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**Identity and Emotional Competence:
Exploring Scottish Teachers' Leadership
Experiences.**

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A thesis presented in fulfilment of the requirements for
the degree of Doctor of Education (Educational
Leadership)

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List of Abbreviations

BERA	British Educational Research Association
CREIO	Consortium for Research on Emotional Intelligence in Organizations
GDPR	General Data Protection Regulation
GTCS	The General Teaching Council for Scotland
HE	Higher Education (or university) sector
HT	Head teacher, used in Scotland to refer to the school principal or head administrator
EC	Emotional Competence
EI	Emotional Intelligence
NPG	National Partnership Group
NVivo 12©	Refers to a qualitative data analysis application that allows collection, organisation and analysis unstructured or semi-structured data
OECD	Organisation for Economic and Co-operation Development
PEC	Profile of Emotional Competence
PSSP	The Personality and Social Structure Perspective model
PT	Principal Teacher, used in Scotland to refer to someone with a middle management responsibility in schools (e.g. Head of Department)
SCEL	The Scottish College for Educational Leadership
TSF	Teaching Scotland's Future
WISE	World Innovation Summit for Education
WTO	World Trade Organisation

Codes used in the Personality and Social Structure Perspective (PSSP) model

A	Represents the influence and control the environment has on mediating social interactions
B	Represents the influence that daily interactions have on the person's internalised self

- C Represents how the internalised self (ego/personality) influences behaviour
- D Represents the influence the person's action has in creating or validating the professional context
- I Behaviours, actions and interactions. This level of interaction refers to the concrete patterns of behaviour that characterize day-to-day contacts among people in families, schools, and so on, typically studied by symbolic interactionists.
- P Political and environmental professional context. This level refers to the political and economic systems, along with their subsystems, that define the normative structure of a society.
- S The self, personality, cognitive structure. This level is broadly defined as the enduring psychological characteristics of the individual (e.g. values, attitudes, beliefs, needs) studied by developmental psychologists and psychoanalysts, and is referred to variously as the psyche, the self, cognitive structure, and so forth, depending on the school of thought

Codes used in the Profile of Emotional Competence (PEC)

- EOWE Expression of own emotions (i.e. being able to express emotions in an accurate, genuine, socially accepted manner)
- IOTE Identification of others' emotions (i.e. being able to perceive an emotion when it appears and identify it in others)
- IOWE Identification of own emotions (i.e. being able to perceive an emotion when it appears and identify it in oneself)
- LOTE Listening to others' emotions (i.e. being able to identify expressed emotions accurately and as genuine)
- TOTE Utilisation of others' emotions (i.e. being able to use emotions to improve reflection, decisions and actions in others)

TOWE	Utilisation of own emotions (i.e. being able to use emotions to improve reflection, decisions and actions in oneself).
UOTE	Understanding of others' emotions (i.e. being able to understand the causes and consequences of emotions, and to distinguish triggering factors from causes in others)
UOWE	Understanding of own emotions (i.e. being able to understand the causes and consequences of emotions, and to distinguish triggering factors from causes in oneself)
ROTE	Regulation of others' emotions (i.e. supporting others to regulate stress or emotions when they are not appropriate to the context)
ROWE	Regulation of own emotions regulating (i.e. being able to regulate stress or emotions when they are not appropriate to the context)

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Abstract

This study explored the leadership experiences of Scottish teachers with and without formal leadership positions. This exploration was undertaken in order to better understand how the participants' sense of themselves as leaders was developed and influenced over the period of their participation. This deeper understanding of their personal development as leaders and how this might influence and inform leadership preparation was considered.

A constructivist comparative case study approach was employed in order to explore the interaction of identity and identity formation with emotional competence (emotional intelligence). A theoretical framework that combined the Profile of Emotional Competence (PEC) (Brasseur et al., 2013) and the Personality and Social Structure Perspective (PSSP) model (Côté & Levine, 2002), provided the basis for the design of the data collection and subsequent analyses, whilst employing the process of reflexive thematic analysis (Braun and Clarke, 2006). Critical reflections on their work as leaders were collected longitudinally from four part-time university students undertaking a Masters in Educational Leadership over a period of two years, who were continuing to work as teachers in Scottish schools. Critical reflections were also collected from three additional participants who did not engage through the entire two-year period.

The evidence was interpreted as indicating an interplay between emotional competence and identity formation. Students' sense of identity as a leader acted as an important point of reference for them and consisted of a belief in improving teaching and learning (and linked to this), a belief in improving student outcomes, a requirement for technical expertise, and a requirement to maintain a calm and purposeful demeanour. This aspect of the participants' identity appeared to be influenced by confirmation from more senior leaders of their actions,

positive impact of their actions, improvement as a consequence of leadership actions, and wider reactions from colleagues during interactions.

Conclusions were used to construct a series of recommendations, offered to those involved in the education, support and policy making that influences the development of teachers as leaders. In terms of supporting developing leaders this should be a career long endeavour that celebrates diversity, strengthens emotional competencies, allows leaders to consider their own values and gives time to acquiring technical knowledge. Finally, contributions to the field of Educational Leadership, Management and Administration preparation are offered, along with further research suggestions.

Chapter 1 Introduction

1.1 Setting the Scene

... becoming a leader is synonymous with becoming yourself. It's precisely that simple, and it's also that difficult. (Bennis, 2003, p.32)

The quotation above is taken from the work of the late Warren Bennis, who for me encapsulates the complexities and interrelated aspects of the development of a leader in this statement. Throughout my professional life, both as a leader and working to support the leadership development of others, his suggested "becoming" is often something I have repeatedly questioned and debated, attempting to explore it through both an intellectual and practical lens. Bennis is often credited with being one of the forerunners in the field of contemporary leadership studies, particularly the move towards less hierarchical approaches. Instead, he showed favour towards more democratic approaches. He often focused on the importance of the person rather than the processes within leadership (the main focus of his work being positioned in the business sector within Anglo-American cultures). Additionally, he suggested the need for authenticity and transparency within organisations and hence, leaders (Bennis, 2009a). He also wrote about his concerns with how leaders were being developed, believing that leadership can be taught or developed through a number of approaches, but suggesting there was much missing from contemporary leadership development and preparation courses. In particular, he saw a need for leaders that are able to make good judgements, recognise the importance of respect and engage with people by employing emotional intelligence (Bennis, 2009b). This focus on the development of the person is, again, congruent with my own thoughts, experiences and beliefs.

My position and experience within the field of ELMA (Educational Leadership, Management and Administration) was the starting point for this study, acting as both a stimulus and incentive. It is reflected in the thoughts and justifications for the research conducted in this study. My deeper understandings in terms of the knowledge I already possessed and went on to acquire, my own reflexivity, the literature reviewed and my research in the field, all acted as reference points throughout this doctoral process. These were considered at all stages, from proposal to data collection, analysis, and conclusions/recommendations (Coleman & Briggs, 2007).

In terms of my experience and knowledge, at the time of conducting this study, I had been an educator in the university sector in Scotland since 2015, predominantly teaching on masters level educational leadership programmes of study. Prior to this, I had been a school educator for twenty years, ten of which were in senior positions within secondary schools, including serving as a Head Teacher (Principal) in the final years. My purpose for completing this study could be said to be founded on a genuine desire to understand my own work (Burgess, Sieminski & Arthur, 2009), at the heart of which were the experiences and development of my course participants, who were predominantly school educators working in both formal and informal administrative and leadership roles. In addition to this, even though I use my own experiences as part of my teaching pedagogy, I was surprised when I still found myself reflecting on my own leadership development throughout this research, past and present. This required me to ensure that I did not impose my own critical leadership experiences on those of another (Cohen, Manion & Morrison, 2011).

Reflecting on taking my first group of participants, who were all working within Scottish educational organisations, through their three-year part-time Masters in Educational Leadership studies at the University of Strathclyde in 2018, I believe I came to know them well. Through

discussions during tutorials, I gained a deeper understanding of the contexts in which they were working, their fears and triumphs, and also the challenges they faced in their roles. What struck me as they progressed through the course of study was that they appeared to be becoming more dissatisfied and frustrated in their roles. It appeared that their emotional reactions formed an integral part of how they were making sense of their learning in relation to their leadership practice. I questioned what might be influencing their professional lives and how any external pressures, be they political or otherwise, were influencing their leadership development.

I wanted to gain a better understanding of how the course participants were making sense of their experiences in school and what factors might be influencing the way they perceived their development as leaders, in order to inform my own practice as an educator. In essence, marking their essays and personal reflections was only giving me a glimpse into how they were potentially developing as leaders. It therefore became crucial for me to design an approach to my research that would allow me to explore deeper understandings of any professional changes the course participants were undergoing as leaders. I particularly wanted to try to uncover aspects of the “becoming” as suggested previously by Bennis (2003, p.32). In order to gain these deeper understandings of any professional changes, I designed my research approach in recognition of the much wider aspects that could potentially be influencing the participants’ leadership development. Although my starting point had been my observations of the participants in their studies it was important that any potential impact of their studies was not the limit of my research boundary. This, however, was only the original stimulus for this study and further justifications are offered in Chapters 2 and 3 that show the potential importance of this study in terms of my political context and research in the related academic fields.

1.2 Research Purpose and Objectives

By considering the wider experiences of participants completing a formal masters level course of study in educational leadership, this research study was aimed at informing and influencing educational leadership preparation in the higher education context and related contexts. It did not seek to evaluate the impact of the course itself, but rather it explored the leadership experiences of course participants and the wider influences on their reflections on those experiences. Although candidates were working in the context of Scottish schools, this may be applicable in other educational contexts, in terms of foundational principles, and may be transferable with some modifications to other contexts, countries and cultures. The main purpose of this research study focused on exploring the identity development of school educational leaders as they progressed through a formal masters course. Within this main purpose, I specifically considered how role identity and emotional competence interacted in the developing educational leader. For the purposes of refining these overarching aims, the following research questions were constructed:

1. What influences an educational leadership identity over the period of completing a formal leadership qualification?
2. How do role identity and emotional competence interact in the developing educational leader?
3. How might a deeper understanding of an educational leadership identity influence leadership preparation in the field of ELMA?

As suggested by Côté (2006, p.17), "Policymakers need viable frameworks if they are to apply academic concerns to real-world problems. Accordingly, more identity research needs to move from the pure to the applied realm." This study employs leadership, emotions and identity models in a conceptual framework as discussed and developed in Chapter 2. An adapted version of Côté and Levine's (2002) Personality and Social Structure Perspective (PSSP) model is employed alongside Brasseur et al.'s (2013) Profile of Emotional Competence (PEC).

1.3 The Significance of the Study

Although much of Bennis's work (e.g. 2009b) was carried out within a business context, it strongly resonates with my own position and thoughts on the development of leaders in the field of ELMA and is reflected in the development of the field in general. This early development of the field of ELMA (pre 1980's) found educational leadership practices being heavily reliant on concepts derived from industrial settings in the USA (Bush, 1999b; Glatter, 1999). In this section, I briefly discuss the development of the field of ELMA, not to offer a comprehensive review of its development, rather, to highlight some of the complexities involved that have to be navigated by a university tutor who is working within this research field and is involved in the design and facilitation of professional learning for educational leaders.

The field of ELMA did not gain traction as a separate branch in the field of leadership research generally, until researchers began to move away from the trait-based theories of the early 20th century (where the overarching belief is that a leader is born with the skills to lead), to consider more situational and contingency based theories of the 1960s and 1970s (Northouse, 2010). The situational and contingent approaches evolved when it was apparent that one set of traits in itself failed to define leadership or conceptualise the essence of a leader, hence a trait theory approach itself was too restrictive. This new direction focused on the proposal that contextual factors may be more important (Western, 2012). This paved the way for the formation of the distinct branch of ELMA which has tended to position itself in the beliefs that leaders are made, focusing very much on theories and models that consider behaviours and interactions (Bush, 1999a). More contemporary thinking tends to agree that leaders can emerge without an assigned formal role and that wider more distributed models of leadership are a more favoured approach, particularly in the field of education (Spillane, 2006).

The most important conclusion to be made from the aforementioned complexities that informs this study, is that there is no one single approach, model or theory that is held above all others in the approach to research in the field of ELMA (Northouse, 2010). Although there is now more recognition that leadership can be developed or taught, and since there is no one model of best practice, this raises the question of how leaders can be best supported in their development. It poses further questions in terms of what any leadership preparation may consist of. For someone like myself working in a role in which there is an expectation of supporting leadership development, this produces a challenge in terms of what might be the best way to support these developing leaders. There are numerous models and approaches to leadership which have been developed from a variety of contexts as well as been designed to deal with different contextual factors. This has to be considered when designing any leadership preparation. Bush (2020) applies the work of Cuthbert (1984) to suggest that most theories related to ELMA can be classified into six major models: formal, collegial, political, subjective, ambiguity and cultural. Differentiation among these models can be achieved by considering a number of factors: the level to which goals are shared; the importance placed on hierarchical roles; the influence of external factors (level of autonomy); and the leadership strategy employed. Even within similar national and local contexts, it is likely that professionals may experience large variances in these aspects, hence there will be a variety of observations and experiences of leadership. It is therefore impossible to choose a particular model or approach that would meet all aspiring leaders' development needs due to these variances.

As Bogotch (2011) suggests, even what are considered as seminal works that inform the history of the development of educational leadership in a school context in the USA (Callahan, 1962; Tyack, 1974; Cuban, 1988, as cited in Bogotch, 2011) were originally presented as exploratory and

offered only tentative conclusions. Latterly those exploratory findings have become fixed reference points, as Bogotch (2011) explains here:

The modest claims actually made by each of the authors were ignored. Instead, their conclusions were repeated, synthesized, and appropriated into taxonomies of historical eras. Decades of school leadership practices were categorized by a single phrase or metaphor, while the complexities of daily life, the material realities and struggles faced by earlier school leaders, have largely been ignored. (p.2)

Bogotch (2011) instead suggest that we should continue to challenge the underpinning assumptions concerning the history of education that seem to have been interpreted as fixed in order to encourage continued debate on the practices of educational leadership. Hence, this study did not set out to employ or consider any particular model, theory or taxonomy of educational leadership, rather it was focused on exploring the identity development of school educational leaders. The focus is the person in their context rather than the field. This study is offered as a contribution to the field of educational leadership preparation (unless suggested otherwise I employ the phrase "leadership preparation" in this study in relation to preparation in the field of ELMA).

There are further issues in having reliable research-based theories in order to design suitable leadership preparation. Lack of study within the field of ELMA development has not gone unnoticed. For example, Levin (2006) argues that it is not adequately rigorous in its execution, whilst Murphy's (2006) complaint is around the insubstantial nature of the research. As well as the most recent critiques around a lack of international and comparative perspective (particularly in shifting societies through populism and shifts to the right politically, and the economic ideology of neoliberalism), there are also claimed fundamental issues in a lack of disciplinary foundations and theory, due to a lack of

rigour in research design (Bates, 2008; Furman & Shields, 2005; Greenfield, 1991; Hodgkinson, 1991; Smyth, 1989). This raises a fundamental question in terms of the appropriateness of the preparation of leaders for a role that may not be fully understood. If there is an inherent weakness in what is understood as the role of leadership in the field of ELMA, then any preparation for such a role is likely to inherit this pre-existing flaw, making the link between theory and practice more difficult to negotiate.

Leadership preparation courses or programmes of study tend to employ prescriptive curricula, with not much focus on personalisation, especially in countries where they are used as a benchmark standard for Principalship (Bush, 2009). Although Lumby et al. (2008) view the recognition for better school leadership preparation as positive, when viewed in relation to improved participant learning, they point out the lack of understanding in terms of what a candidate is being prepared for and how the leadership needs are different for differing contexts. Gunter and Thomson (2009, p.471) whilst considering the focus on better leadership preparation in English schools which was part of New Labour's investment in education, were highly critical of what they described as "The makeover". They saw it as more akin to a popular television show format, trying to impose at surface level an overall uniformity, rather than acknowledging the need for individual and contextual leadership preparation provision. This is of course the surface phenomenon of a neoliberal approach to education (Samier, 2017) of which the Thatcher government of the 1980's is given much credit (Ball, Maguire & Braun, 2012). Given the influences suggested above on the importance of aspects of the individual in the formation of a leadership role, this seems to be a key aspect potentially missing from prescribed preparation courses.

