencies of responses and of percentages corresponding to each category as outlined by the layout of the excel sheet itself. The table of the number of responses recorded per item by the participants was recorded next to the researcher's own responses. The responses of the participants helped answer researcher question one,

while the data from ALQ self-rater's responses and ALQ participants' responses were compared against each other to answer, in part, to answer research question two concerning the congruency of perceptions.

The deeply-structured reflections of the division head were integrated with the themes of the responses of the questionnaire in order to explore the perceptions of the division head's self-rating and the teachers' ratings. As Hart (1999) has expressed, personal and professional reflection are two essential keys in the process of self-awareness. The researcher found the deeply-structured reflections a focused and convenient way of cataloging specific trigger events that directly corresponded with each of the four categories of Authentic Leadership. The division head reflected on early trigger events in her life that she considered catalysts for how her leadership style was expressed in the present.

The results of the discourse completion survey were used to answer research question three as a follow up to the ALQ, which was not designed to tackle the attitudes and beliefs of participants about leadership in general and Authentic Leadership in particular. The researcher believed it was important to explore the notion that followers who identify positively with their leaders would experience greater motivation, engagement, and ultimately, satisfaction in their work (Kark & Shamir, 2002).

All data were analyzed within the framework of Authentic Leadership as a theoretical lens and preferable construct for educational leadership. The strategy of integrating responses and emergent themes were for the express purpose of guiding

the analysis and ultimately, the implications for educational leadership and further research.

The data from the three instruments were triangulated by examining the evidence of each instrument and comparing them against each other, noting where similarities as well as differences emerged. As was noted by Mathison (1998) as well as others who later corroborate, such as Creswell (2003), triangulation is the best means of validating the results and interpretations of a study, by the use of multiple instruments of a quantitative as well as a qualitative nature.

3.4- Summary

This research employed the use of a mixed-methods design, which was divided into two sequential parts. The first involved 50 elementary teachers and the division head who were invited to participate in completing an online questionnaire that was developed to assess their perceptions of their division head's leadership style, along with the division head's own perception of her leadership. It was designed to highlight the authentic leadership behaviors of their division head as their leader. This data was used to answer the first research question pertaining to which authentic leadership behaviors the teachers believed division head displays. The division head also completed a self-rating questionnaire as well as deeply structured self-reflections to explore the second question pertaining to congruence between the perceptions of the teachers' and the division head regarding the division head's leadership practices.

The third research question concerning the attitudes of teachers towards Authentic Leadership was addressed by way of the responses that were gathered from the discourse completion survey that was obtained from a purposive sample.

The results were then tabulated and discussed in the results section. The emergent themes from the survey were integrated with the results from the ALQ and self-reflections through the triangulation process for a meaningful discussion and are found in the discussion section of chapter five.

Chapter Four

Results

4.1- Introduction

This chapter presents how the model of Authentic Leadership, with its emphasis on self-awareness, internalized moral perspective, balanced processing of information, and relational transparency, is believed by many to be the most viable form of leadership today. To this end, the question of Authentic Leadership practices by school leaders was the focus of this research, where one school's elementary teachers' perceptions of their division head were examined and compared against the division head's own perceptions of her leadership. Attitudes regarding Authentic Leadership by the teachers were also explored.

Three research questions were explored, with the results lending themselves to implications for the role of Authentic Leadership as the model in educational leadership.

4.2- Research Questions and Results

4.2.1- “Do the teachers of this particular division believe their division head displays the behaviors that align with those that are identified as being an authentic leader?”

As the results of Table 4 indicate, there is a high percentage of teachers who believe that their division head displays the behaviors of an authentic leader, as qualified by the ALQ.

Table 4**Frequencies of responses to the ALQ Questionnaire**

		"0"	"1"	"2"	"3"	"4"
Scale	self-rating	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
Self Awareness	3	0	1	16	22	2
Moral Processing	3	0	1	8	28	4
Balanced Processing	3	0	0	8	29	4
Transparency	3	0	0	15	25	1

Table 5**Percentage of Responses to the ALQ Questionnaire**

		"0"	"1"	"2"	"3"	"4"
Scale		Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
Self Awareness		0	2.40%	39%	54.00%	4.87%
Moral Processing		0	2.40%	19.50%	68.30%	9.60%
Balanced Processing		0	0	19.50%	71.00%	9.60%
Transparency		0	0	36.60%	61%	2.40%

None of the participants believed that the division head did not at all display authentic leadership behaviors, and only 2% believed that self-awareness and moral perspective was displayed only once in a while. 19.5% of the teachers believed that their division head sometimes displayed moral perspective and a balanced processing of information, but 36% agreed that the division head sometimes

displayed transparency, and 39% felt that the division head was sometimes self-aware.

The highest percentages fell into the category of “fairly often”, which was the second highest category of the scale, meaning, the majority of respondents perceived their division head as one who displayed the characteristics of self-awareness at 54%, moral perspective at 68%, balanced processing of information at 71%, and relational transparency at 61% of the time. The division head perceived all of her behaviors in the “fairly often” category as well.

The second to lowest percentages came from the “frequently, if not always” category, with 4.87% believing the division head to be self-aware, 9.6% in both moral perspective and balanced processing of information, and only 2.4% displaying relational transparency.