This lack of focus on the individual is also apparent when considering the field of EMLA research as a whole. Research in the areas of leadership

preparation and the individual leader are sparse as demonstrated by Hallinger and Kovačević's (2019) study. In their study they mapped the evolution of the knowledge base in educational leadership and management since 1960, demonstrating that the main themes emerging since 1980 were focused on improvement and change and the sharing of leadership roles. This demonstrates the importance of the study conducted here.

As discussed previously, gaining better insight into the work I do was the starting point for this study. Ultimately, in the wider context, I hoped to add knowledge to better inform leadership preparation courses/experiences, whilst gaining further insights into how leadership might be developed in the individual. This also holds significance for policy development in this area.

1.4 The Structure of this Study

This study is organised into seven chapters, the contents of which are as follows:

Chapter 1 introduces the study and the initial purposes for undertaking it. It further identifies a need for a study of this type in the field of educational leadership preparation, with some reference to the wider field of educational leadership. It also provides key details of my position in the research.

Chapter 2 reviews the relevant literature and explores the framing and design of the approach to my main research purpose, as well as providing positioning and context for this research within existing knowledge in related fields. It also allowed me to identify research that would inform this study as well as any perceived gaps within the existing literature.

Chapter 3 refines the approaches to my research, providing key decisions and the justifications for these decisions (linked to the literature review).

It also gives detailed commentary on the research approach and the design of the study. This includes how data collection was conducted and analysed. Ethical considerations are also included together with issues of trustworthiness and reliability. Section 3.5 provides a detailed account of how data was analysed by providing detailed guides to coding. It also includes an overview of participant engagement with the study. This section (3.5) acts as an introduction to both Chapters 4 and 5.

Chapter 4 presents the data and initial analysis from the four longitudinal case studies through application of the theoretical and conceptual frameworks. Results from coding from each of the participants' accounts are presented and summarised.

Chapter 5 presents the data analysis results from all the data returned across the entire study through application of the theoretical and conceptual frameworks. Results from coding from all participants' accounts are combined, presented and summarised.

Chapter 6 firstly considers a number of themes, issues and areas of interest that have arisen from my data. The theoretical and conceptual frameworks are further examined in relation to the data, in order to discuss and address my research questions.

Chapter 7 summarises the conclusions that are drawn from the findings in relation to my initial research questions. Recommendations are offered to those working in supporting leadership development and those involved in policy development. The suitability of the theoretical and conceptual framework is discussed in terms of recommendations for future research. A personal reflection of conducting this study and the impact on my own practice is also provided.

Chapter 2 Literature Review and Theoretical and Conceptual Framework

This literature review provides an exploration of a number of bodies of literature relevant to this study. This study was designed to consider a participant's experience of leadership development. As previously discussed in Section 1.3, I proposed that educational leadership theories are complex, disparate, plentiful and often have a debated theoretical basis. The researched knowledge base in educational leadership has predominantly tended to focus on improvement, change and sharing of leadership roles and has arguably lacked focus on the individual. This lack of literature is an opportunity to explore new ways in which to consider leadership development. This was a study about exploring Scottish teachers' leadership experiences. Tight parameters were required in terms of the bodies of literature that were selected to navigate these issues, inform this study and address the research questions. The aforementioned lack of focus on the individual shapes the choice of literature reviewed in terms of the need to focus on the individual. Hence, there are three main bodies of literature explored in this chapter, leadership preparation, identity and emotion.

Firstly, I further consider the issues of researching in the field of ELMA to explore definitions, then consider the challenges in providing effective leadership preparation in order to identify gaps in the existing practices and research. I also position the study in current Scottish policy context. This body of literature positioned my work within existing fields and also provided the contextual background in which the study was conducted.

In relation to my initial ambitions to capture how participants might be developing as leaders, a theoretical framework based on identity was considered as appropriate. Therefore, the second body of work is aimed at exploring the field of identity, in particular, aspects of professional identity and how the study of this has been approached within the field of

educational school leadership and moving forward how it could be considered (proposing new ways to consider leadership development).

As previously discussed, I had observed emotional aspects in my students' development and emotion also developed as strong theme in the previous bodies of literature identified. Hence, thirdly, I consider importance of emotion in both leadership and identity, leading to a discussion on emotional competence and its potential research applications. Finally, I consider the literature which informs the theoretical underpinnings of this study as a whole and construct a conceptual framework on which to scaffold this research.

2.1 Conducting Research in the Field of ELMA

As discussed in Chapter 1, this study was focused on students completing an educational leadership qualification and explored leadership through an identity lens. This study did not set out to employ or consider any particular model or theory of educational leadership, hence no in-depth overview of such is offered (as discussed in Section 1.3). Consideration was given to conducting research in the field of ELMA in order to identify aspects that could influence or would need to be addressed in the design of this study. Much is written about the complexities of conducting research in this field due to a range of issues, two of which were applicable to this study; the views on the differences, or not, between leadership and management (Bush & Bell, 2002) and where there is a particular focus on leadership, there are a variety of definitions (Earley, 2013). Together with these disparate definitions, there are also considerable theoretical models to consider (Coleman & Briggs, 2007), which often fuel the challenge in producing a definition.

Considering these challenges in relation to the purposes of this study there was a particular need to determine how the study might cope if these disparate definitions were replicated in the views of participants. Returning to the issue with definition of leadership and the associated

term "management". Bush and Bell (2002, pp.3-4) warn against the assigning of people or behaviours into either category, as they argue they are inextricably linked and the stance on focusing on only leadership is dangerous; meaning that the terms management and leadership or administration and leadership all need to be used. This supports the need for fluidity of definitions and wards against a prescriptive definition of leadership. Glatter (1997, pp. 189) also criticises the separation of these terms, with leadership seen as the more valued, as being flawed, and argues, "It would create exactly the divorce between values and methods which critics [of leadership development] claim to abhor".

Given that the participants on this course of studies will be exploring many definitions and theories within the field of ELMA, focusing on one definition would be unhelpful. Whilst considering context and the need to give opportunities to who may be leading at that time, Gronn (2007) puts forward a strong argument for consideration of fluidity to the definition of leadership (i.e. a continuum of management, administration and leadership in theory and in practice). This would be important to consider in terms of the potential participants completing the course, as historically, they have been working at all levels of the school structure. Allowing this fluidity to the definition will also give participants freedom to explore their own understanding of leadership and what that may mean to them, in their context, as they become more familiar with the theoretical literature. I have employed the term "leadership" throughout this study in the spirit that it may encompass aspects of management, administration and leadership.

I did not however solely focus on research conducted in the field of ELMA. Historically, another contextual influence which led to the development of ELMA as a distinct branch, was the increase in accountability and hence, focus on improving educational systems, which led to wider theories and frameworks being considered and adapted (Bush, 1999a). Although there are many unique aspects to the field, particularly when the focus of any

study pertains to institutions, roles and responsibilities, it is possible to draw from the wider field to inform this branch (particularly but not exclusively social science research) (Hallinger & Heck, 2005). In this study I have employed this suggestion, drawing from wider fields as well as those more focused on EMLA.

2.2 Leadership Preparation

In Chapter 1, I proposed that the course was being viewed, certainly by some participants, as a form of leadership preparation. Given the overarching focus was aimed at influencing/informing potential leadership preparation courses, aspects of the leadership preparation field were explored.

The act of leading in education is both complex and challenging; leaders are often called upon to be many things to many people (Fullan, 2014). The interactions they must undertake within that role are often guided by successful educational outcomes and yet, providing insight on how to interact positively has not been possible or is perhaps too complex (Day et al., 2011). This then poses the dilemma of how leadership candidates are prepared for their roles.

An OECD (2008) report explored the content and impact of leadership preparation courses across 22 education systems around the world. They concluded that leadership preparation is important in creating effective school leaders, but must be treated as a sequential activity, in relation to different career stages. There was no holistic curriculum defined across the range of systems explored; instead, they surmised that the content must be developed within the context and keep the needs of the aspirant leader in mind. It can be concluded that recognition of the educational system and its constitutional and legislative requirements that drive government policy and funding will also influence the cultural political and religious context that require sets of values and practices. In a similar theme, a report produced by the World Innovation Summit for Education

(WISE), concludes with the following points as guidance to developing any leadership preparation courses: It must be “Embedded”, “Personal”, and “Continuous” (Breakspear et al., 2017, p.79). This further reflects the need for contextual requirements in terms of the embeddedness and personal aspects.

Bush (2009) agrees with this focus on the individual rather than the need for a prescriptive curriculum (in terms of the theoretical content from the field on school educational leadership), suggesting that mentoring and coaching are key aspects to any successful leadership preparation and development. He further recommends the requirement for personalisation in terms of the contextual needs of the leader (i.e., they have to reflect the knowledge in the field in terms of legislation, equity, religion, social problems and economic issues).

Opportunities to learn in context are proposed by Reyes-Guerra, (2016) and Orr and Orphanos (2011), suggesting that a form of internship offers the best impact in terms of the development of the individual as a leader. However, the quality of the learning environment must be considered. The importance of the learning context was also highlighted as important by Woodhouse and Pedder (2017) when exploring how to support leadership development in early career teachers. They concluded that the main influencing factor in terms of the outcomes of their longitudinal case studies, was attributed to the context in which the participants found themselves developing, not the content of the leadership learning. Bennett, Crawford and Cartwright (2003) describe programmes that do not take account of contextual issues as inadequate. They also suggest that experiential development has importance, particularly in terms of the formation of personal qualities that could have the most impact. Gibson (2018), whilst exploring multi-level leadership preparation in a multi-academy trust, also concurred that too prescriptive a knowledge-based approach would lead to leaders that were unable to consider alternative approaches.

A new school leader might be expected to undergo a process of socialisation within the change of their professional context (Bush, 2018). Heck's (2003) review of research on leadership preparation in one state in the USA found that successful re-socialisation, in terms of taking on a senior leadership role and a change of identity, can influence the overall differences in performance of a leader by one quarter. Cowie and Crawford (2009) identified the most important impact of leadership development courses for participants, was how it helped them to develop their professional identity. However, there was a tension between this and prescribed standards within national contexts. Eacott (2011) supports the need for removal or restricting standards for leaders, arguing there is no particular correct method to develop a leader. Formal restrictive standards tended to develop the leader's identity as a deliverer of policy. He advocates for any sort of standard to be more fluid and situational, allowing more authenticity in the development of their identities as leaders. Further warning against a single correct method or standard is also advocated by English (2006) and Hall (2016), who promote a more dynamic learning environment for aspiring leaders, allowing for exploration of understandings, contradictions within the field and promoting abilities to respond to a fluctuating, fast changing educational policy landscape.

In summary, it is difficult to find literature on school leadership development that supports any agreed prescribed curriculum structure or content, although there may be some contextual knowledge base that is important in certain educational systems. Rather, there is strong agreement on the importance of the individual development and need for context led supported learning opportunities, in terms of the purposes the leadership is to serve and serves within. Taking part in any leadership development preparation, however, is viewed as an important part of participants beginning to "understand themselves as leaders" (Warhurst, 2012, p. 477). There is, however, some thought given to forms of hidden

curricula that are experienced by the professional in practice, informal in their nature, that influence the individual's identity formation (Goldie, 2012). In terms of this individualisation there is initial evidence to suggest that there is a more formal need for attention given to the development of the leader's identity; this needs to be a conscious transformation of professional identity in response to learning (Robertson, 2017).

A clearer understanding of the identity of an educational leader and how that forms, is an area of research that would be worthy of consideration, I explore this further in Section 2.3. Firstly, I consider the context in which this study is positioned, in terms of leadership preparation.

2.2.1 Leadership Preparation in the Scottish Context

Since this study took place within the confines of a specific context, both culturally and politically, which may act as important influences on the participants, it is important to explore this in more detail. This section reviews the most recent policy development and the development of supporting leadership preparation provision in the Scottish context.

As a consequence of more performance focused educational systems, policies and formalised standards for teaching and leadership have become increasingly prevalent or further prescribed in a number of countries. For example in England there is the National Professional Qualification for Headship (Department for Education, 2020); Australia has the National Professional Standards for Principals (Australian Institute for Teaching and School Leadership, 2011); British Columbia has the Standards for Principals and Vice-Principals in British Columbia (British Columbia Principals' and Vice Principals' Association Standards Committee, 2007); New Zealand has Kiwi Leadership for Principals, Principals as Educational Leaders (New Zealand Ministry of Education, 2008) and most US States have some type of professional standard for educators (Bush, 2018). An example of an international organisation that

is influencing this drive for standardisation is The World Bank (2007) which particularly offers support and guidance to developing countries. It specifically stated that standards of performance should be produced for all professionals involved in education when completing a review of the education system in Chile. As a consequence, Chile now has Guidelines on Competencies for Principals, Teachers and Supporting Professionals in Educational Institutions (Fundación Chile, 2007).

In Scotland there are a number of policy and professional standards that influence leadership preparation. The developing theme of leadership across the Scottish teaching continuum can be seen in more recent government publications. Firstly, the most recent school inspection framework, *How Good Is Our School 4* (Education Scotland, 2015), sets out clear expectations that a high performing school will demonstrate collaborative leadership activities and leadership across all levels of the organisation. Secondly, The National Improvement Framework (The Scottish Government, 2016) and subsequent strategic plans, reiterate that leadership roles do not need to be formal appointments, but leadership responsibility is an expectation of all (The Scottish Government, 2019, p.20-21). In particular, leadership of change will be a focus at every level of school role and forms part of this coherence around the expectations of leadership being firmly embedded in the drive to provide more equitable educational outcomes for all of Scotland's children. It is perhaps not surprising that the Scottish Government appear to have focused their ambitions around leadership as a central part of the vehicle for their ambitions, given the comprehensive amount of research literature that promote school leadership as key to improving student outcomes (e.g. Leithwood et al., 2006; Robinson, Lloyd and Rowe, 2008; Day, Sammons et al., 2011).

The publication of *Teaching Scotland's Future* (TSF) (Donaldson, 2011) acted as the pre-cursor to the policy developments discussed above (Torrance & Humes, 2014). It made recommendations after gathering

data employing a number of approaches. A comprehensive review of teaching in Scotland was conducted prior to publication. Consultations took place with universities providing teacher education, a selection of local authorities and schools and other interested bodies and individuals; a literature review looked at the available evidence on teacher education worldwide and further consultations took place with experts in those countries where interesting practice was highlighted; a call for evidence which received almost 100 responses, and a questionnaire for serving teachers which received just under 2500 responses.

The review proposed a re-conceptualisation of the Teaching Profession in Scotland, giving the first clear indication of a re-positioning of thinking in relation to leadership in the Scottish Teaching Profession as a whole, with the reference to leadership "at all levels" as part of the recommendations (Donaldson 2011, p.101). This initial call for sharing of leadership has evolved and developed considerably, appearing and influencing a number of related key policy areas, not always in the spirit of the conceptualising vision. As Beck (2016) discovered, there was a real disconnect between the overall intentions of this review and the process in which it was implemented, concluding that much of the re-conceptualisation of the profession as leaders of change, was not reflected in the implementation process. This indicates that subsequent leadership development in Scotland may also have been flawed in a similar vein.

In order to respond to TSF the Scottish government formed a working party consisting of a range of stakeholders, known as the National Partnership Group (NPG, 2012). The NPG as well as planning implementation strategies for the recommended changes, gave clear expectations of leadership within the teaching profession; not only must they be leaders of learning, but they must develop the capacity to lead colleagues in improvement and development work. As a direct consequence of a further recommendation, The Scottish College for Educational Leadership (SCEL) was established as a virtual college, to

support teachers' professional learning in leadership. Their mission statement again implied that every teacher has a leadership role to play (SCEL, 2019). This supports the spirit of TSF (Donaldson, 2011), however, as previously discussed, Beck's (2016) work calls into question the implementation process.

It is worth noting, since its conception as an autonomous government funded organisation, SCEL has now moved into the governance of Education Scotland where the initial focus on leadership programmes seems to have been absorbed into the more holistic field of professional development (Education Scotland, 2019). Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education. This decision was said to have been made as a response to a national review of educational governance (The Scottish Government, 2017c). The Scottish Government claims that this direction was taken in order to provide Education Scotland "with strengthened inspection and improvement functions" (The Scottish Government, 2017a). The review (The Scottish Government, 2017b) claimed that current practitioners felt that support for improvement could be inconsistent and at times unobtainable. By incorporating the functions of SCEL into Education Scotland, it was proposed that this structure would mean that "advice, support and guidance can flow directly to more schools to support improvement" (The Scottish Government, 2017a).

Donaldson (2011) was also the catalyst for the production of a new suite of teaching standards. Maintaining the Standard for Full Registration is compulsory for teachers in state schools in Scotland. The suite was developed to support career long progression by reflecting "a reconceptualised model of teacher professionalism", these are as follows:

- Standard for Full Registration (GTCS, 2012a)
- The Standard for Career-Long Professional Learning (GTCS, 2012b)
- The Standard for Leadership and Management (GTCS, 2012c)

(Donaldson, 2011, p.97).

Despite their increasing popularity, these types of standards for professionals in education are often seen as restricting creativity and narrowing approaches (Mahony & Hextall, 2000). Prior to the introduction of the new suite of teaching standards in Scotland (GTCS, 2012a; GTCS, 2012b; GTCS, 2012c), Hulme and Menter (2008) had argued that Scottish teaching standards tended to be less restrictive than others employed internationally. Holmes (2016) considered these standards in respect to current literature on 'Teacher Leadership' (or leading without a formal role designation). The main dimensions summarising the actions undertaken by teacher leaders were identified as: developing self; developing others; developing school; and developing wider networks (Coggins & MCGovern, 2014; Grant, 2006; Harris & Muijs, 2003; Katzenmeyer & Möller, 2001; Lambert, 2003; O'Brien, Draper & Murphy, 2008; York-Barr & Duke, 2004). My comparing the requirements of the suite of Scottish standards to these dimensions, it was concluded that maintaining the Standard for Full Registration (GTCS, 2012a) was unlikely to ensure anything other than informal leadership at a very basic level.

More recently, however, there has been a review and re-publishing of the GTCS standards (GTCS, 2021a). As well as significant changes made to those published in 2012 as listed above, a new distinct standard in Middle Leadership has been introduced (GTCS, 2021b). This new standard is offered as an aspirational standard to those teachers wishing to pursue a formal leadership role. Unlike the 2012 standard (GTCS, 2012a) the Standard for Full Registration (GTCS, 2021c), now shows a much more comprehensive inclusion of activities that could be deemed as more teacher leadership type requirements. This includes a focus on professional development that is closely informed by academic research and a focus on teachers as practitioner enquirers.

As well as introducing a masters level qualification for aspirant Head Teachers, which became mandatory in 2021, the Scottish Government has also provided access to additional funding to allow teachers to access strategically targeted (in line with national priorities), masters level learning (Freeman, 2015). The aforementioned policy focus on leadership as well as funding availability, may partly explain the increase in numbers of participants (Scotland based) studying the Masters in Educational Leadership (referred to as “the course” subsequently) in my own university. Numbers from the first year of the course have increased (30 in September 2015, 60 in September 2016, 90 in September 2017). The course claims to include not only the study of leadership theory but provides participants with opportunities to reflect and develop their own practice in terms of leadership; being written with a practitioner focus. The course welcomes practitioners at any stage of their career (University of Strathclyde, 2018). Based on discussion with participants at the beginning of the course (during introductory teaching sessions), many state that they are completing the course as leadership preparation, wishing to progress in their careers and look for promotion.

This discussion so far has given reference to a number of recent policies pertaining to Scottish Education that propose particular approaches to leadership in Scottish schools. Put simply, it is an expectation of all teachers, and it should support change and improvement. However, when considering the progress made from the initial aspirations proposed by Donaldson (2011), there are significant tensions noted by Forde and Torrance (2021) between this expectation (leadership at all levels) and what appears to be a more centralised approach from government. Looking ahead, it will be important to evaluate the impact of the latest set of standards in the light of empirical evidence of their implementation. In the meantime, the experiences of Scottish teachers as leaders at all levels of an organisation (i.e. with and without a formal designated role) merit examination. In this thesis I continue to use the

term leader to encompass leaders working at all levels of an organisation, with or without a formal designation, unless stated otherwise.

In addition, there is the added concern that the policies discussed appear to use a "top-down" approach (Trowler, 2003), which may lead to huge differences in the actual approach to the policies within schools. Taylor (1997) further argues that issues of power in considering both the intended and unintentional consequences of policy should not be ignored. As suggested by Ball et al. (2012):

These texts cannot be simply *implemented!* They have to be translated from text to action – out 'into' practice – in relation to history and to context, with the resources available. (p.3)

This would then lead to possible differences of experiences for my participants of their course in relation to their workplaces. Although policy towards the development of leadership would appear to be consistent in intent the actualisation of these may appear very different. Ball et al (2012) proposed the concept of policy enacted as opposed to policy implementation. They argued that a policy written by government and handed to schools to be translated and implemented was far too simple a notion, especially considering the complex nature of schools in their context, culture, relationships and internal politics. By considering this argument, they proposed that policy is often enacted; it is not just about the implementation of a discrete policy. Therefore, through their research, they were more concerned with the variety of ways a policy may be enacted within different contexts. Trowler (2003, p.146) describes the language of implementation as "the study of putting already formulated policy into practice". In common with Ball (2012), although he does not use the term "enacted", he argues that the language used as "policy implementation" and its description is too simplistic as it proposes a defined process. He goes on to propose that in reality this is not the case, the act of policy reinterpretation is a

compromise and policy is often changed where culture and attitudes have impact.

Although the policies and context discussed here are related to the Scottish Education System, it does not stand alone in its endeavours. There is strong direction given from international bodies that influence how individual nations organise their education systems and educational institutions, including Scotland (Carnoy & Rhoten, 2002; Meyer & Benavot, 2013; Sabour, 2005; Zajda, 2015). Global institutions such as the Organisation for Economic and Co-operation Development (OECD) and the World Trade Organisation (WTO), through their policies, have had a strong influence on the dissemination of knowledge and the justification for many policy interventions across the globe (Knodel et al., 2014). This links Scotland to the international field in both the power to influence and be influenced (OECD, 2015). This in turn has implications for the definitions of what a leader/leadership is and how the notion of effectiveness is being constructed/influenced through national policy.

In this section I have given a review of the political landscape in which this study is positioned, giving some indication that there is both increased pressure from the Scottish policy context in terms of the wider teaching profession taking on informal leadership roles and increased participation in terms of studying in the field of EMLA. One assumption that informs this study is that studying at masters level may be an important component in improving educational leadership, hence student outcomes (Cliffe, Fuller & Moorosi, 2018).

2.3 Identity Studies

Although modern identity studies have progressed in a number of directions, discussed later in this section (Kroger & Marcia, 2011), the foundation for that work can often be traced back to Erikson's (1963) ego psychoanalytic theory (as cited by Côté & Levine, 2002) and later Goffman's (1961) work on the concept of social interactionism. In

common with leadership research, identity studies can focus on the psychological aspects, often related to the person or personality or the sociological aspects, often related to actions or behaviours.

The importance of the identity of the leader appears to be a common theme in much of the empirical work conducted around leadership development (Carver, 2016; Crow & Møller, 2017; Crow et al., 2017; Draper & McMichael, 2000; Poole, 2008; Robertson, 2017), although it was often identified as more of a consequential focus of these studies rather than having been employed as an initial theoretical stance. The focus on the identity of the leader was often observed to have developed from the initial conclusions for a personalised approach, to a more formal narrative around identity development. The transition to a different role would likely cause instability within a person's sense of identity. Given that a stable identity is part of achieving a good mental health (Kets de Vries, 2003), it is perhaps not surprising that this aspect has emerged in the studies. However, some advocate for a very specific promotion of a conscious approach to identity formation within any preparation course (e.g. Slater, Garcia & Mentz, 2018), to allow for flexibility in leadership approach and performance.

The field of identity studies is diverse, this can be attributed to the many different bodies of research that have stemmed from the different disciplines and theoretical approaches. From this, a wide-ranging breadth of focus on different dimensions of identity has grown. An overview of this diversity is provided by Schwartz, Luyckx and Vignoles (2011), where they identified the different divisions within the field of study systems (or theoretical stances/beliefs) that can be distilled from the entirety of the field. According to Schwartz et al. (2011), there are four main aspects to consider in terms of how they are viewed: personal, relational, or collective; stable, or fluid; discovered, personally constructed, or socially constructed. The final aspect being, should

research methodologies be quantitative or qualitative in nature?

(Schwartz et al, 2011, p. 8)

Although not exclusively, the focus on the individual, stable, discovered and quantitative approaches tend to be employed in the discipline of psychology, whilst the focus on interaction with others and fluidity tend to be applied in wider social sciences. A possible solution to overcome this diversity is through an interdisciplinary approach by including all of the four main aspects as discussed above, which is often as referred to as a "social psychology" approach (Elliott, 2011). There is further exemplification of Schwartz et al., (2011) aspects in Table 1.

Features of theoretical/research approach	Exemplification
Individual, Relational, or Collective	Individual: The recognition of an individual's characteristics (e.g. Kroger & Marcia, 2011; Leary & Tangney, 2005).
	Relational: The recognition of an individual's role in relation to others (e.g. Tajfel & Turner, 1986).
	Collective: The identification of an individual with groups (e.g. Turner, 1987)
Stable or Fluid	Stable: Although formed over time remains stable once formed (e.g. Kroger, 2004).
	Fluid: Short term fluctuations, particularly in group situations (e.g. Potter & Wetherell, 1987; Turner, 1987).
Discovered, Personally Constructed, or Socially Constructed	Discovered: Potential self already exists and is discovered by the individual (e.g. Berzonsky, 1990; Waterman, 1986).
	Personally Constructed: The individual is responsible for their own identity (e.g. Schwartz, 2002)
	Socially Constructed: Identity is constrained by social and cultural context (e.g. Kitzinger & Wilkinson, 1995).
Quantitative or Qualitative Methods	Quantitative e.g. controlled experimentation or correlational
	Qualitative Methods e.g. discursive or phenomenological

Table 1: *Theoretical typologies explored in identity research; individual, stable, discovered and quantitative approaches are mostly employed in the discipline of Psychology; those linked to interaction with others and fluidity tend to be applied to the Social Sciences field. Adapted from Schwartz et al (2011, p. 2-12).*

Although there may be situations where a singular point of view is required, it was important to consider all the connected aspects to these various approaches. Many social identity theories find their roots in the tradition of symbolic interaction, for example the work of Stryker (Stryker, 1968; Stryker, 1980; Stryker, 1987; Stryker & Serpe, 1982). Capozza and Brown (2000, p.vii) are in no doubt that “the field of intergroup relations has come to be dominated by the social identity approach”. Both these stances (social identity theory and symbolic interaction) do have much in common, in that they tend to focus on the construction of identity in relation to the social context. Traditionally psychological approaches to research in identity tend to be concerned with the individual identity (e.g. Hattie, 1992); where an identity is formed and presumed stable, it is then said to regulate behaviours (Bosma & Kunnen, 2001).

When considering the approaches used or theoretical models employed, to explore aspects to identity that centre around a particular working environment (including looking closer at leadership roles), there appears to be more application of social identity theories (Derue & Ashford, 2010; Hall, Gunter & Bragg, 2013; Haslam, 2011; Hogg, Martin, Mankad, Svensson & Weedon; Smith, Rattray, Peseta & Loads, 2015; Steffens et al, 2014; Watson & Tony, 2009). There is, however, a smaller representation that considers a cross-disciplinary and social psychology-based model, more holistic and suitable in nature (Knippenberg & Hogg, 2003a; Pullen, 2006; Weinreich & Saunderson, 2003; Wetherell, 2009). Wetherall (2009) particularly argues for the need to consider newer

approaches with respect to any societal changes (e.g. neoliberalism), stating that:

...stable identities based on familiar social class hierarchies have been replaced with multiple, fragmented and more uncertain identity projects based on "life-style" and consumer choices. (p. 1)

Much of the work in considering a more cross disciplinary approach to identity studies has been influenced by the original work of Tajfel and Turner (1979) when they conducted research on social identity in groups and proposed the social identity theory (where a person's identity is strongly related to membership and positioning within specific social groups). Although his work was focused on social identity, Tajfel (1981) believed that psychology needed to move away from experimental research to observable real-life conditions, hence the development towards social psychology. Turner (1987) began to further this argument in detailing the intersections between social and personal identities. The work of House (1997) concurs with the proposition of encouraging more real-life methods of researching identity. In his exploration of the field of social psychology, he identified what he called "three faces" existing within the field. The purpose of his paper was to encourage thinking around the third face known as Psychological Sociology or Social Structure and Personality (SSP). House (1977) argues that this approach shares much with the other two faces, he states:

This third face shares the "real-world" concerns of symbolic interactionism but puts much greater emphasis on both macrosocial structural concepts and quantitative empirical methods; it shares psychological social psychology's emphasis on "scientific" and quantitative methods but focuses on more macrosocial, "real-life" phenomena using, of necessity, largely nonexperimental methods. (pp.168-169)

Leary and Tangney (2005), despite providing little attempt to combine theories do recognise through the construction of their publication, that there are multiple ways of exploring identity and that to consider it purely from a self (or behavioural/personality) point of view, is an outdated concept. Knippenberg and Hogg (2003a) come to the conclusion that studying leadership should lead to research that approaches from the social psychology stance. They point out, however, that work in this area has been relatively modest and has only been re-kindled by an interest in the power dynamics of leadership.

Perhaps an additional aspect to the complexity of researching through an identity lens is that the use of the term can be mis-leading. This is reflected in much of the commentary in the field (Côté & Levine, 2002; Elliott, 2011; John, Robins & Pervin, 2008; Knippenberg & Hogg, 2003a; Leary & Tangney 2005; Schwartz et al, 2011), that the term "identity" can be used in a general, less defined way; often without the theoretical approaches or standpoint being discussed. This has much in common with the findings of Trede, Macklin and Bridges's (2012) review, on professional identity.

What can be concluded is that there is no one correct way to explore identity or identity formation, rather it was worth considering all the arguments presented above, when planning this study combined in relation to the dimensions of identity that I wish to explore. An additional issue is the lack of a single definition of identity and that it is completely dependent on the theoretical stance employed. It is a complex concept and can be related to self, groups or culture. Identities are often viewed as multiple, as (Anca, 2012, p. xv) states: "We all have different basic identities inside our societies."

What became clear in designing this study, was the importance of considering a theoretical framework that views the formation of identity from both an individual and social perspective; a social psychology

approach (Burke & Stets, 2009). Also ensuring this study was framed to recognise identity formation as related to the “interaction between individual and social elements” (McLean & Price, 2015, p.47). Studying identity formation in this integrated manner, is more likely to lead to a better understanding of the “truly social nature of the self” (Abrams & Hogg, 2004, p.169).

Côté and Levine (2002) promote a social psychology approach to the study of identity. Echoed in the conclusions of Wetherall (2009), they propose that this approach will better take into account the issue that modern societal changes (particularly those affected by Western cultures), “have made forming and sustaining a sense of identity more problematic” (Côté & Levine, 2002, p. xi). They propose an approach to the study of identity that considers both personality, linked to approaches in psychology (or internal influences) and social interactions from the approaches in sociology (or external influences). They combine these approaches in a social psychological model called “The Personality and Social Structure Perspective (PSSP) model” (Côté & Levine, 2002, p. 7). Their model is heavily influenced by the psychoanalytic work of Erikson (1980) (as cited by Côté & Levine, 2002) and socio-political-cultural work of House (1977). There is further exploration and a proposed application of “The Personality and Social Structure Perspective (PSSP) model” (Côté & Levine, 2002) in Section 2.5.