In summary, the Authentic Leadership behavior that the teachers felt their division head displayed the most was “balanced processing of information”, then “a moral perspective”, then “relational transparency”, and finally, “self-awareness” (see tables 4 and 5).

4.2.2- “Is there congruence between how the division head perceives herself as an authentic leader and how the teachers view the division head as an authentic leader?”

As indicated by the percentages of responses to the ALQ self-rating and teachers’ responses, there is a high congruence between how the division head perceives his/her Authentic Leadership practices. The relationship between the two will be discussed category by category in the next section, by integrating the results of the

ALQ's respondents' and self-rater perceptions with information from the division head's deeply-structured self-reflections.

4.2.2.1- Self-Awareness

With 54% of the respondents reporting their division head as being self-aware fairly often, it is aligned with how the division head perceives her self-awareness as well. According to the deeply structured self-reflections, this self awareness stemmed from an early age, where a significant "trigger event" served as a catalyst for a level of self-awareness that hadn't existed before, but has since been a key point of reference throughout the life of the division head. It was a positive experience, which strengthened the division head's self-esteem and confidence in his/her ability to deal with subsequent life challenges.

On the other hand, it also enacted a belief system within the division head of the need to be perfect in all efforts, something impossible and unrealistic. It also produced a fear of taking risks that might be considered out of the reach of perfection, thereby limiting some of the division head's early life experiences. The awareness is there, but a seeming inability to conquer the fear of failure has kept the division head from risk taking, which still influences how she sees herself, particularly in a leadership role. The fear of letting others down has served as the impetus for the need to appear and indeed, be deemed competent in all attempted tasks- perfect would be even better, but age has a way of softening some of the hard edges of perfectionist tendencies.

The desire to do all things well can be a positive motivating force, but sometimes, can hinder the development of the full potential of a leader. The values of self-respect, credibility, and affirmation by others are what motivate the division

head's current leadership practices, with self-analysis still at the heart of all situations that arise. As the division head remarks, "I am my own worst critic".

4.2.2.2- Internalized Moral Perspective

With 68% of the respondents believing the division head displays characteristics of an internalized moral perspective fairly often, it is congruent with the division head's self-rating as well. The early "trigger event" in the life of the division head that was the catalyst for a life-long pursuit of high moral standards began at the age of fifteen, from a religious conversion experience. As the division head points out, until that point, "I had no internalized moral perspective until I became a Christian." This was, according to the division head, the beginning of a pursuit of a life-long process of decision making based on what was right, regardless of the consequences. The belief system that derived from that trigger event was one in which "I must be the best I can be and do the best I can do, by thinking about what is good, by doing what is right, at all times, no matter who sees or who knows, knowing that it is God who sees the heart and will not only judge my deeds, but my intentions as well."

As a consequence of this life experience and its effect on the division head's self-concept, the values of rightness and honesty are critical to how the division head sees leadership. In the educational practices of the division head, there are often challenges that require a strong sense, a strong confidence in, doing what is right, even when it is not convenient or appreciated by others. Communication of these values by the division head to the teaching staff is reportedly crucial in carrying out the mission of the division head which is also the mission of the school.

4.2.2.3- Balanced Processing of Information

With 71% of the respondents' perceptions of their division head displaying balanced processing of information fairly often, it stands as the highest rating among the four. It also corresponds to the division head's self-rating of "fairly often", signifying high congruence.

Balanced processing of information occurs when enough time and facts have been gathered to make what would be deemed as a wise decision, and critical to effective leadership. Unlike the other previous category, the division head was unable to define a trigger event that could be said to have had a particular influence over the current leadership practices of the division head. It was, rather, a collection of related incidents that could be classified as the trigger events for the pursuit of the life-long process of balanced processing of information.

As a child, the division head speaks of her father playing a significant role in what accustomed her to not taking anything for granted before making a decision. Debate was a natural part of daily discussion, where the division head was encouraged to think about issues critically, challenged on view points, and even encouraged to challenge the views of her father. This banter created an impact on her self-esteem which resulted in greater confidence to face new situations and to take time to think about why she believed something, especially before making a decision. As a consequence, the values of credibility, creativity, coupled with honesty, a strong sense of justice, mixed with a dose of humor were all developed in her formative years.

In terms of influencing her current leadership practices, this has been a key issue of growth and even internal tension within the division head, as she constantly seeks

to know “all the facts” from every side before making a decision, which is time-consuming, but has apparently merited the notice of the teachers who serve with her in the school. Not everyone is used to engaging in debates, agreeing to disagree, or listening to all sides before forming their opinion about a decision, but especially when it comes to the sake of others, the division head believes it to be a sound practice that is supported by the Authentic Leadership theory.

4.2.2.4- Relational Transparency

61% of the respondents’ perceived the division head’s display of relational transparency to be fairly often, which is how the division head also felt about her own level of relational transparency. The division head had a very specific trigger event that related to her awareness and development of relational transparency that came in the fourth grade, where a teacher emphatically stated that all the girls would begin to exclude others as they grew into women. Exclusion denotes a sense of being closed off from others, which was something that she decided she would definitely not become as a grown woman. The image that became recorded in her self-image was one of inclusiveness and responsibility for others.

This trigger event served as a crucial starting point for the division head, who made it her mission, even, to go out of her way so that others would not feel excluded in conversation, games, etc. More importantly, as she grew into a young woman, it heightened her sense of the needs of disenfranchised groups of people, especially women and children. Education and psychology were the perfect blend for this division head to pursue in university, where the blending of her growing sense of self-awareness, internalized moral perspective, and balanced approach to decision making began to take shape, sometimes with failed attempts, but

eventually, to enable her to achieve her dreams of serving the greater needs of those who may be excluded in society.

This belief in being real with others, accepting one’s self and being vulnerable is not something that is routinely practiced by professionals, but as the literature has shown, is something that is gaining appreciation- this division head has definitely found this to be true. In being real with others, however, there is sometimes a cost to be paid, for embedded within this belief system is the notion that others are as real and honest as you are, which is definitely not always the case. In education, where the needs of children are forefront, it is critical, as the division head states “to extend oneself to others to make them feel comfortable, valued, and help them to trust, thereby giving more of themselves”, whether they be teachers, students, or parents.

4.2.3- “How do the teachers of this particular division believe Authentic Leadership, if modeled by their division head, impacts their own feelings toward their work?”

Table 6
Discourse Completion Survey Sentences and responses

Discourse Completion Survey Sentences
1. Knowing oneself is well is ___ important to how a leader leads.
2. A great leader should always try to be _ with others.
3. Knowing and doing what's right as a leader is _____.
4. Being "yourself" in front of others as a leader is _____.
5. Being completely open as a leader is _____.
6.. A leader who takes time to make the best decisions is _____.
7. A leader's past experiences have ___ effect over his/her current leadership practices.
8. Considering all sides of a problem is _____ to good decision-making.
9. Authentic leadership is_ important to my school.
10.If/when my division head displays the characteristics of an authentic leader, my feelings about my work _____.

teacher	teacher	teacher
A	B	C
very important	crucial	highly important
sincere	communicative	communicative
a must	a must	what a true leader should be.
	not always helpful	what a transparent leader is.
crucial	helps others to trust you	important to creating a relaxed atmosphere
a good leader	the best leader	a fair leader.
a positive effect	a negative	a positive effect
important	essential	essential
extremely important	highly important	extremely important
are that I am safe.	are neutral	are growing deeper

teacher	teacher
D	E
critical	very important
understanding/serving	a good example
a challenge.	not an option.
essential for building trust	
helps others to be honest with the leader as well	shows sincerity.
wise	is a good way to attract others
a major	a major
important	essential
very important	very important
are very positive	are optimistic

Overall, the information gathered from the discourse completion survey revealed a striking alignment among teachers' positive attitudes toward Authentic Leadership

as a model. Concerning self-awareness, teachers felt it is very important for a leader to be self-aware, and while the majority believed that it is prior events in a leader's life can have a positive impact on their current leadership practices, only one went so far as to say that it can also have a negative impact on current leadership practices.

The responses pertaining to internalized moral perspective are somewhat problematic because while the theme of "honesty" emerged strongly in the pilot study, it did not emerge with the second group of participants. Two emphasized communication as a must of a leader, while others spoke of sincerity, being a good example, and still yet, serving others. Of course, all of these responses may be interpreted as fitting for the category of moral reasoning, but not one particular theme was dominant.

Everyone agreed that a wise leader is one who takes time and makes an effort to gather all facts before making a decision, thereby attracting others and proving to be a fair and best kind of leader. In dealing with others, the issue of relational transparency evoked a strong reaction from one of the participants, who did not consider it always helpful to be completely open and honest with others, even if it was agreed that by being open and honest with others it ultimately encourages followers to be open and honest with their leader, thereby building trust between them.

Finally, all the respondents reported believing that Authentic Leadership is very important to their school, and that when their division head truly displays Authentic Leadership, they feel optimistic, safe, and more attached to their school, with only one exception relating that her feelings were neither positive nor negative.

4.3- Summary

According to responses of the ALQ and discourse completion survey, the teachers of this elementary division revealed several beliefs concerning their division head's leadership. First of all, not only did they indicate that they believe that their division head is an authentic leader, but that the characteristic of balanced processing of information is the highest attribute displayed by her. In addition, there is strong congruence with how the division head sees herself as an authentic leader. This was further enabled through the process of reflecting upon the trigger events in her early life that seem to have influence over her current leadership practices. This exercise of self-reflection was intended to bring about greater self-awareness, which is considered to be the first characteristic and perhaps, catalyst, of an authentic leader.

Finally, while the ALQ and deeply structured self-reflections were able to address the issue of if the teachers and division head perceived the division head to be an authentic leader, the discourse completion survey was a helpful tool in exploring the attitudes and beliefs of the teachers concerning the value of Authentic Leadership. By the responses gathered, there was a strong indication that they do in fact believe it is very important for a leader in general, and their leader, in specific, to be an authentic leader- for the sake of their own feelings of well-being at school and for the sake of their school overall.

Chapter Five

Conclusions/Recommendations

5.1- Introduction

In this final chapter, the scope of the study will be examined beginning with the need for the study of Authentic Leadership as a model followed by the design of the study, including the data collection, analysis and results. Immediately following that will be the discussion of the findings, conclusions, and recommendations for further research.

5.1.1- Problem statement

One need not go back as far as the Enron scandal to know that today's society is replete with examples of failing trust in the leadership of organizations today. One need only to look to the organizations around them to know that there is a call for leadership that is able to restore confidence and meaningfulness in leadership practices (Avolio et al., 2004). The educational system, being at the forefront of raising new members of society, are under the same scrutiny as other organizations, and are also in need of a restoration of hope and optimism.