2.3.1. Professional Identity: Educational Leadership Identity

In this section I consider how the term professional identity is conceptualised drawing from both literature in general and specifically in the field of education.

It is often considered that people embarking on a teaching career will develop a professional identity, and throughout their career they are likely to face periods of change within this aspect of identity, especially in relation to taking on a leadership role (Crow, 2006; Crow & Møller, 2017;

Heck, 2003; Weinstein, 2016). There are also aspects of professional identity that are likely to change due to aspects of societal shift often described as identity-politics (Lemert, 2011). In terms of the focus of my main research purpose, this change in professional identity was a possible avenue to explore in terms of the experiences of participants undertaking any form of leadership development. For the purposes of this research study, I referred to this as a participant's "leadership identity".

Use of the term "professional identity" has increased in research publications across fields and disciplines since 2011, although it has certainly been employed previously (Cardoso, Batista & Graça, 2014). In their systematic review, Cardoso, Batista and Graça (2014) found that the term was commonly applied to the teaching and nursing field, particularly during periods of transition (e.g. student to qualified practitioner). The theoretical approaches employed to exploring the professional aspects to identity were various, including individual and collective aspects in the fields of psychology, social psychology and sociology. Definitions encapsulated a variety of perspectives and understandings. Although appearing in research frequently, Trede, Macklin, and Bridges's (2012) systematic review of higher education literature concerning professional identity formation, concluded that the term "professional identity" was being employed in a number of guises, sometimes only tangentially. Almost all the articles they identified provided very opaque definitions; rather than providing a definition, those studies instead employed professional identity as a lens through which an exploration could be made of what it is to be a professional in practice. Higgs (2002, p.6), did propose professional identity as "the sense of being a professional". Furthermore, Trede, Macklin, and Bridges's (2012) were also in agreement with Cardoso et al. (2014) in that the theoretical frameworks employed were disparate, giving a sense that there is little agreement in the field on any one more suitable approach over any other. Rather, there are a number of approaches being explored perhaps as a reflection of the intrinsic complexity of the

concept and the need for disparate theoretical frameworks in its exploration.

The importance of developing a professional identity is often employed in relation to the teaching profession (Ellis, 2010; Gee, 2001; Sutherland, Howard & Markauskaite, 2010), where it is suggested that this identity is an integral part to being a successful teacher (Palmer, 1998). As teachers change role they have to re-construct their professional identity re-forming their own "self-descriptions" (Winslade, 2002, p. 35). A beginning teacher (or one in transition to another role), not only has to develop a new knowledge base but must develop an understanding of who they are in this professional role, as summed up by Lyle (2017):

Teachers are engaged in practice not just with their content knowledge, but also with their beings: how they see themselves and how they relate to students and interact with others within the profession. (p.106)

The proposition that this can be important to a wider range of professionals as they undertake professional learning (as the participants of this study were experiencing), is confirmed in a number of related studies (Mackay, 2017; Reid, Dahlgren, Petocz, & Dahlgren, 2008; Schepens, Aelterman & Vlerick, 2009), which specifically look at the experiences of those undertaking learning in Higher Education. Whilst Cranton (2011) asserts that learning impacts on a person's understanding of themselves, Mackay (2017) refines this argument in that professional learning helps to affirm professional identity. Reid et al. (2008) conclude that professional identity is formed through a sense making links (on the part of the participant) between their learning and experience in their professional working life. There is also a recommendation for higher education to pay attention to this professional identity formation in order to make learning more engaging. Although Schepens et al. (2009) agree with this to an extent, their findings also

pointed towards the importance of personal factors playing a role in the development of professional identity, including personality traits, character and motivation.

Despite a lack of consensus around a specific definition for “professional identity” due to the different definitions reflecting different disciplines and schools of thought, it can be assumed that it can be used to describe the part of a person’s identity that is concerned with carrying out a professional role. It is also clear that developing a professional identity has some links to the efficacy within a role and that professional learning has a role to play in supporting professionals in this. For the purposes of this study, I conclude that professional identity is linked to belonging to a profession and carrying out that role.

Given that my research topic was to particularly look at leadership development I considered how a “leadership identity” may be related to professional identity. Group belonging is also suggested as an important aspect of leadership identity. However, identities also need to be differentiated from that of the group when taking on a leadership role, this may add an extra layer of tension to this aspect of identity (Regan, 2016). Employing a social identity approach to leadership identity only, Steffens et al. (2014) also argue that a leader must not only identify as a member of a group but must also be seen to be working outside of the group to further strengthen the group identity. Although considering this from a purely psychological perspective, Czander (1993) also discusses the need for new employees to become part of a group whilst displaying behaviour both inside and outside the group that supports the group identity.

Buss and Avery’s (2017) study on early career leadership in higher education firmly sites the notion of being an educational leader under the umbrella term of professional identity. They also suggest that in the transition to a leadership role, possible aspects of leadership identity are

tried out and tested and at this stage, can be supported by more experienced staff. This view is supported by Carver (2016) when considering teachers transitioning to a leadership role, they will also need opportunities and support to try out a leadership role in their context. Very specifically, the leadership identity is attributed to those teachers that were willing to lead change across their context.

The fluid rather than fixed nature of leadership identity is explored and confirmed in Young (2011), espousing that leadership identity may be even more complex when participants were observed to be moving between a number of different aspects of leadership identity. Not only does leadership identity lend itself to change throughout an effective leader's career (Heifitz, 2009), but it may be cyclical in nature rather than linear (Komives et al., 2006).

A number of researchers within the field of leadership identity (e.g. Lord & Hall, 2005; Ibarra, Snook & Guillen, 2010; DeRue & Ashford, 2010), also concur that there is a strong link between the self and leadership development, providing further evidence for the proposal that development of leadership knowledge and skills is closely related to the development of the leadership identity. Furthermore, there is a cyclical supportive construction of both leadership development and leadership identity.

In summary, I propose that leadership identity sits within the paradigm of professional identity (in professional fields), forming an important yet perhaps distinct aspect to professional identity. While they have much in common, leadership identity is distinct in its need to both conform to a professional role but also to differentiate (or create) part of the identity to that of a "leader" of the group. It is potentially both fluid and cyclical in its development and may well span an entire career. Moorosi (2014, p.804) links leadership development to social psychology approaches to identity studies, describing it as an "individual, relational and collective

enterprise". Given that Fox (2016) found that those transitioning to leadership were divided in whether they viewed their leadership identity as separate or a part of their professional teacher role, it may well be down to the individual to make this distinction. As previously discussed in section 2.3, a theoretical approach that combines the psychological and social aspects of leadership identity is supported.

2.3.2 The study of Identity in Educational Leadership

As discussed above, the study of a leader's identity in the field of educational leadership is not new. Hence, given the variety of approaches already discussed that may be employed, and the diverse range of theoretical underpinnings that may form the basis of such research, consideration was given to how educational school leadership had been previously researched through the lens of identity. This further informs this study and also identifies perceived gaps in the existing literature. Consideration within the existing body of literature was given to which theoretical approaches had been employed in exploring identity; which aspects/domains of identity had been the focus; and what were the objectives of the research.

Identity in educational leaders appears to be rarely explored in a holistic form, but rather through a domain (or domains), i.e., category or theme. In contrast to this there are few theoretical texts addressing identity in a specific domain (as seen in Jenkins, 2014). More generally theories cover a wide range of domains, (as seen in Côté & Levine, 2002; Elliott, 2011; John, Robins & Pervin, 2008; Knippenberg & Hogg, 2003a; Leary & Tangney 2005; Pullen, 2006). Although an exhaustive list cannot be provided, Schwartz et al (2011), suggest that these domains will fall within the following categories: moral and spiritual; family, gender and sexuality; economic and civic; ethnic, cultural and national. In terms of the civic category, this is most closely related to professional or role identity.

The most common domain to be explored tends to be those related to the civic domain. In these cases, the domain tends to be described as their role, professional role or professional identity (Biott & Rauch, 1997; Cowie & Crawford, 2009; Floyd & Fuller, 2016; Lackritz, 2018; Loder & Spillane, 2005; Mpungose, 2010; Notman, 2017; Pho, 2017; Robertson, 2017; Scribner & Crow, 2012; Sugre & Furlong, 2002). The changes to identity when taking on a new role in a new context tend to be the primary focus in the studies pertaining to role. It is worth noting here that a common theme across these types of studies was the influence that context had to identity development. However, there are a number of other domains that appear to be commonly explored. For example, aspects of gender (Bradbury, 2007; Christman & McClellan, 2008; Collard, 2003; Jones, 2008; Jones, 2017; Møller & Jorunn, 2003), sexuality (Brown, 2016; Courtney, 2014, DeLeon & Brunner, 2013), or ethnicity (Edge, Descours & Oxley, 2017; Evans, 2007; McCann, 2012). One group of studies combines the domains of ethnicity and gender (Aldaco, 2018; Arara & Shapirab, 2016; Armstrong & Mitchell, 2017) giving equal weighting and attention to each. The studies focusing on ethnicity, gender and sexuality, tend to identify implications of this identity domain for the leadership style. All of the studies identified in this paragraph were qualitative in nature, most employing interview techniques with some self-reflective data collection; the vast majority of these employed small sample sizes with these in-depth methods.

In terms of theoretical typologies (with reference to Table 1), the most common approaches employed tend to be related to disciplines of social psychology and sociology, with most considering identity as both socially and personally constructed and identity considered as fluid (e.g. Biott & Rauch, 1997; Cowie & Crawford, 2009; Jones, 2017). Some researchers do employ approaches more associated with a psychological approach discipline (e.g. Brown, 2016; Evans, 2007). Researchers considering the domains of sexuality approach these from a stable theoretical stance of identity (e.g. Courtney, 2014; DeLeon & Brunner, 2013), whilst those of

ethnicity and gender (or a combination of both), tend to employ a wider variety of theoretical approaches, gender particularly tends to be treated as fluid (e.g. Edge, Descours & Oxley, 2017; Møller & Jorunn, 2003). A main conclusion that these research studies had in common, was the need for recognition and support for leaders, in terms of recognition of the diversity within the school leadership population.

Research that focuses on role identity, have a common focus on social identity theories (Biott & Rauch, 1997; Cowie & Crawford, 2009; Floyd & Fuller, 2016; Lackritz, 2018; Loder & Spillane, 2005; Mpungose, 2010; Notman, 2017; Pho, 2017; Scribner & Crow, 2012). However, some do consider aspects of personally constructed identities (e.g. Robertson, 2017 and Sugre & Furlong, 2002). These studies on role differed in terms of the focus of influence on the development of role identity, some considering preparation courses (e.g. Floyd & Fuller, 2016 and Cowie & Crawford, 2009), whilst others focused on context and moving into a new role (e.g. Loder & Spillane, 2005 and Notman, 2017). Although the studies had chosen to focus on different influences to role identity, all concluded that there was more influence from context, some studies particularly focusing on both the internal and external constraints of context on identity formation (e.g. Sugre & Furlong, 2002 and Pho, 2017). A recommendation common to all of these studies, was a real need to attend to the development of a role identity within a leader.

In conclusion, researching leadership identity tends to employ a wide range of theoretical approaches, with a preference towards more interdisciplinary approaches. This is perhaps indicative of the complexity of the nature of the studies. In considering my own research design, this again supports the use of a proposed theoretical framework that allows for a wide lens on the subject and hence, is more likely to grant more coverage and understanding of the interrelated aspects at work.

In terms of any particular domain to focus on, it was interesting that often in identity studies of role in educational leaders the actual professional aspects of role are often not the main focus, rather it is a particular domain of identity. In terms of my own research design, I would conclude that role identity formation would be the most suitable aspect to focus on, as I have no ambitions to look at any particular domain (e.g. gender or ethnicity) although this does not imply that the more personal aspects of identity are not seen as important to role overall. Rather, it would give me an opportunity to explore any particular domain related to role that was uncovered in the study.

Often the purpose of the studies of role identity in educational leaders were to explore the impact of constraints on the leader's identity (e.g. Biott & Rauch, 1997; Loder & Spillane, 2005; Pho, 2017). In terms of my own research design, this led me to conclude that I would have to consider how to explore influences (or constraints) on the potentially new identity the participants may be developing. More recent research on educational leadership has tended to focus on a leader's ability to be more flexible and adaptable to their context in order to impact positively on school improvement and student achievement (Gumus et al., 2018). It has tended to move away from a focus on the person within the role (Coleman, 2010). Dimmock and Walker (2004) also point out this contradiction, in that there is agreement that not all leaders would be successful in every context and yet there is very little focus on the leader as an individual. This consideration of research on educational leadership identity through its attention to the importance and support of the personal aspects of identity, has re-affirmed my focus of the person within leadership, rather than a purely behavioural approach.

2.4 Emotion

The study of emotion can be found in many disciplines, leading to often contentious issues when considering theoretical models and definitions. Hence, there is a need for any researcher to consider and justify more

clearly the approach they will follow (Samier & Schmidt, 2009). The approach in this research will also be considered in more detail in Chapter 3.

2.4.1 Emotion in Leadership

Focusing again on my underlying reasons for conducting this research (to explore deeper understandings of any professional changes the course participants were undergoing as leaders and in particular the reactions I appeared to be observing) led me to consider again my experiences of working with participants. On reflection, the reasons I outlined in Chapter 1, indicate that potentially a considerable amount of emotion is involved in the process of working with these candidates. There are a number of theoretical texts available that consider the role of emotion in the workplace in general (for example Ashkanasy, Hartel & Zerbe, 2000; Stets & Turner, 2006). Hochschild's (1983) initial and subsequent work in regard to how customer-facing employees are expected to manage their feelings and expression in order to act accordingly in the workplace, also explores the considerable role emotion plays.

More specific work is now conducted on the consideration of the role of emotion in teaching and teacher development, and it has become an area increasingly researched, although Day and Li (2011) claim there is still an overall lack of influential works on the subject of emotion and teaching. Schutz and Zembylas (2009, p.4) also argue that although there are many working in exploration of the field of teaching/teachers and emotion, there is a lack of authoritative work. This is provided through an overview of issues around political change, rising expectations (performance related) and relationships and identity. Their more recent publication (Zembylas & Schutz, 2016) offers a detailed overview of the conceptual theories and research methods (and debate) around studying emotions in educational contexts. They offer no single best approach, rather highlight the need for cohesion between theoretical assumptions and methodology.

In common with research employed in regards to teachers and emotion, Samier and Schmidt (2009), when considering emotion in educational leadership, proposed a variety of approaches, suggesting that there have been useful contributions made by employing theoretical constructs based in a number of fields, including sociology, psychology, social psychology, physiology and anthropology.

What can be surmised from the above is that in the research field of emotion and teachers/teaching, there is an indication that specific attention is paid to the notion of emotion in educational leadership (e.g. Day & Li, 2011). However, many researchers have more often explored the emotion in teachers rather than the leader. In exploring the emotional responses of teachers to mandated educational change, Hargreaves (2004) concludes that an influential role in the managing of these emotions lies with the school principal. Harris (2004) and Leithwood (2007) again focus on the ability of the formal leader to deal with and manage emotional responses from staff, rather than the emotions they may be experiencing themselves.

Crawford (2011) devotes her entire text to exploring emotion in educational leadership, undeniable from the viewpoint that emotions both shape the development and practice as a leader. She further suggests that emotions influence how leaders interpret and navigate through complex social interactions that would be experienced on a daily basis. Ackerman and Maslin-Ostrowski (2004) certainly support the suggestion that emotions are key in the development of a leader, particularly those elicited in response to challenging situations. Gronn (2009) further refines this, observing the emotion apparent in risk taking and the trying out of leadership roles, key to the successful development of leaders.

Although not extensively researched, there is sufficient evidence to support the consideration of how important and potentially influential this

emotional reaction I appeared to observe in the candidates is, and how it may be explored. Having considered the potential role of emotion in leadership I now wished to consider how emotion is influencing the development of the leader's identity.

2.4.2 Emotion in Identity

The influence of emotion on identity formation is often seen as an important regulator, Erikson (1963) (as cited by Côté & Levine, 2002) and James (1890/2017) both indicated that emotions were an important influence on identity formation in regard to the influence of context and the personal reaction to said context. This regulation of emotion on identity formation could have a strong influence on how people behave in relation to their inner self identity. For example, when people experience strong emotions that are in discord with how they perceive themselves, emotion acts as a strong motivator to change behaviour, take action to address the behaviour of others or elicit a change in the situation. It can also cause changes to self-perception (Burke & Stets, 2009).

Emotion in identity formation has tended to be researched from a purely psychological (or cognitive) viewpoint, where identity is assumed as stable. However, Bosma and Kunnen (2005), are quick to highlight the issues within this approach, promoting a more interdisciplinary approach as echoed in previous discussions on identity studies (Section 2.3). They champion the need for a much more dynamic approach to exploring the role emotions play in identity. Although well known for his development of symbolic interaction, Stryker (2004) concluded in his paper, which sets out the theoretical framework for integrating emotion and identity, there is a need for less theorising and more practical research in looking at affect (emotion) and identity.

It is clear from a number of studies that, notwithstanding the approach employed, the transitioning to a leadership role is an emotional experience due to the challenges the individual may face to their identity

(e.g. Croft, Currie & Lockett, 2015; Driver, 2009; Fineman, 1997; Petriglieri, 2011). Given the identified position of emotion in identity, it was important to consider how to capture and explore the potential emotional experienced in the developing leadership candidate in this study.

2.4.3 Emotion and Emotional Competence

Trait leadership theories were very much to the fore in the very first attempts to explore the field of ELMA, much of this early leadership research emerging from the northern USA. This research often looked to form models based on personality or traits. Early success in this approach was very limited, as it tended to generate very long lists that were difficult to distil into a useful framework (Gardner, 1989). Although overtaken by other approaches, trait theories have not disappeared. Instead, much more sophisticated psychological approaches have been developed (e.g. psychometric testing), which are used routinely by businesses today (Northouse, 2010).

Considering personality traits is a less popular approach to researching or building theoretical models in educational leadership. This is perhaps due to the complex and differing natures of the environments that school leaders are required to work within and a real lack of guidance as to what traits the right person would need to lead in that context (Bush & Bell, 2002; Northouse, 2010). There is, however, one aspect of traits and their relationship with leadership that appears to be gaining momentum, that of Emotional Competence (EC), more commercially referred to as Emotional Intelligence, particularly in the wider leadership field. This section explores EC and how it offered a potential framework for the exploration of the emotional transitions of the candidates. Although I use the term EC, this is interchangeable with the term Emotional Intelligence (EI).

The study and classification of EC has led to some distinct approaches and hence different branches developing. These are ability EC (Mayer et al., 2000), trait EC (Petrides & Furnham, 2001) or a mixture of both (Bar-On, 2006). This delineation has led to debate in how EC should be measured, where intelligence like assessment is proposed as better suited to ability measures and self-reported assessment are better employed in trait type approaches. There are however strong similarities between these different branches in terms of the ability to perceive emotions, regulate emotions and utilise emotions (O'Connor et al., 2019).

An aspect that may make EC more applicable to the educational leadership field, is the belief that it is not fixed but something that can be developed. It is often not solely viewed as a trait but an ability leading to the conclusion that it can be developed. Tomlinson (2004) sees improving a leader's EC as a key aspect of growth, which can have far-reaching positive consequences in life and work. Held and McKimm (2012) go one step further in discussion of the models, pointing out that many EC models, although thought to belong in the trait category, do not accept that these traits are fixed, so are more akin to ability models or a mixture of both. They conclude that;

... the concepts underpinning EI fit with much of the leadership literature.... As one of a range of tools for leadership development, EI may be of significant benefit in building individual awareness of behaviours and the emotions that motivate them. (p. 62)

There has been an exponential increase in publications in the field of EC since 1990 (Stough et al., 2009), but perhaps the most publicly prominent work on EC has been produced by Dan Goleman, evidenced by his international best-selling book *Primal Leadership* (Goleman, Boyatzis & McKee, 2013). Although this popularity in the use of EC in the general leadership field exists, turning to EC to help explore the inner self part of

identity is not unproblematic. The measurement of EC has been treated with scepticism and large amounts of criticism, due to in part a lack of statistical rigour (Matthews, Zeidner, Roberts & Oup, 2007). They argue that although there is very mixed evidence on the importance of EC on professional performance, there are indications that research on EC does have its place in the research of emotions in the workplace. There are a small number of EC measures that have undergone some scrutiny by academia leading to published academic literature that provides empirical data based on their approaches (CREIO¹, 2018). The amount of critical research in the field continues to build. A recent critical review of the measurement of Emotional Intelligence in terms of structure, reliability, and validity (O'Connor et al, 2019) provides a comprehensive overview of the most appropriate measures recommended to practitioners and researchers.

Closer examination of these suggested EC instruments (CREIO, 2018), show most include aspects of self-reporting with some also incorporating a 360^o approach (i.e. colleagues and/or family are ask to complete a report on the subject), (Bar-On, 2006). Of those that have published academic material, the competencies in which they claim to measure generally fall into the following categories: self-awareness; empathy; self-control and social relationships. There are however a number of studies that focus on group/business EC or have work-based aspects to them (e.g. Gignac, 2010; Brackett & Mayer, 2003). There are two approaches that state they are for purely research purposes and not suitable for recruitment or business purposes. Brasseur et al (2013) and Petrides (2009) focus solely on emotional competency within the individual, avoiding extrapolation into such areas as a person's ability to teamwork, problem solve, coach or mentor. It is of note that these

¹ The mission of the EI Consortium is to advance research and practice of emotional and social intelligence in organizations through the generation and exchange of knowledge. Members of the Consortium are individuals who are actively engaged in research on emotional intelligence in organizations. They are drawn from academia, government, the corporate sector, and private consulting.

models do consider personal aspects to EC (through for example, self-awareness and regulation) and social aspects (through for example empathy and social responses). There are similarities here with the multi-dimensional identity formation models as discussed in section 2.3.

Given that EC appears to be a structured approach to examining particular aspects of emotional influences, I decided to employ this as a lens on emotion in identity formation. Further discussion on the use and validity of an EC profile is provided in Chapter 3.

In this chapter so far, whilst reviewing key literature, I considered the challenges that may be faced when researching in the field of EMLA. An overview of leadership development programmes highlighted the need for individualised approaches to leadership development. I have shown the need for flexible approaches in terms of definitions and also the theoretical lenses that may be applied to explore a leader's professional development. I considered the application of identity formation refining this to look at the professional leadership role. The conclusion being a multi-disciplined approach would allow for a more comprehensive approach. I explored the importance of emotion in both leadership and identity formation, again this will be used to frame my purpose and methodology. Finally, I explored EC, making links to both leadership and identity formation. Through proposing the links between identity formation and EC, there are key opportunities here to consider how a leader's identity forms and how that interacts with their EC. There are also opportunities to consider how they both develop over time and ultimately how this may be positively developed. Furthermore, my review of literature in how leadership identity has been researched to date, indicates a potential gap in looking at leadership identity formation within a more theoretically structured method.

2.5 Theoretical Framework

This section brings together the explorations and subsequent conclusions made during the main literature review, which built towards a proposed theoretical framework for this study.

2.5.1 Identity Formation

Goldie (2012, p.645) states that "Identity is multiple, dynamic, relational, situated, embedded in relations of power, yet negotiable". This definition summarises the multi-faceted issues with researching identity formation. With this in mind, it was important to consider the application of a theoretical framework of identity formation that would allow for significant scope in terms of exploration of the participants' experiences. With reference to Section 2.3, I constructed a model that is closely aligned to the PSSP model proposed by Côté and Levine (2002, p. 7) (see Figure 1). Adaptations were simply that the additional descriptive text offered by Côté and Levine (2002, p. 7) to exemplify each level of the model were added to the diagram.

This model has been successfully applied across a number of identity studies, for example these include the following: Willow-Peterson (2016) applies the model to explore the factors of the environment that were impacting on the musical identities of adolescent males, concluding that a number of informal contexts were pivotal in this role development: When considering the identity formation of university students in China, Lau (2019) applies the model to adolescent identity formation, concluding that continuity (maintenance) was a major factor in the consumer decision-making process: Seifert (2019) applies the model to the exploration of a teacher's identity formation, recognising that it changes and develops over time as different influences move in and out of a teacher's life. In common with my study, despite the fact that they have differing foci, all of these studies appear to be considering periods of growth and/or change in an aspect of roles identity.

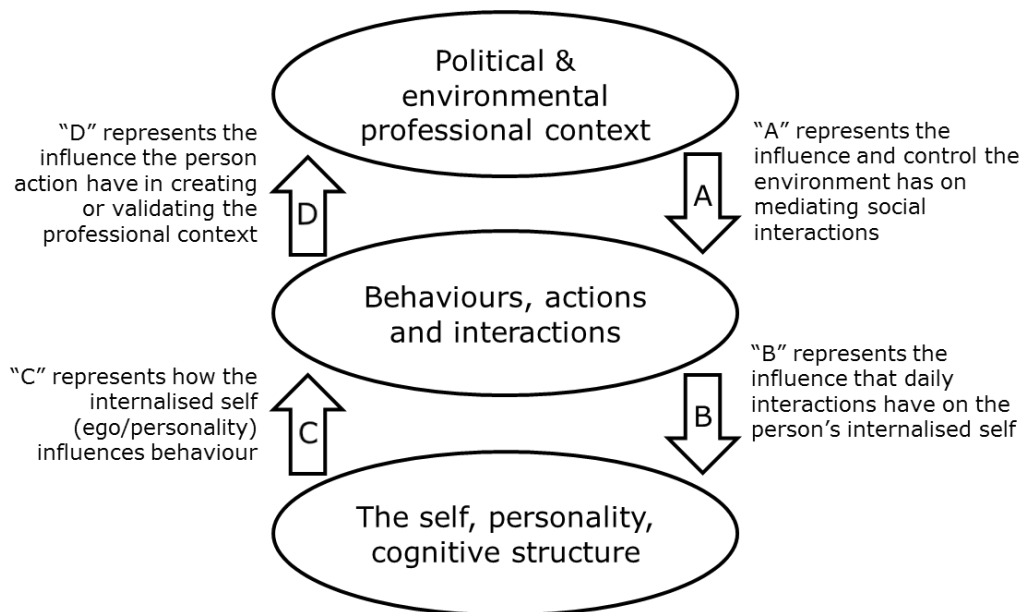


Figure 1: Adapted PSSP model proposed by Côté and Levine (2002, p. 7)

With reference to Figure 1, this adapted model has the potential to allow a three-level approach as well as four stages of influence, to considering professional identity formation.

Through these three structures and four processes, identity is formed, maintained, and changed... This is a continual process that affects everyone in a society.

(Côté & Levine, 2002, p. 136)

It is worth noting, with reference to the arrows, that this is not offered as a four-step process, each arrow of influence (A, B, C and D) could potentially occur independently of the others, however, the direction of the arrows is important in suggesting the types of influence between each of the three structures (or levels). A data collection method was required that can capture opportunities to consider the influences and interactions between environments, behaviours and the participants sense of self. This will be discussed further in Chapter 3.

2.5.2 Emotional Competence

In order to explore the emotional side of the participants' experiences, a structured approach was required and a suitable framework that is compatible with the identity formation model being used which explores emotional dimensions through the application of EC was considered. Using a validated measuring tool for EC may appear to sit outside of an interpretivist paradigm, appearing more closely aligned with positivism. However, the approach in using the EC traits to explore identity brings it more closely aligned to interpretivism (Coleman & Briggs, 2007).

Brasseur et al.'s (2013) Profile of Emotional Competence is a measure of EC that is recommended for research purposes only rather than recruitment. This model not only considers the personal aspects to EC (e.g. through self-awareness and regulation) which they call intrapersonal, but also the social aspects (e.g. through empathy and social responses) which they call interpersonal. It also claims to employ the mixed approach to the study of EC (both trait and ability is measured). There are similarities here with the PSSP model. This model replicates the 4 dimensions proposed by Mayer (Mayer, Caruso, & Salovey, 2003): Identifying emotions: Using emotions: Understanding emotions and Managing emotions. However, the act of Identifying Emotions is refined further (in line with that of Mikolajczak et al., 2009) into two distinct aspects; identification of emotions and expression of emotions. The PEC model further distinguishes the intrapersonal from the interpersonal aspect of each dimension. Table 2 shows the full categorisation of the PEC.

Profile of Emotional Competence (PEC)		
Dimension	Intrapersonal	Interpersonal
Identification	Identification of own emotions (i.e. being able to perceive an emotion when it appears and identify it in oneself)	Identification of others' emotions (i.e. being able to perceive an emotion when it appears and identify it in others)
Expression	Expression of own emotions (i.e. being able to express emotions in an	Listening to others' emotions (i.e. being able to identify expressed emotions

	accurate, genuine, socially accepted manner)	accurately and as genuine)
Utilisation	Utilisation of own emotions (i.e. being able to use emotions to improve reflection, decisions and actions in oneself)	Utilisation of others' emotions (i.e. being able to use emotions to improve reflection, decisions and actions in others)
Understanding	Understanding of own emotions (i.e. being able to understand the causes and consequences of emotions, and to distinguish triggering factors from causes in oneself)	Understanding of others' emotions (i.e. being able to understand the causes and consequences of emotions, and to distinguish triggering factors from causes in others)
Regulation	Regulation of own emotions (i.e. being able to regulate stress or emotions when they are not appropriate to the context)	Regulation of others' emotions (i.e. supporting others to regulate stress or emotions when they are not appropriate to the context)

Table 2: *Categories of the PEC (Brasseur et al., 2013)*

Although it is possible to collect quantitative data to obtain an overall EC score the application of this framework was used to allow for the systematic analysis of the qualitative data. Participants were asked to complete a PEC profile, so a small amount of quantitative data could be made available: however, this was used to consider the participants' profiles and not with a view to any quantitative analysis.

2.5.3 The Theoretical Framework

Stryker (2004) sets out some theoretical justification for combining the study of identity and emotion. He does, however, note that there is little direction in how this may be translated into a research basis. It is this call that I have at least begun to address in this study. Stryker's (2004) comments and admissions that there was no clear direction but a need, allowed me to consider how this may be done. Utilisation of existing solid theoretical models as discussed helped to shape a theoretical framework that would address this lack of direction. In essence this is not a true theoretical framework, rather a guiding framework to allow a more

focused approach to considering the research aims and questions, together with developing my theory. Theory development employed a reflexive thematic analyse approach to data analysis (Braun & Clarke, 2021c). Figure 2 shows a pictorial representation of combining PEC (Table 2) and PSSP (Figure 1).

It can be noted that there were no preconceived suggestions of how the two aspects of the model may interact (EC and identity), only a potential to look at the proposition that there is a relationship between identity formation and emotional competence. This initial model had the potential to provide a structure within which to make sense of any data collected. In conclusion, the primary purpose of the model was to guide and support the analysis of data collection.