Because the leadership of schools is becoming more complex, with great expectations upon school leaders to define and carry out the mission and vision of schools (Heck & Hallinger, 1999), one must ask what form of leadership is needed today to address such critical issues. Among all forms of leadership that have emerged during the twentieth century, Authentic Leadership stands out as the root of all other forms of positive leadership (Avolio et al., 2004) and is emerging as the one that best embraces the ideals of its forerunners, including Transformational

Leadership (Walumbwa et al., 2008). With its emphasis on a holistic approach to leadership, including self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency, Authentic Leadership (Avolio et al., 2004) is the model that can fully address the needs of leaders in schools.

The scope of this study was to explore three questions: first, whether the teachers believed their division head displayed the characteristics of an authentic leader, second, whether there was congruence between how the teachers saw the division head's leadership and how she perceived it herself, and third, to explore the attitudes of the teachers concerning the value of Authentic Leadership to how they feel about their work. 50 elementary school teachers were invited to participate in answering a questionnaire regarding their division head's leadership practices, to see if they considered her an authentic leader. The division head also participated in a two-fold self-rating process, designed to examine if there was congruence between how the teachers perceived her leadership practices and how she perceived her own practices.

5.1.2-Data design/collection/analysis

A sequential, mixed methods design was used, which involved the completion of an online 16-item questionnaire by the teachers and division head in the first phase, and in the second phase the completion of self-reflections by the division head and a ten sentence discourse completion survey on the part of the teachers. The results of the questionnaire and frequency chart of responses were tabulated, according to each item as it pertained to each of the four categories embedded within the theoretical framework of Authentic Leadership. The final results were triangulated to bring

unity to the comparisons and contrasts among the three instruments that were administered.

5.2-Discussion

The attempt to explore whether or not the teachers of this particular division believed that their division head is an authentic leader was met with resounding affirmation on the part of the teachers and alignment on the part of the division head regarding her own leadership. But more than that, the teachers also expressed a strong belief in the value of Authentic Leadership as a model for their school.

First, the majority of teachers reported their division head is someone who is self-aware, based on the behaviors that the division head shows to others, such as admitting mistakes and even rethinking positions. They went on further to express that they believed self-awareness is critical in a leader. This corresponds to what Begley (2006) purports, that leaders who are authentic must know who they are and what they believe.

According to Ricoeur (1992), it takes time, a life time, in fact, to build up to a level of self-awareness that brings about a kind of continuity in the life of a leader, rather than dissonance. Kernis (2003) spoke of owning one's life experiences, whether they be positive or negative, which was why Branson (2007) insisted that in leadership development, one must have great courage to deeply self-reflect in order to know oneself well.

To that end, the researcher incorporated the use of journaling self-reflections as its benefits were described by Branson (2007), who found the process of self-reflecting to have a positive impact on the principals of his study, in terms of understanding their current leadership practices. Interestingly enough, the principals

were from a religious school, which may have also contributed to the positive experience of reflecting on values and practices. For the division head, the process of reflecting on past experiences and relating them to values formed that may now be influencing leadership practices was long and arduous, but as Hodgkinson (1996, p.8) said, “if the unexamined life is not worth living, the unexamined value is not worth holding.”

The second aspect that the majority of teachers believed the division head displayed was an internalized moral perspective, and this could only be observed through the actions of the division head, like making difficult decisions based on high standards of ethical conduct. However, just as Hodgkinson (1996) expressed, ethics and values must not be self-serving, but for the intent of the greater good of others. Since ethics are a guide to action, the ethics displayed must be morally sound (Stefkovich & Begley, 2007). The attitudes of the teachers concerning having a leader with a moral perspective was that even though it is challenging at times, it is not only critical, but also not an option.

Surprisingly to the researcher, the aspect of Authentic Leadership that the teachers believed their division head displayed the most was balanced processing of information. It is shown by “listening to different points of view before making a decision, analyzing relevant data before coming to a decision” (Avolio et al., 2007).

The values of justice and fairness were values that emerged throughout the division’s head self-reflections, as early life experiences helped prepare her for tackling decision making by tackling an issue from every side. The teachers’ attitudes about balanced decision making are that it is essential in to being a fair

leader. Balanced decision making, in their words, will help one to attract others because he/she is fair, wise, and ultimately, considered the best leader.

Finally, most of the teachers believed that their division head displays a high level of relational transparency, which the division head strongly agreed with. Gardner et al. (2005) believe relational transparency is the key to promoting trust in relationships. The teachers revealed through the survey that being while being open is important in building trust and helping others to open up to a leader, it isn't always helpful.

A key trigger event in the early life of the division head served as a catalyst for the life-long pursuit of being open and honest with others, even if it means being vulnerable to attacks from others. The division head's self-reflections revealed the need to be "real" with others, but can be problematic at times, since the division head expressed the expectation on others to also be real.

5.2.1- Recommendations

5.2.1.1-Implications

Authentic Leadership should be the theoretical lens through which all educational leadership training is seen and developed. Since Begley (2006, p. 570) states that Authentic Leadership "is a metaphor for professionally effective, ethically sound, and consciously reflective practices in educational administration", the time has come for schools to promote and develop authentic leaders. Lebanon needs educational leaders who, while at the front line of defense in raising a new generation, aren't bound by status quo, but who lead by the characteristics of Authentic Leadership. In fact, what this researcher really learned from the study is that teachers want Authentic Leadership in their schools.