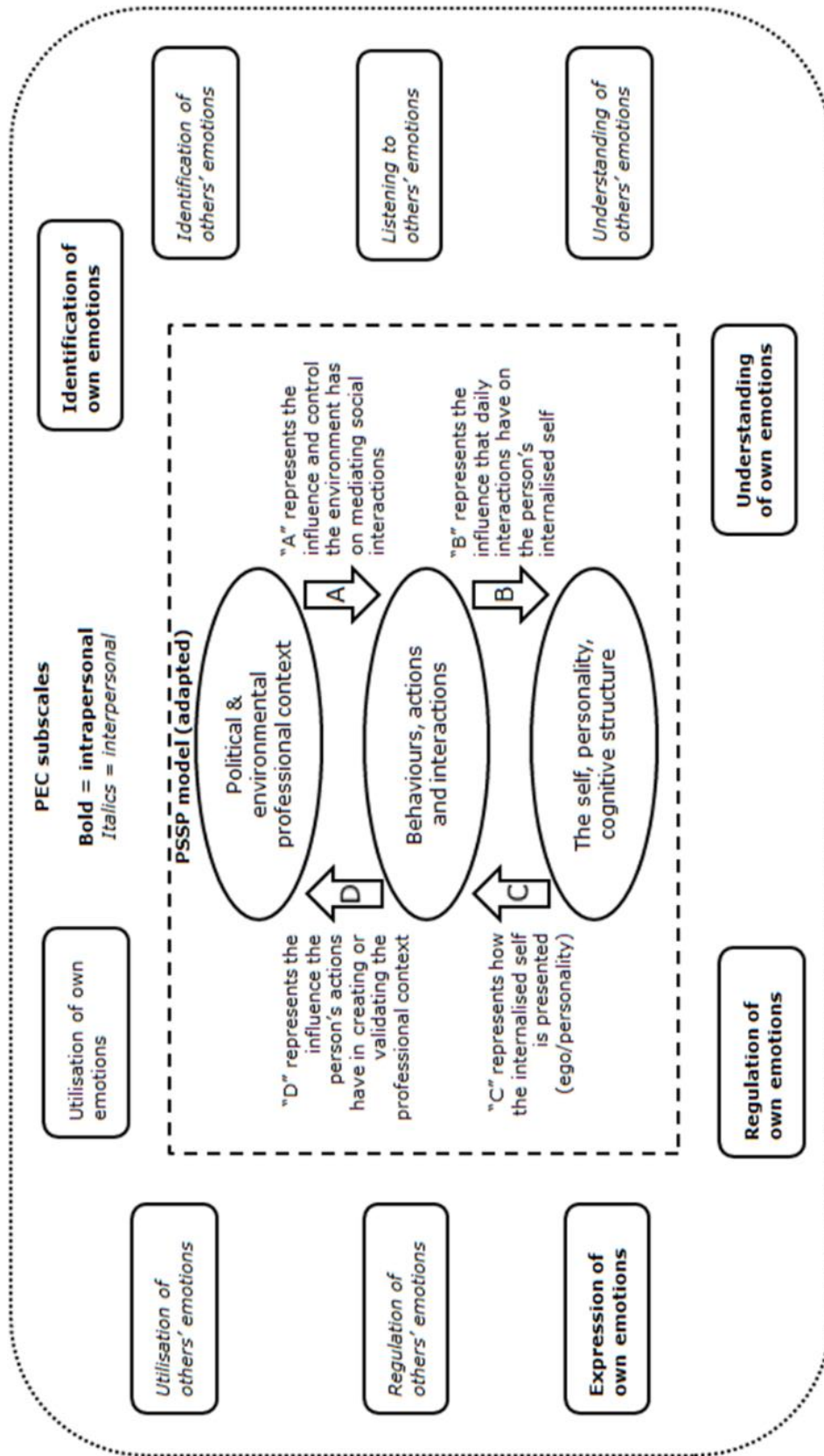


Figure 2: The combined PEC and PSSP theoretical framework

Chapter 3 Research Design and Methodology

3.1 Research Approach

When considering the approach to this research study I had to allow for firstly, the issues on researching in the field of educational leadership, management and administration (ELMA). In this field, leadership is defined in many ways depending on the disciplinary focus (e.g. cultural, sociological, psychological). Its definition is also shaped by participants depending on their own culture, religion, ethnicity, personal circumstances and the conditions in which they are working. In this study there is an acceptance that participants may define leadership in a number of ways. The view is taken that identity formation and emotional competence (EC) contain important aspects of social interaction. The conclusion that EC and identity can change over time was considered in my research approach (discussed in Sections 2.3 & 2.4.3). As there was a need to conduct this research study within a paradigm that accepts that reality is constructed from a person's viewpoint (Section 2.3), and when also factoring in the particular topic and research questions, employing constructivism was a valid option.

The choice of paradigm and subsequent approach is argued by Blaikie and Priest (2017) to be more important than the methods in order to ensure the philosophical assumptions are clear and that decisions are made with the research questions in mind. This empirical research study was conducted within an interpretative paradigm, using a constructivist approach (Cohen et al., 2011). The constructivist approach employed is guided by the principles of previous research in its application to qualitative educational research. Brooks and Brooks (1993), Hein (2007) and Wilson (1996) concur on their emphasis of the importance of the following: knowledge taking time to acquire, knowledge being influenced by prior knowledge and its acquisition requiring effort. By employing a constructivist approach, I gave recognition and scope for participants to make sense of their experiences and interpret their own definitions on

their professional role as leaders as no definition of leadership was suggested and no single model of leadership was proposed or investigated (Burgess et al., 2009). The principles of employing an interpretive approach being suggested here, which guide my philosophical assumptions (and hence approach) are that: reality is socially constructed; the researcher must gain insight into the existing social reality; language is important in constructing social reality and social interactions; and there is a focus on meaningful social actions that lead to understanding regular patterns in social life, explained through typical meanings and courses of action used by social actors (Blaikie & Priest, 2017).

There were two approaches used in the data collection and subsequent data analysis of this study, each constructed to align with the research questions (these being data collected pertaining to identity and to EC). There were underlying theoretical concepts that guided this research (discussed above), particularly in terms of structuring the data analysis. There was a guiding theoretical framework but also the potential to develop a theory regarding the relationship between identity formation and emotional competence. There was also my own positioning within the research. This overall positioning of the study signalled the need for a flexible and responsive approach to the data analysis that could accommodate all of these requirements. Hence, the method of data analysis employed was reflexive thematic analysis (Braun & Clarke, 2021a). Thematic analysis is an umbrella term for a number of analysis techniques widely employed in research that employs qualitative data (Guest, MacQueen, & Namey, 2012). The addition of the term "reflexive", argue Braun and Clarke (2019), is to offer further refinement and explain the assumptions made in their original work (Braun & Clarke, 2006) and also to offer clarity on how their approach differs from other approaches to thematic analysis. They state that to employ truly reflexive thematic analysis a researcher must explain their own position in relation to the research, must understand how their position will affect their research

and interpretation of data, ensure they offer this information in a transparent way and provide clear guidance on how they enacted their method (Braun and Clarke, 2019). Reflexive thematic analysis is positioned as having theoretical flexibility being able to accommodate a number of research methodologies and fits well with an interpretive paradigm (Braun & Clarke, 2006). It also accommodates the premise that the researcher is not objectively distanced from their data but fully engaged (Terry & Hayfield, 2020).

The data gathered was used to inform the next steps at each data collection stage where the initial theoretical concepts were used to design the overall methodology rather than any hypothesis. The very nature of qualitative inquiry, argue Hesse-Biber and Leavy (2004), allows for a wider range of approaches and greater depth to the subsequent research. The process was also inductive in nature, where the final theoretical concepts were constructed from the data gathered (Cohen et al., 2011). Employing a reflexive thematic approach to the analysis allowed for the application of the coding system and the subsequent development of themes (or stories) within the data. Instead of the assumption that themes emerge from the data, there is recognition of "the active role the researcher always plays in identifying patterns/themes," (Braun & Clarke, 2021b. p. 343). The data collection process is explained more fully in Section 3.2. This approach was seen to address the exploration of Research Question 2: *How do role identity and emotional competence interact in the developing educational leader?*

As the study progressed, careful consideration was also given to answering Research Question 1: *What influences an educational leadership identity over the period of completing a formal leadership qualification?* This was addressed by personalisation of aspects in subsequent data collection instruments (explained in more detail in Section 3.2.1) hence a parallel multiple case study approach developed. Case studies are often used to conduct studies within a "localised

boundary of space and time” (Coleman & Briggs, 2007, p. 143). This further supports the approach in this study, as I followed participants through a two-year period of their learning. Bassey (2007, p. 58) also suggests that a case study approach can be used in “theory-seeking”, which combined well with my application of a reflexive thematic analysis approach, giving opportunities to code, search for themes and review themes after each data collection (Braun & Clarke, 2006). Although similar data was collected in each case, the context was potentially not always clearly evident and probably distinctive in each case. Although all participants were working within Scottish educational establishments, each of these would likely have a range of distinct characteristics and contexts that needed to be explored. Yin (2003) suggests that multiple case studies are entirely appropriate in this situation and recommends that prior frameworks are useful in guiding the collection of data in these cases. Guiding criteria developed from the theoretical framework was important in interpretation of the case studies in order to build towards a theory (Jaccard & Jacoby, 2010). These criteria are discussed in more detail in Section 3.5.1.

Addressing Research question 3: *How might a deeper understanding of educational leadership identity influence leadership preparation in the field of ELMA?* occurred in the concluding part of the study, as data collection and the review of literature were synthesised in a final discussion. Recognition is given here to the limitations in the generalisation of the case study findings when such generalisations are employed in order to answer the research questions. There is much debate on the feasibility of case studies when employed to develop more wider applicable recommendations (Gomm, Hammersley & Foster, 2009). However, Lincoln & Guba (2009) argue that case studies can be employed not only to consider the outcomes of a particular case itself (intrinsic value) but that the knowledge gained can also be applied elsewhere. The key to this is ensuring that sufficient contextual information is provided by the researcher regarding the original case

studies in order for the inquirer to consider suggested generalisation and hence transferability (Gomm, Hammersley & Foster, 2009). Additionally, acknowledgment is given to the implications of the reflexive thematic analysis approach, in terms of researcher subjectivity in relation to any interpretation (Braun & Clarke, 2006). Subjectively in this case is viewed as a research resource and not an inherent problem within the study by fully embracing the researcher's interpretive analysis of the data (Braun & Clarke, 2019).

3.2 Research Design

In order to capture the potential fluidity in identity, EC and participants' understandings of leadership, this research was conducted longitudinally; over a period of two years. This allows for changes to occur in the participants as they progress through a course of studies (Ruspini, 2002). The same participants were involved across the two-year time period. Longitudinal studies allow researchers to explore more causal effects and lend themselves well to conducting research in cohorts (Bryman, 2008). This allowed me to explore change and interactions between identity and EC, as well as influences on identity (potential causal effects).

Watkins (2015) suggests an exploratory method known as "multiphase". It is recommended when there is a need to "addresses a specific set of research questions, which evolve to address a larger program objective." (p. 24). Figure 3 shows the overall plan of the data collection and how it was employed during the collection period. Each data collection and subsequent actions are described in Section 3.2.1. This allowed me to explore each of my questions individually as well as combine my results to consider the overarching aim of my research in exploring the identity development of educational leaders as they progress through a formal masters course. At each stage, preliminary analysis was undertaken to consider how the data collection instrument was collecting data and if this required further refinement. It also shows the parallel approaches

between developing a theoretical framework and constructing case studies.

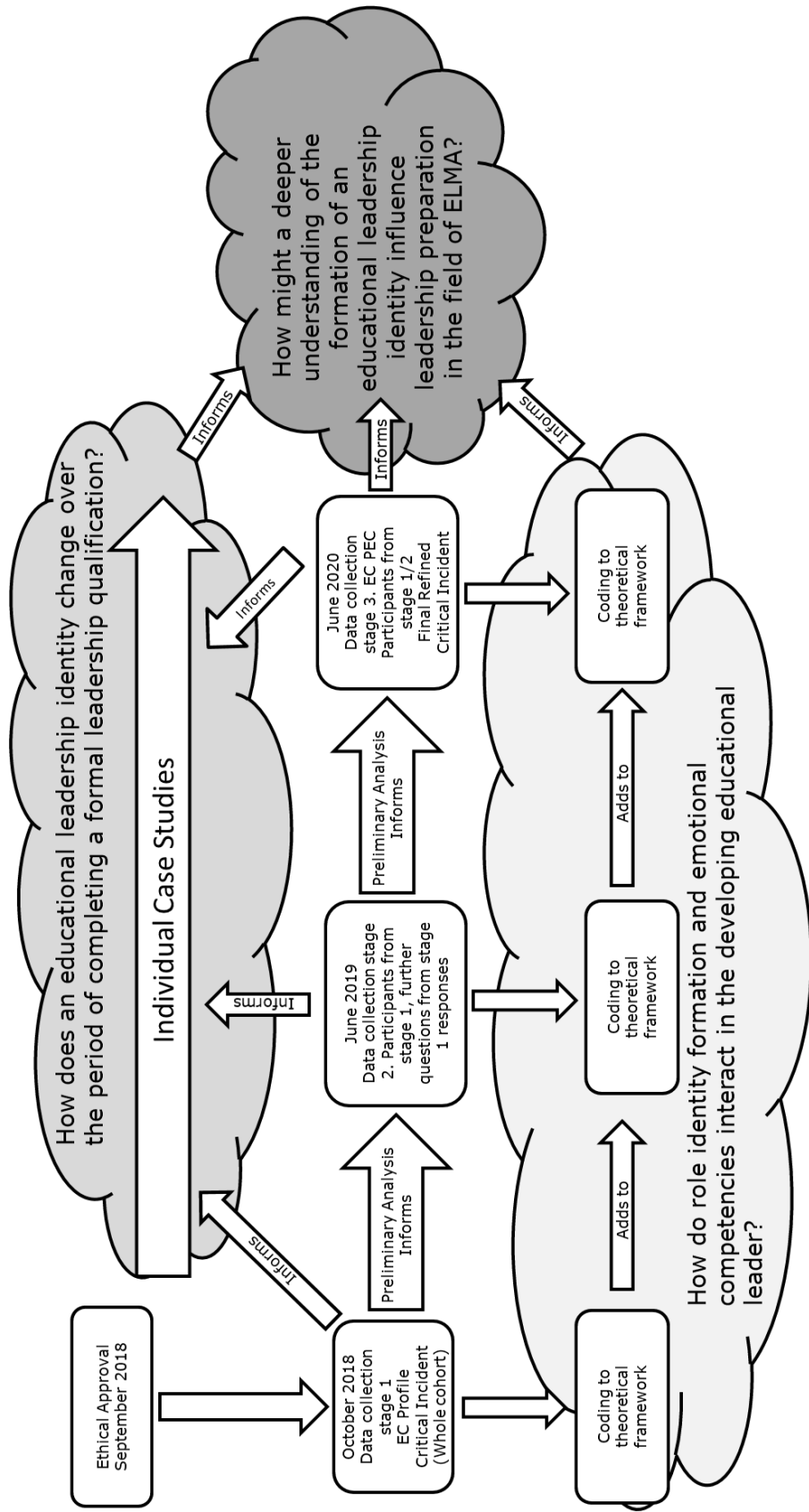


Figure 3: Timeline and purpose of data collected during the live data collection period.

3.2.1 Data Collection Methods

There were two data collection instruments employed in this study, a critical incident reflection and a self-report questionnaire. The majority of the data collected in this research was qualitative in nature, collected through the critical incident reflection instrument. A small amount of quantitative data was collected through the self-report questionnaire for the Profile of Emotional Competence (PEC).

Due to ethical limitations (see section 3.4) any form of live interview or interaction with participants was not possible. In order to explore a participant's leadership identity formation, a method of collecting data from each level of the Personality and Social Structure Perspective (PSSP) model (see Figure 2) was required. Critical incident research is often employed in professional development. Butterfield's (2005) review of the application of the critical incident technique in regard to qualitative data methods, suggests that it is an evolved and robust approach when applied correctly (whilst still adhering to Flanagan's (1954) original work). Its application has expanded widely and successfully into a number of disciplines, including education (Douglas et al., 2009). Douglas et al. (2009) make this claim based on the correct employment of the technique allowing participants freedom to discuss their experiences and feelings openly. A further advantage of employing this technique, which sits well with this study, is that it allows the development of theory based on unrelated cases. It is also possible to employ this technique in which a conceptual framework has already been developed (Chell, 2004). There are issues with employing a self-completed questionnaire, rather than a structured interview. Questions have to be carefully constructed as no additional probing questions are possible. However, it does remove any aspect on interviewer effects or variability. This method also means there could be missing data or lower response rates due to people not having an interviewer probing for answers to each question (Bryman, 2008). There is also the issue with asking people in already demanding jobs to

complete a piece of potentially extended piece of writing leading to short responses or in fact lack of participation overall (Coleman & Briggs, 2007).