5.2.1.2- Recommendations for future research

There is a dearth of research on Authentic Leadership and correlations to any factor in the educational system, so the field is ready for plowing. With Authentic Leadership as a theoretical framework for research, it is the researcher's belief that the call for a new leadership approach aimed at restoring "confidence, hope, optimism, resiliency, and meaningfulness" in leadership practices (Avolio et al., 2004, p. 3) can and should begin now.

Since the results of this study support the notion that Authentic Leadership is a desirable leadership construct in this school, then further research should be conducted in the field of education with the intention of developing authentic leaders, ready to face the challenges of leading schools. Authentic leadership is still in the early stages of development, and much empirical research is needed to support the rich theoretical underpinnings of this theory.

The scope of this study focused heavily on self-awareness as the first aspect of Authentic Leadership, and the use of the self-reflections proved beneficial to prior and the current research on enhancing current leadership practices. However, more tools need to be discovered or developed to address the other three aspects of an internalized moral perspective, balanced processing of information, and relational transparency.

In terms of organizational outcomes, Authentic Leadership, when displayed, has been shown to provide a solid foundation for veritable and sustainable organizational performance, according to Luthans & Avolio (2003). Begley (2006) addressed the issue as it pertains to school leaders, who he said must engage the

school community concerning all pertinent issues. This idea was further corroborated by the teachers in this study, who expressed their happiness and desire to work in an environment where Authentic Leadership is displayed.

Since school leadership is supposed to be “values-informed” (Branson, 2007) and a moral endeavor (Rintoul, 2010), and further, since Branson (2007) emphasized that leadership is something that can be developed through formal training, further research must address this need for training.

And finally, there has been a recent shift in Authentic Leadership research toward follower development (Avolio, Griffith, Wensig, and Walumbwa, 2010). Further study on follower development could shed light on how teachers might be trained in Authentic Leadership behaviors in order to improve school outcomes (Harvey, Martinko, and Gardner, 2006).

5.3 -Limitations

First, since this was an exploratory study, the scope was limited to theory and perceptions, but there is so much more to be explored, as were discussed in the implications for further research. Secondly, the mixed methods design, while intended to bring about continuity, the task of integrating multiple methods, cross-checking the reliability and validity of their outcomes represents a serious challenge to any professional, but especially to a student who is not experienced in this technique.

Fourth, there are certain ethical concerns inherent within the design of the study, including psychological “power” issues that may have arisen due to the fact that the researcher was also the division head in the study, even though, a.) care was taken

to protect the anonymity of the teachers by having the them fill in an online questionnaire by themselves, and by b.) having the assistant administer the second survey not in the presence of the division head.

Even though this study has provided evidence that Authentic Leadership is the preferable model of leadership of educational leadership, much research is still needed to explore the many untapped variables of Authentic Leadership as a construct. It is the contention of this researcher that Authentic Leadership is a complete model of leadership applicable and relevant to the improvement of educational administration in Lebanon and elsewhere.

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Appendix I

Deeply Structured Self-Reflections

Self- Awareness Life Experience	Impact on Self-Esteem	Resultant Motives	Preferred Values	Beliefs Formed	Behavior Enacted
<p><i>Briefly describe a particular significant personal life experience:</i></p> <p>At the end of fourth grade, in an assembly at school, suddenly, and without prior notice, I was awarded the Highest Scholastic Award, in the form of a trophy. I remember being very shy and a bit shocked that I had the highest average in my grade. It happened again the following year, again, to my surprise, even though I knew my grades were perfect.</p> <p><i>The image I have recorded in my self-concept as a result of this life experience can be described in the following way:</i></p> <p>pride</p>	<p><i>As a result of this life experience I have-</i></p> <p>Realized that I am intelligent and smart, capable and should be confident of my abilities</p> <p><i>In situations in which-</i> <i>(list a few)</i></p> <p>I am asked to do something new and challenging, when I am asked my opinion about something, and/or when I doubt myself because I feel incompetent or not smart</p>	<p><i>This experience mainly affected my Core Needs as follows:</i></p> <p>Increased sense of: (list some)</p> <p>Pride Control Status Credibility Perfectionism Fear of “less than”</p> <p><i>As a consequence, I created the following motive (rules for life) to guide my behavior whenever I</i></p>	<p><i>From these motives, I have a preference for the following values:</i></p> <p><u>Success</u> Affirmation <u>Power</u> <u>Control</u> Credibility <u>Acceptance</u> <u>Pride</u> Dignity Self-respect Self-control</p> <p><i>Now highlight those values that would always be helpful to you in your leadership and underline those values that have the potential to be unhelpful in guiding your leadership in</i></p>	<p><i>As a result of these motives and values I have created the following beliefs:</i></p> <p>Since I am intelligent and capable of getting straight “A”s, I must be perfect in my studies; I must appear competent and avoid looking or sounding stupid to others, the problem with this thinking is that no one can be perfect all the time, and these beliefs have actually kept me from being</p>	<p><i>As a consequence of this life experience and its affect on my self-concept, self-esteem, motives, values and beliefs, I have adopted the following leadership and management behaviors:</i></p> <p>I take calculated risks that work within my belief that I can succeed as well as inspire others to do the same. I do my best to appear well-versed, competent,</p>

	<p>enough to solve a particular problem</p>	<p><i>come across similar situations:</i></p> <p>Always look and conduct myself in a smart manner, careful to not look foolish</p>	<p><i>certain situations</i></p>	<p>willing to take risks that might expose my less than perfect side, that would make me appear incompetent , out of fear of rejection</p>	<p>in control, capable, and even, “perfect” at the tasks I perform. I work extra hard to be and appear credible- I expect the same from others, which often leads me to be disappointed when I feel they are not, or worse, when I disappoint myself. I am my own worst critic.</p>
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Appendix I (cont.)