A carefully structured critical incident reflection was completed by the participants, one proposed as typical of them as a leader and that caused them to reflect on their thoughts, feelings and actions as a leader. The use of critical incidents to consider more typical incidents is suggested as a valid approach where use of such incidents can “shed additional light on on-going power dynamics, and further highlighted issues of role clarity, autonomy, and trust.” (Bott and Tourish, 2016, p. 294). Frameworks based on McAteer, Hallett and Murtagh (2010) and Moon (2004) were employed when developing the data collection instrument to form an initial instrument. This was then adapted to produce the critical incident instrument as attached in Appendix A. This shows the data collection instrument from data collection Stage 1 with key questions concerning the interactions shown in the PSSP model made explicit. Each question was constructed to explore different aspects of experience and identity formation. In the answer section for each question (Appendix A) is a reference to Figure 2 (A, B, C or D). These references to Figure 2 (A, B, C or D) were checked after Stage 1 coding was completed in order to verify if they were collecting data as planned. This further refinement is explained below in this section in Data Collection Stage 2 and Data Collection Stage 3.

The process of reflexive thematic analysis assumes that a researcher’s subjectivity is embraced, it forms an essential part of data interrogation as coding leads to themes and themes lead to stories interpreted from the data (Braun and Clarke, 2006). As well as being shaped by the researchers personal positioning, themes are often related to an organising concept (in this case theoretical framework) (Braun & Clarke, 2021c).

In data collection Stages 1 and 3 candidates were also asked to complete a self-report questionnaire in order to consider their EC profile (see Appendix B for the Profile of Emotional Competence (PEC) (Brasseur et al., 2013) and permission). This was used to consider the participants profiles and not with a view to any quantitative analysis. The data collected here was used in a descriptive manner to consider how participants reported as having particular strengths or weaknesses across their EC profile. This then allowed some comparison of how the participants reported themselves in particular aspects of EC and if this could be verified through their completion of the critical incident. By repeating the same self-report profile it also allowed for some consideration of the reliability of the participants' responses.

Data collection instruments were piloted with my two colleagues (both previously school teachers, one at class level and one at principal level), in order to identify any ambiguity in the wording and to consider if they were collecting data that would support exploration of the PSSP model as described.

Data collection Stage 1: In data collection Stage 1 all candidates from the course of studies were sent an electronic invitation via university email addresses. The email included the Participant Information Sheet (PIS) and consent forms, along with the data collection instruments (see Appendix C). Ongoing consent was confirmed for each data collection stage through re-sending of the PIS and consent form. It was made clear that this was not part of the course of studies and participation would have no influence on any course outcomes.

Invitations to take part in the research, consent forms and data returns were made via email by a third-party member of staff. All data return documents were anonymised and given a participant's code by the third-party member of staff, prior to me being granted access to the data.

During data collection Stage 1 a total of seven participants returned consent forms and completed both instruments. Each PEC return was scored and an EC profile developed for each participant. The critical incident narratives were preliminarily analysed as described in Section 4.1. As coding was challenging and required further confirmation a decision was made that the data collection Stage 2 would be crafted in order to confirm the coding in the prior Stage 1 as much as possible. For example, where it appeared that a participant was experiencing emotion, secondary questions were asked to confirm this through the design of the data collection Stage 2 instrument.

Data collection Stage 2: Candidates' critical incident narratives from data collection Stage 1 were returned to them with additional questions in order to further validate the coding applied to data collection Stage 1. Appendix D shows the additional questions that were crafted for each individual participant and the coding A, B, C, or D again suggests which aspect of identity formation was being verified or explored further. A total of five participants returned their additional questions. This was added to the data already available for further analysis; it was further coded in the same manner as described in detail in Section 3.5. In addition, coding from data collection Stage 1 was re-visited and updated according to confirmatory information given.

Data collection Stage 3: Taking into account what had been learned from data collection Stages 1 and 2, a final data collection instrument was designed, still based on that used in data collection Stage 1 but with a number of common additional questions that had been added to participants' data collection Stage 2 instruments now included (see Appendix E). This was guided by considering the themes and commonalities between the additional questions posed to participants in data collection Stage 2 and how useful these had been in extracting additional data from participants in their responses. This information was

then synthesised to produce supplementary questions added to the original data collection Stage 1 instrument.

3.3 Trustworthiness and Reliability

Reliability is often cited as the precondition to validity but not necessarily an indicator of validity itself (e.g. Broke-Utne, 1996; Bryman, 2008).

Miles, Huberman and Saldaña (2014) discuss in detail the need for reliability (and validity) in qualitative data research instruments, stating that reliability most often relies more on the skills of the researcher and not the data collection method. The design and conduct of this research study was concerned with ensuring the reliability and trustworthiness of the data through the consistency of approach and through the subsequent analysis and re-design of the data collection instruments. It also took into account my own experience as a researcher, as Miles and Huberman (1994) extol the importance of the researcher having familiarity of the situations in which the study takes place. Ensuring appropriate methodological approaches to this research have also attempted to alleviate potential issues with reliability. Reliability was also addressed by careful data collection instrument design and piloting of such (reliability in data coding is further discussed below). Basing both data collection instruments on existing frameworks supported aspects of reliability, as well as, allowing a comparison across the different stages. This also allowed some examination of consistency in responses.

Although many aspects of validity can be seen to apply to data collection of a quantitative nature, "Face Validity" (Bryman, 2008, p. 152) is defined as the need to ensure my instruments collected data on the aspects I wished to interrogate. Employing a longitudinal approach allowed for this consideration through the data collection stages (Cohen et al., 2011). This also provided an opportunity to consider the honesty and richness of responses (trustworthiness). I ensured consideration around face validity were built into the design and re-design of the data collection instruments in a number of ways. As well as designing

instruments which have theoretical frameworks as a basis, there were opportunities to compare results, not only across participants, but across the period of the study. This review of results allowed consideration if they were consistent, incrementally changing or purely random (Creswell and Plano, 2007).

In their meta-analysis considering how accurately a person is able to self-report on their own abilities Mabe and West (1982) address issues with trustworthiness in self-report data collection through a number of propositions. They suggest that methodology must be robust and that any participants that have experience of conducting self-evaluation of their performance will consequently self-report with more accuracy. Atwater and Yammarino (1992) further suggest that a leader's ability to report their own performance accurately compared to how others would judge them (i.e. they are highly self-aware) leads to more accurate self-reporting. Given that self-evaluation is a key exercise encouraged in the Professional Standards for Teachers in Scotland (hence throughout a teacher's career), then it can be suggested that this supported more accurate self-reporting from participants in this study (GTCS, 2022b). Furthermore, although O'Connor et al. (2019) do concede that people may strategically self-report in emotional intelligence assessments inaccurately in order to present in a more socially desirable way, this tends to happen when the outcomes will be reviewed by a manager or potential employer. When the reporting is for self-development or research, participants are more likely to report accurately (Tett et al., 2012).

3.3.1 Reliability of Coding and Triangulation

... demonstrating the trustworthiness of your data is to realize the limitations of your study. (Glesne, 2006, p.167)

The coding process described in Section 3.5.1 was carried out in a systematic way by a single researcher. This may bring into question the reliability of such coding. However, the principles of taking an interpretive approach can go some way to negating possible concerns in this area. The very characteristics of the paradigm can involve the transforming of data (or deconstruction) into more abstract concepts, hence through this deconstruction an alternative social construction is offered by the researcher that may lead to more nuanced understandings of the social situation (Blaikie and Priest, 2017).

Boyatis (1998) sees the ability of the researcher as a highly influential aspect to ensuring reliable coding. Employing a robust and reproducible system for observation (in this case standard data collection instruments with a guiding framework for coding) will lead to better consistency, together with the researcher's immersion in the data and openness to considering patterns. Corbin and Strauss (2015) agree that flexibility on the part of the researcher is conducive to strengthening the quality of the interpretation and coding of qualitative data. However, they go one step further in proposing that the researcher requires a theoretical sensitivity to the work they are reviewing in order to be able to better perceive what is important.

Since I designed this study alone, together with the coding methods, I would claim that my interpretations across the data are consistent. Ideally, an opportunity to share and discuss coding to verify agreements with other researchers would be suitable (Glesne, 2006). However, this was not possible in the scope of this study. Braun and Clarke (2021c) propose that an underlying assumption in the application of reflexive thematic analysis is that the quality of coding is not dependent on verifying coding across a number of researchers. Quality in coding can be achieved by a single researcher if they acknowledge their own position and the contribution their own theoretical assumptions make to the process. I was able to have open and frank conversations with other

research colleagues, which required me to provide clear justifications for how I was coding my data and allowed me to review/revise this aspect of my work further.

There were also a number of aspects to the data collection design that allowed for some triangulation or cross-comparison of responses and subsequent coding, to help strengthen the reliability of the data collection, coding and analysis. For example, two methods were used to distinguish where emotion may be evident (described further in Section 3.5), this method is proposed by Manning and Kunkel (2004) in their detailed guidance on emotion coding. They support the requirement to not only code to emotional words but to groupings of words that appear to include an emotion. Data collection Stage 2 was based on the responses from data collection Stage 1 in order to further validate the coding from data collection Stage 1, which was re-visited and updated according to confirmatory information given by participants. The content of the questions for data collection Stage 3 was revised in light of what had been learned from data collection Stages 1 and 2, in order to gain more explicit confirmation of potential coding themes. In the analysis of the data both case and cross-case analysis was conducted (Miles & Huberman, 1994) in order to ensure that there was a common approach to the types of phrases being coded.

3.3.2 Researcher Bias

My own connection to this study was critical and the interpretative paradigm takes this into consideration, as I was required to make sense of the participants' experiences through the act of interpretation. This also relates to issues of reliability. As an experienced school leader, this gave me advantages in exploring interactions, due to my knowledge of the types of operational context in which the participants are located. It supported me in identifying unusual data and gave me insights into why this may need to be explored (Yin, 2003).

Both Cohen et al. (2011) and Yin (2003) stress the need for a researcher to recognise their own pre-conceptions and be mindful of bias. This did not however lead to me becoming an isolated observer, on the contrary, my position in the research was a key consideration as to how data was collected and interpreted (Bryman, 2008). As summed up by Coleman and Briggs (2007, p.32): 'Reflexivity is the process by which researchers come to understand how they are positioned in relation to the knowledge they are producing.' Exploring and noting my position in relation to the knowledge production, was a key consideration as the research progressed.

My own position within the study also applied when considering aspects of trustworthiness, in terms of avoiding bias in interpreting the results and ensuring that what I may have known about a participant externally to the research, does not influence the conclusions I made within the research (Cohen et al., 2011). Since the participants remained anonymous to me this negated this issue. However, my interpretation of the responses and perspective on the elements of EC were still likely to be influenced by my own general perspectives, working within an interpretive framework is accepting of this, as is employing reflexive thematic analysis (Braun & Clarke, 2021c). Creswell (1998) recommends that a researcher must continuously reflect on their own subjectivity, I used the methods described in Section 3.5.1, in order to ensure each participant is treated equally but also that I monitor for any bias in how I am interpreted the results. I did not have any overarching hypothesis to prove or otherwise, hence, this made it easier for me to monitor any bias in my analysis (Glesne, 2006).

3.4 Ethical Considerations

This research study was planned to be completed with participants undertaking a university course² of studies for which I am a tutor and a course leader. This can lead to challenges in the researcher being too familiar with the participants or even the act of collecting data can change the working relationships (Burgess, 2009). Ethical considerations (as well as methodological strategies) had to take full cognisance of this. There are a number of issues related to this form of insider research (Trowler, 2011). Those being privacy, anonymity, confidentiality, bias and coercion, which were addressed in preparing for the study, in getting ethical approval. Ethical approval was granted by The School of Education Ethics Committee, University of Strathclyde on 3/10/2018. Revised ethical approval was sought and given (due to changes to the data collection instruments) on 30/04/2019 and 24/06/2020. All data collection and storage also conformed to General Data Protection Regulation (GDPR) as it applies in the UK, tailored by the Data Protection Act 2018.

Access to participants was freely available through existing lines of communication (university email system). When employing these existing lines of communication, it was made clear to participants that this was an optional activity and not related to activities of the course. Electronic means were used rather than time during university attendance to help promote demarcation between the research, researcher, participant and the course. This also promoted privacy and negated issues of bias and coercion. Full details of the research and how data collected was used was explicit. When collecting qualitative data, for example, through interviews or discussions, Bryman (2008) suggests that it can be difficult to gain truly informed consent as one may not be able to outline exactly what data will be collected. This was addressed by ensuring updated ethical approval and re-distribution of the Participant Information Sheet at each data collection stage.

² The term course is used to define a full programme of masters level study leading to a postgraduate degree

In this research study I used semi-structured data collection instruments, repeated across the two-year period, so informed consent is less ambiguous but was still gained at each stage of the data collection. The right to withdraw at any time from the research was also emphasised at each data collection point (see Appendix C for Participant Information Sheet). Data collection periods were outside of normal assessment periods to again emphasise that this was not related to any performance in the course (to negate feelings of coercion) and that confidentiality was assured (BERA, 2018).

As participants had to be tracked through the data collection stages in order to allow comparisons, full anonymity was not possible during the data collection stages; however, confidentiality needed to be ensured (Cohen et al., 2011). The participants did however remain anonymous to me and have continued to do so throughout this study. The direct contact in disseminating and return of completed instruments was conducted through a third-party member of staff. This was a member of staff had no contact or involvement in the masters course of studies, hence was unlikely to have any other contact with the participants over the period of their study. They were also a suitably experienced member of staff to handle the raw data and work within the ethical guidelines (they were a doctoral student during the period of data collection). Participants' identities were coded by giving each participant a number in the data collected; this gave protection to the data collected if it were to be accessed by anyone other myself or the third-party member of staff. Any returns to the third-party member of staff were anonymised and given the participant's number then stored in a more secure location (Strathcloud) and email returns deleted. The third-party member of staff is the sole person who knew both the participants number and name. Anonymised files were only accessible by the third-party member of staff and me. This meant that I could track a participant's responses, but they would remain anonymous to me.

Consideration was given to the participants' right to know outcomes from the data (Coleman & Briggs, 2007). This was possible in the short term as EC scores and profiles can be shared with individuals. However, this would have to be noted as part of the study, as the act of knowing their scores may have made participants reflect and work towards changes in some areas that they may not have considered previously. No such requests were received.

3.5 Introduction to Results

This section acts as an introduction to Chapters 4 and 5, giving more detail in the method for the coding and analysis of data that was employed. Chapters 4 and 5 have two main purposes, to present and explore the coded data in each individual case (Chapter 4) and to present and explore the coded data across cases (Chapter 5), in relation to the proposed theoretical framework (Figure 2, reproduced below). This in turn allowed consideration of the study's main research purposes. Researchers (Flanagan, 1954; Oaklief, 1976; Woolsey, 1986) propose that the coding of the data is a key component of employing the critical incident technique, and often the most difficult in terms of creating categorisations that ensure nothing is missed. This then leads to questions over trustworthiness/reliability. Hence, a distinct section is presented here to allow a thorough insight into how this element of this study was conducted. As previously discussed, although reflexive thematic analysis was employed, there was an initial theoretical framework constructed, which did support more consistency in the early coding stages of the study. The data coding, development of themes and final analysis process can be seen to broadly follow Braun and Clarke's (2006) phases of thematic analysis as follows:

Phase 1: Familiarization of the data took place during Step 1 of coding (see section 3.5.1)

Phase 2: Systematic coding and collation of these into themes took place during Steps 2, 3, 4 and 5 of coding (see section 3.5.1)

Phase 3 and 4: Searching and reviewing of themes took place during planning and construction of chapters 4 and 5.

Phase 5: The overall stories told by the themes is presented in chapter 6.

Phase 6: The final analysis and conclusions begin in chapter 6 and are finalised in chapter 7.