Deeply Structured Self-Reflections

Internalized Moral Perspective: Life Experience	Impact on Self-Esteem	Resultant Motives	Preferred Values	Beliefs Formed	Behavior Enacted
<p><i>Briefly describe a particular significant personal life experience:</i></p> <p>I had absolutely no internalized moral perspective until I became a Christian when I was 15. Before then, I had no problem lying to protect myself, doing something wrong, no matter how seemingly innocent, without remorse, regret, or guilt, even if it hurt someone else. But when I received Christ, as it were, a new and unexpected internal barometer began to teach me about myself, especially about the wrong I was doing. From then on, this internal guiding force has kept my choices in check, has made me glaringly aware of wrongs that I have done, of making things right, and has motivated me to do what is right, at all</p>	<p><i>As a result of this life experience I have-</i></p> <p>Become confident in my ability, by God's grace, to do what is right, to stand up for what is right, without fear of reprisal, without concern of being rejected by any person</p> <p><i>In situations in which- (list a few)</i></p> <p>Others may be engaged in conversation or deeds that go against what I believe is right and</p>	<p><i>This experience mainly affected my Core Needs as follows:</i></p> <p>Increased sense of: (list some)</p> <p>Acceptance Security Integrity Confidence</p> <p><i>As a consequence, I created the following motive (rules for life) to guide my behavior whenever I come across similar situations:</i></p> <p>I must do my best to think of others' needs above my own,</p>	<p><i>From these motives, I have a preference for the following values:</i></p> <p><u>blameless</u> Affirmation Power Control Credibility Acceptance Dignity Self-respect Order Self-control Responsibility Justice</p> <p><i>Now highlight those values that would always be helpful to you in your leadership and <u>underline</u> those values that have the potential to be unhelpful in guiding your leadership in certain situations</i></p>	<p><i>As a result of these motives and values I have created the following beliefs:</i></p> <p>I believe I must be the best I can be and do the best I can do, by thinking about what is good, by doing what is right, at all times, no matter who sees or who knows, knowing that it is God who sees the heart and will not</p>	<p><i>As a consequence of this life experience and its affect on my self-concept, self-esteem, motives, values and beliefs, I have adopted the following leadership and management behaviors:</i></p> <p>I tend to emphasize the rightness and the justice of something, which may come across as being insensitive to people who I may perceive as falling short of the standard I believe should be upheld. I</p>

<p>costs.</p> <p><i>The image I have recorded in my self-concept as a result of this life experience can be described in the following way:</i></p> <p>One of going from being in the dark, lost and alone, scared and self-preserving, to one of being in the light, exposed, yes, but also warm and secure, at peace with my life.</p>	<p>pleasing to God, in situations where I may be tempted to do the wrong thing, just to be accepted, and where there are hard consequences to decisions that may be right, but are very difficult to make.</p>	<p>especially if what I want would hurt another person, I must do what is right before God and every person to be a good example and to be at peace with doing what is right, even if it's hard or inconvenient.</p>		<p>only judge my deeds, but my intentions as well.</p>	<p>expect honesty and sometimes take for granted that others believe and think the same as I, until I am disappointed. I am honest with those around me, maybe too honest at times, out of fear of being wrong I obsess about infractions, and the underlying intentions, when there may be none. I spend a lot of time with my colleagues communicating values.</p>
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Appendix I (cont.)

Deeply Structured Self-Reflections

Balanced Processing of Information: Life Experience	Impact on Self-Esteem	Resultant Motives	Preferred Values	Beliefs Formed	Behavior Enacted
<p><i>Briefly describe a particular significant personal life experience:</i></p> <p>I don't have a single experience, but rather a collective memory of spending time with my father as a little girl. He would talk to me as if I were a grown up, pose questions, engage in debate, and expect me to defend my thoughts and answers. There was never any disrespect, but intense conversations would often ensue- challenging societies norms, our own beliefs, even situations from school and home- practically nothing was off limits.</p> <p><i>The image I have recorded in my self-concept as a result of this life experience can be described in the following way:</i></p> <p>Importance</p>	<p><i>As a result of this life experience I have-</i></p> <p>No fear of engaging in confrontational conversation s- with anyone! I am usually confident and come across intimidating to others</p> <p><i>In situations in which- (list a few)</i></p> <p>There is disagreement , or confrontation , where I tend to become defensive and very quick in my thinking and responses, as if I'm on a debate team and I have to</p>	<p><i>This experience mainly affected my Core Needs as follows:</i></p> <p>Increased sense of: (list some)</p> <p>Self-righteousness Pride Balance Confidence The need to make things right, fair, and just</p> <p><i>As a consequence, I created the following motive (rules for life) to guide my behavior whenever I come across similar situations:</i></p>	<p><i>From these motives, I have a preference for the following values:</i></p> <p><u>Affirmation</u> Power <u>Control</u> Credibility Humor Creativity Acceptance <u>Pride</u> Dignity Self-respect Order Self-control Responsibility Justice Fairness Honesty Respect</p> <p><i>Now highlight those values that would always be helpful to you in your leadership and underline those values</i></p>	<p><i>As a result of these motives and values I have created the following beliefs:</i></p> <p>I have a voice; I must use it for good, for what is right- I must stand up for and defend what is right, for myself and especially for those who cannot speak for themselves. I must, however, consider all sides before taking such stands, so that what I say and/or decide is not only right, but also fair and just to those whom</p>	<p><i>As a consequence of this life experience and its affect on my self-concept, self-esteem, motives, values and beliefs, I have adopted the following leadership and management behaviors:</i></p> <p>I have learned that there are at least two, maybe three, maybe more sides to every story, so each side must be heard and considered before any just, fair, and right decision/judgment can be made. I must take time, but not too much</p>

Significance	win, though I do infuse humor as much as possible so as to disarm my opponents or general audience.	I will consider many views, but usually those that coincide with my own preexisting views, still, before making decisions. Considering others' views is particularly important to me when others' rights are at stake, and a sense of justice must be enacted or restored.	<i>that have the potential to be unhelpful in guiding your leadership in certain situations</i>	it concerns.	time, to think about then make known the results, especially if it concerns the rights of others that must be supported/defended.
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Appendix I (cont.)

Deeply Structured Self-Reflections

Relational Transparency:	Impact on Self-Esteem	Resultant Motives	Preferred Values	Beliefs Formed	Behavior Enacted
Life Experience					
<p><i>Briefly describe a particular significant personal life experience:</i></p> <p>When I was in fourth grade, a teacher told me that when I grew older, like all women, I would be “exclusive”- shutting out others, snobbish. I insisted I wouldn’t, because I felt, even at that age, left out of others private circles, and I hated that feeling. I decided to be as real with others, as inclusive to all, especially to those who seemed to be “outside” any circle of</p>	<p><i>As a result of this life experience I have-</i></p> <p>Always felt a responsibility toward those who seem lonely, friendless, excluded, to make them feel accepted, loved, befriended. This has come as I have been willing to be myself, being real, allowing others to get to know me, even if I become vulnerable as a result. It also makes me feel the need to be</p>	<p><i>This experience mainly affected my Core Needs as follows:</i></p> <p>Increased sense of: (list some)</p> <p>Responsibility</p> <p>Self-awareness</p> <p>Perceptiveness to others</p> <p>Frustration in feeling like there’s always someone I should be contacting/staying in</p>	<p><i>From these motives, I have a preference for the following values:</i></p> <p>Success</p> <p>Affirmation</p> <p>Power</p> <p>Control</p> <p>Credibility</p> <p>Humor</p> <p>Creativity</p> <p>Acceptance</p> <p>Pride</p> <p>Dignity</p> <p>Self-respect</p> <p>Order</p> <p>Self-control</p>	<p><i>As a result of these motives and values I have created the following beliefs:</i></p> <p>It is important to be real with people- this helps them to relax and be real with you- this facilitates stronger trust between the two which</p>	<p><i>As a consequence of this life experience and its affect on my self-concept, self-esteem, motives, values and beliefs, I have adopted the following leadership and management behaviors:</i></p> <p>I am “real” with others, but I also expect them to be “real” with me- to say what they mean, and mean what they say. I will extend</p>

<p>friendship.</p> <p>I think the best compliment I ever received from someone was that I was the “realest” person they’d ever known.</p> <p><i>The image I have recorded in my self-concept as a result of this life experience can be described in the following way:</i></p> <p>responsible</p>	<p>accepted myself.</p> <p><i>In situations in which-</i></p> <p><i>(list a few)</i></p> <p>Others are protecting themselves by putting up facades, and/or excluding myself and/or others just to make themselves feel good.</p>	<p>touch with, even if they don’t feel that way toward me.</p> <p><i>As a consequence, I created the following motive (rules for life) to guide my behavior whenever I come across similar situations:</i></p> <p>Is to set people at ease by being funny, down-to-earth, personable, thereby disarming any defenses they may put up instinctively</p>	<p><u>Responsibility</u></p> <p><i>Now circle those values that would always be helpful to you in your leadership and underline those values that have the potential to be unhelpful in guiding your leadership in certain situations</i></p>	<p>can and should lead to better productivity, especially in working relationships</p>	<p>myself to others to make them feel comfortable, valued, and to help them to trust, thereby giving more of themselves.</p>
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Appendix II

ALQ Spreadsheet

Authentic Leadership Questionnaire																				
Participants																				
	3	2	4	4	3	3	3	4	3	2	3	4	4	3	2	3	1	2	2	3
	3	4	3	1	3	4	3	3	3	3	4	4	4	2	3	3				3
	3	3	3	2	3	3	3	3	3	3	3	3	2	3	2	3	7			3
	3	3	4	3	2	3	4	3	4	1	3	4	4	3	3	3	1	2	2	3
	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	1	2	3	3
	3	3	4	2	2	1	2	2	2	2	3	4	3	3	2	3	1	2	3	3
	4	4	3	3	3	4	4	4	3	3	3	4	3	3	4	4	1	2	2	3
	3	3	4	1	3	2	2	3	2	2	3	3	2	2	2	3	1	2	3	3
	4	4	4	3	3	3	4	4	4	3	4	4	3	2	2	3	1	2	2	4
	4	4	4	3	4	4	3	3	3	3	3	3	3	2	2	3		2		4
	4	4	4	2	3	4	4	3	3	2	4	4	3	2	3	3				3
	3	4	4	4	3	2	4	4	4	2	4	4	3	4	4	4	1	2	3	4
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	2	3	4
	3	3	3	2	2	3	2	3	3	3	4	3	3	4	3	3	1	2	3	3
	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	1	2	3	4
	4	3	3	3	3	3	3	3	2	2	3	4	3	2	2	2	1			3
	3	4	3	2	3	3	3	3	4	2	4	3	3	3	3	3	1	2	3	3
	3	4	3	2	4	4	4	3	3	3	3	3	2	3	2	3	1	2	3	3
	4	4	4	3	4	3	4	2	2	3	3	3	3	3	2	3	1	2	3	4
	3	4	4	4	3	3	4	3	3	3	3	3	3	3	2	3	1	2	3	4
	4	4	4	4	3	4	4	3	4	3	4	4	3	3	4	4	1	2	3	4
	4	3	4	3	3	4	3	3	4	4	3	4	3	2	3	3	1		3	3
	4	3	4	4	4	4	4	1	4	2	3	3	4	3	4	4	1	2	3	4
	3	3	2	3	3	4	4	2	4	3	3	2	1	2	3	3	1	2	3	3
	4	3	4	3	3	3	3	3	3	3	3	3	3	2	2	3	1	2		3
	3	4	4	3	3	4	4	3	4	0	3	4	4	2	2	3	1	2	2	3
	4	2	4	4	0	4	2	2	4	3	4	4	4	2	4	4	1	2	4	3
	4	3	4	3	4	4	4	3	4	4	4	3	4	2	4	4	1	2	3	4
	4	3	4	2	4	4	4	4	4	4	4	4	3	4	4	4				3
	3	2	3	3	2	3	3	1	2	2	3	3	3	2	3	3		2		3
	4	3	4	4	3	3	4	4	3	3	3	4	2	3	3	4	1	2	2	4
	3	4	4	2	3	4	4	4	4	4	4	4	4	2	4	4	1	2	3	3
	4	3	3	2	2	3	3	3	3	3	4	4	4	3	2	4	1	2	2	3
	3	1	3	3	4	3	3	3	3	3	3	4	3	2	4	2	1	2	3	3

	4	3	4	3	2	2	3	3	2	3	2	4	4	3	3	3				3
	3	4	4	3	2	3	3	3	2	2	3	3	4	2	3	3	1	2	3	3
	3	2	3	1	2	2	3	2	4	2	3	3	3	3	3	3	1	2	3	2
	4	3	4	3	4	4	2	3	3	3	4	4	4	4	3	4	1	2	3	4
	3	3	4	2	2	3	3	3	3	3	3	4	4	3	3	2	1	2	3	3
	2	4	4	0	4	3	3	3	4	2	3	4	2	0	2	3				3
	3	3	2	2	2	4	3	3	3	2	4	4	3	3	4	4	1	2	3	2
	4	4	3	2	3	4	4	4	3	3	4	4	3	4	4	3	1	2	3	3

Self Awareness	Ethical/Moral	Balanced Processing	Relational Transparency	Overall
3	3.3	3	3.2	3.1
3	3.3	3.7	2.8	3.1
2.5	3	3	2.8	2.8
3.3	3.5	2.7	3	3.1
3	3	3	2.6	2.9
2.8	1.8	3	2.8	2.6
3.5	3.8	3.3	3.4	3.5
2.3	2.3	2.7	2.8	2.5
2.5	3.8	3.7	3.6	3.4
2.5	3.3	3	3.8	3.2
2.8	3.5	3.3	3.4	3.3
3.8	3.5	3.3	3.6	3.6
4	4	4	4	4
3.3	2.8	3.3	2.6	2.9
4	4	4	3.8	3.9
2.3	2.8	3	3.2	2.8
3	3.3	3	3	3.1
2.5	3.5	3	3.2	3.1
2.8	2.8	3	3.8	3.1
2.8	3.3	3	3.6	3.2
3.5	3.8	3.7	3.8	3.7
2.8	3.5	3.7	3.4	3.3
3.8	3.3	2.7	3.8	3.4
2.3	3.5	2.7	2.8	2.8
2.5	3	3	3.4	3
2.8	3.8	2.3	3.4	3.1
3.5	3	3.7	2.8	3.2
3.5	3.8	3.7	3.6	3.6
3.8	4	4	3.4	3.8
2.8	2.3	2.7	2.6	2.6
3	3.5	3.3	3.6	3.4
3.5	4	4	3.2	3.6
3.3	3	3.7	2.8	3.1
2.8	3	3.3	2.8	2.9
3.3	2.5	3	3.2	3
3	2.8	2.7	3.2	2.9
3	2.8	2.7	2.2	2.6
3.8	3	3.7	3.6	3.5

3	3	3.3	2.8	3
1.8	3.3	3	2.8	2.7
3.5	3.3	3.3	2.4	3.1
3.5	3.8	3.7	3.2	3.5