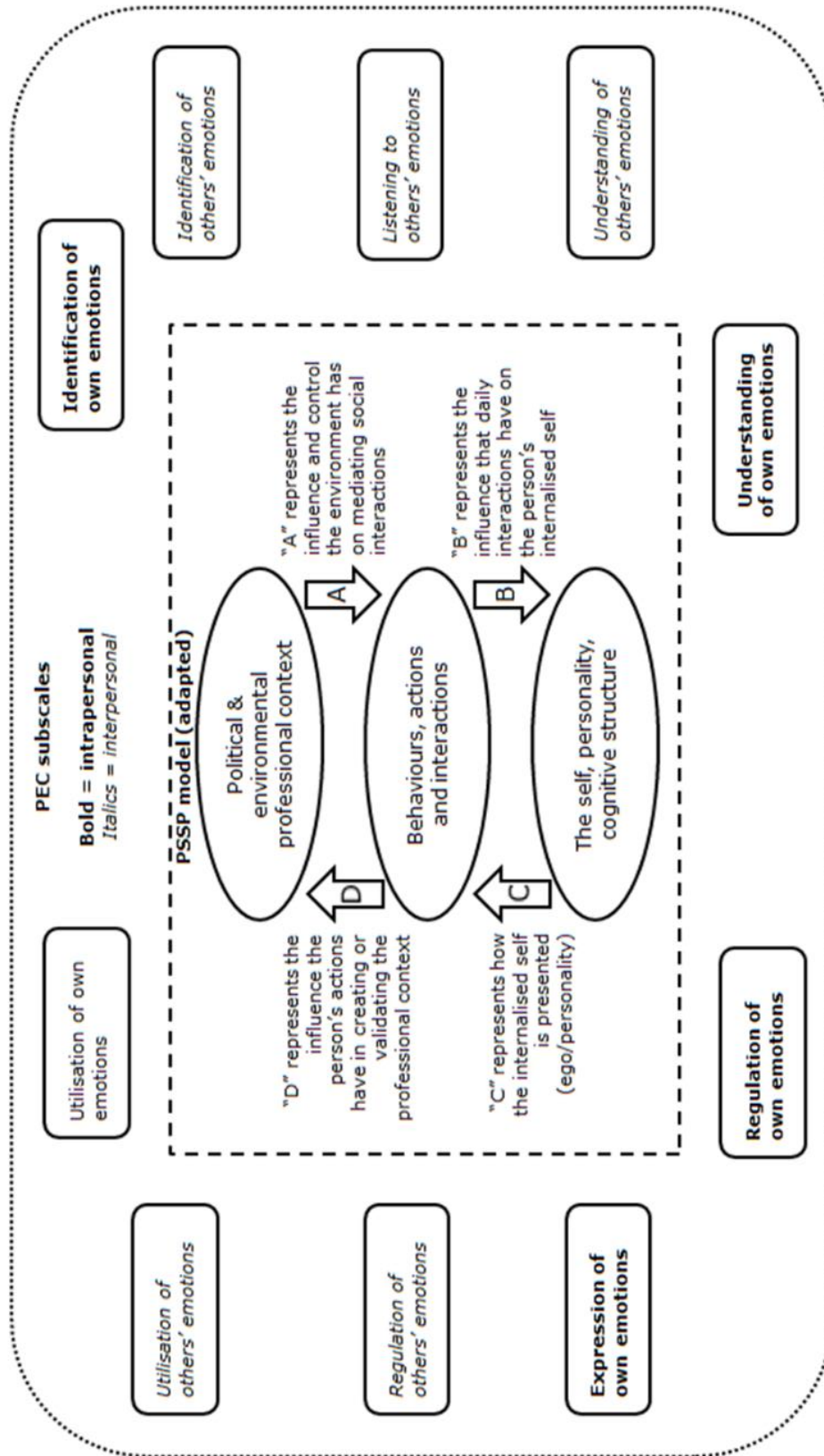


Figure 2: The combined PEC and PSSP theoretical framework

3.5.1 Coding of Data

In data collection Stages 1 and 3, participants were asked to complete a self-report questionnaire in order to allow calculation of their emotional competency profile (PEC). Emotional Competency profiles were calculated for each participant using the scoring card provided (see Appendix B). This provided an average score from 1 to 5 in each of the dimensions of the PEC, as well as an intrapersonal, interpersonal and Global EI score. The male and female average scores (norms) were used as a comparator, as reported in Brasseur et al. (2013). Gender was requested and confirmed through the third-party member of staff when the participants were enlisted due to this not being collected by the initial questionnaire.

Each of the three critical incident data collections (from data collection Stages 1, 2 and 3) were uploaded into NVivo 12© to allow comparisons across coding within an individual case, as well as comparisons in coding across different cases. This was undertaken at the conclusion of each data collection stage in order to inform the subsequent stage. A systematic process of coding was applied (Cohen et al, 2011). This process is described in steps 1 to 4 below.

Step 1: Each participant's response, in its entirety, was sorted into one of the following categories (see Figure 2), using the following table as a guide (Table 3):

My version (Figure 2)	PSSP original	Explanation (Côté & Levine, 2002, p. 6-8).
Political & environmental professional context (P)	Social Structure	The social structural level refers to the political and economic systems, along with their subsystems, that define the normative structure of a society.
Behaviours, actions and interactions (I)	Interaction	The level of interaction refers to the concrete patterns of behaviour that characterize day-to-day contacts among people in families, schools, and so on,

		typically studied by symbolic interactionists.
The self, personality, cognitive structure (S)	Personality	Broadly defined as the enduring psychological characteristics of the individual (e.g. values, attitudes, beliefs, needs). The level of personality involves the intrapsychic domain of human functioning traditionally studied by developmental psychologists and psychoanalysts, and is referred to variously as the psyche, the self, cognitive structure, and so forth, depending on the school of thought.

Table 3: Step 1: Coding to levels P, I and S

Step 2: Participant responses were reviewed again this time coding them to A, B, C and D (interactions between the levels in Figure 2). The previous step helped somewhat with this as they were already categorised into the three levels. Comments relating to any influence or effect were coded as per Table 4.

	Explanation (Côté & Levine, 2002, p. 6-8).
A	<p>"A" represents the influence and control the environment has on mediating social interactions. Socialisation and social control: The influence of social structure on day-to-day interactional processes involves socialization and social control processes.</p> <p>This relationship represents a causal influence of social structure on interaction through the implementation of laws, norms, values, rituals etc. that have been previously codified or institutionalized.</p>
B	<p>"B" represents the influence that daily interactions have on the person's internalised self.</p> <p>How exposure to day-to-day interaction with others culminates in the internalization of social structural norms and values, as mediated by the person's ego synthetic abilities</p> <p>Represents the person's perception and ego syntheses of his or her own personal identity displays, along with what he or she thinks are others' appraisals of these self-presentations.</p>

C	<p>"C" represents how the internalised self (ego/personality) influences behaviour.</p> <p>The general point here is that an individual's behaviour is in part a product of past internalizations, in part a result of their attempt to act appropriately in a given situation, and in part a product of their abilities to produce the behaviours that their past ego syntheses suggest are suitable.</p> <p>Representing the role played by intrapsychic ego identity processes on personal identity displays.</p>
D	<p>"D" represents the influence the person's action has in creating or validating the professional context.</p> <p>The person engages in daily interactions with others, an important consequence of which is the social construction of reality part of the general tendency to want to avoid interpersonal conflict and find consensus, people normally seek out compatible definitions of situations with each other. These processes can be seen continually in day-to-day behaviours.</p>

Table 4: Step 2: Coding to influences ABCD

Step 3: In order to help identify where an emotional response may have been within the data and to help with the next step in coding, the word search facility in NVivo 12© was used in order to look for key emotion words and their synonyms. A definitive list of key emotion words was derived by considering the work of Ekman (1992), Plutchik (1980), Parrot (2001) and Shaver, Schwartz, Kirson, & O'Connor, (1987). The key words employed and subsequent coding categories were love, joy, surprise, anger, sadness, and fear. Examples of coding to emotion words and their synonyms are given in Appendix F.

Step 4: The final step in the coding, which was in part supported by the previous step, was a review of the entire responses in order to code them to the PEC framework. Table 5 shows the ten dimensions of EC together with the coding used (in bold).

Profile of Emotional Competence (PEC)		
Dimension	Intrapersonal	Interpersonal
Identification	Identification of own emotions IOWE (i.e. being able to perceive an emotion when it appears and identify it in oneself)	Identification of others' emotions IOTE (i.e. being able to perceive an emotion when it appears and identify it in others)

Expression	Expression of own emotions EOWE (i.e. being able to express emotions in an accurate, genuine, socially accepted manner)	Listening to others' emotions LOTE (i.e. being able to identify expressed emotions accurately and as genuine)
Utilisation	Utilisation of own emotions TOWE (i.e. being able to use emotions to improve reflection, decisions and actions in oneself).	Utilisation of others' emotions TOTE (i.e. being able to use emotions to improve reflection, decisions and actions in others).
Understanding	Understanding of own emotions UOWE (i.e. being able to understand the causes and consequences of emotions, and to distinguish triggering factors from causes in oneself)	Understanding of others' emotions UOTE (i.e. being able to understand the causes and consequences of emotions, and to distinguish triggering factors from causes in others)
Regulation	Regulation of own emotions regulating ROWE (i.e. being able to regulate stress or emotions when they are not appropriate to the context)	Regulation of others' emotions ROTE (i.e. supporting others to regulate stress or emotions when they are not appropriate to the context)

Table 5: Step 4: Categories of the PEC, including codes used in analysis
(Brasseur et al, 2013)

The coding involved in step 1 and step 2 are exemplified with extracts from the participants' responses presented in Chapters 4 and 5. Examples of coding in step 3 and step 4 are provided in Appendices F and G respectively.

Consideration of the PEC coding was also examined and compared in each dimension after each data collection stage, to ensure consistency in application. The ten PEC dimensions were typically coded as follows (Appendix G):

IOWE: commentary that named an emotion in the participant (e.g. "The anxiety I felt when the acting PT went off to phone").

IOTE: commentary that named an emotion which a participant thought initially to be observing in others (e.g. “became visibly upset”).

EOWE: commentary that identified an emotion in the participant, linking this to a behaviour (e.g. “I became quite emotional in my verbal response to him”).

LOTE: commentary that named an emotion but also linked this to observed behaviour in others. (e.g. “the HT became very defensive and emotional about it”).

TOWE: commentary around an emotion that had been linked to a subsequent action, emotional change or change in behaviour in participant (e.g. “I initially felt quite upset but then I developed more tenacity in my approach and realised I need to stand up for myself more in these.”).

TOTE: commentary that reflects on the subsequent action or change of demeanour in others (e.g. “I believe that my willingness to solve the problem and the friendly way that I approached the parent played a crucial role to find a solution and calm the parent down.”).

UOWE: commentary that seeks to explain the reason for an emotion (often link to past experiences or beliefs) in participant (e.g. “I was really frustrated by the situation as it’s one that I had been trying to work with other members of the school to resolve”).

UOTE: commentary that considers the wider influences on the others' emotions, actions and behaviours involved in the incident (e.g. “I often think it is a power issue for them, often to hide their insecurities over their own professional knowledge and understanding.”).

ROWE: commentary that rationalises feelings in the participant, particularly in order to remain calm and positive (e.g. “My initial sadness didn’t influence my attitude. I understand that this covid-19 pandemic is a very difficult situation and people are under extreme pressure...I am trying to be calm, though.”)

ROTE: commentary on approaches to help others remain calm and focused or take action (e.g. "I knew that the parent was wrong and in a friendly way I explained him the situation, we solved the problem and the pupil is doing proper lessons since then.").

With respect to step 4, there were many statements that attracted more than one EC code. For example, a comment such as "The inevitable negativity from some staff can be frustrating" was coded as both IOWE and IOTE due to the identification of the emotions of others as well as the participant's own emotion. Another example is the following comment, "The negativity that they displayed (although actually fair) was also very typical and I was frustrated because at that time it seemed they were complaining about everything," which was coded with IOTE, IOWE, LOTE and UOTE, due to there being recognition of emotion in both the participant and in others and an attempt to consider if it was genuine and understand why it was occurring.

Where possible, shorter sections of a statement were coded to try to avoid large groupings of multiple coding. This can be seen in the table of examples in Appendix G.

3.5.2 Participant Engagement

The population in this research study were participants who were enrolled in session 2018/19 of the Masters in Educational leadership (University of Strathclyde, 2018) course of studies, who hold a position within an educational context. This was a convenience sample due to my proximity to the population involved, participation was voluntary (Fogelman & Comber, 2007). Although results were anonymised, data collected from participants required to be tracked individually as well as considered across the cohort. This was important in order to make any longitudinal comparisons within the same cohort of respondents. This was facilitated by a third-party member of staff who did not know the candidates or have any links to the course. The sample size on data collection Stage 1

was seven participants out of a possible sixty-five with a sample size of four participants in data collection Stage 3.

A total of seven participants completed and returned the first data collection of the study, four of whom engaged with the study until its conclusion. Their profiles are shown in Table 6.

Participant number	Pseudonym	Gender	Years' service	Role*	Data 1	Data 2	Data 3
1701	Ailsa	Female	16	Senior	√		
1702	Barbara	Female	7	Class	√	√	√
1801	Carrie	Female	13	Middle	√	√	√
1802	Davina	Female	16	Class	√	√	
1803	Ethan	Male	20	Class	√		
1901	Flora	Female	7	Middle	√	√	√
1902	Gregor	Male	12	Class	√	√	√

Table 6: *Participants' profiles and engagement (*Role denotes the participants perceived hierarchical position in terms of their professional role.)*

The analysis of the data collected from Barbara, Carrie, Flora and Gregor was included in Chapter 4, when considering the individual cases, this was due to the fact that they completed all three data collections. This meant that a full longitudinal analysis was possible on each of these four participants individually. The analysis of the data from all participants and stages (1,2 and 3) of data collection was included in Chapter 5 (so this included the data returns from Barbara, Carrie, Flora and Gregor as well as those received from Ailsa, Davina and Ethan). This allowed for general themes to be explored by combining all the data. Attrition is a common issue in longitudinal research where typically participants will drop out over time (Cohen et al, 2011). It can cause issues with generalising findings if those that remain are not a representative sample. This is less of an issue in this study as each complete case (Barbara, Carrie, Flora and Gregor) is examined separately in chapter 4 and data from those who did leave the study is still able to be included in chapter 5, so they

still contribute to the overall findings. This study is also qualitative in nature meaning there were no statistical calculations to be adversely affected (Gustavson et al, 2012). The reason for attrition in this study could not be confirmed but it is suggested that participants may have left the course or paused their studies for a period of time. Since the highest attrition rate occurred between data collection stages 1 and 2 the participants may have found the completion of the instruments time consuming and decided to withdraw (Coleman and Briggs, 2007).

Although there had been initially one person in a Senior role (Ailsa in data collection 1) the overall profile of the remaining participants was consistently a mixture of class and middle leaders, meaning that the withdrawal of the earlier participants in data collection stages 1 and 2 would be less likely to skew the data in any obvious way.

3.6 Chapter Summary

In this chapter I have provided details on my approach to this study, outlining the theoretical and methodological considerations together with how I have employed my theoretical framework. I have also provided a detailed account of the data collection design and process. Section 3.5 provides an introduction to the results in which I have included clear accounts of how data collections were coded and analysed. I have provided a detailed account of the data analysis. I have chosen to include clear accounts of how data collections were coded in this chapter as they were closely linked to the aforementioned design process and required some considerable complexities of thought in order to ensure consistency. Section 3.5 also acts as an introduction to both Chapter 4 and Chapter 5, in which I present the results from this process.

Chapter 4 Case Study Results

In this chapter there is detailed exploration of the responses contributed by the four participants who completed all the data collection stages across the entirety of the study. The purpose here is to present initial observations of the data collected; more detailed analysis and discussion is provided in Chapter 6. Within each case the initial and final profile of Emotional Competence (PEC) is discussed together with the results from coding of the qualitative data.

4.1 Barbara

Barbara identifies as a female class level school leader, with seven years' experience in the school sector at the start of the study. She chose to study this programme as she was interested in studying leadership and set out to complete the full three-year programme to gain a full masters degree. Across the data collection period she moved school each year, meaning that her experiences of leadership within her place of work could have been very different and she would potentially have not had the opportunity to build long term professional relationships with her colleagues.

4.1.1 Profile of Emotional Competence

Barbara's results from her PEC returns are shown below (Figures 4 and 5).

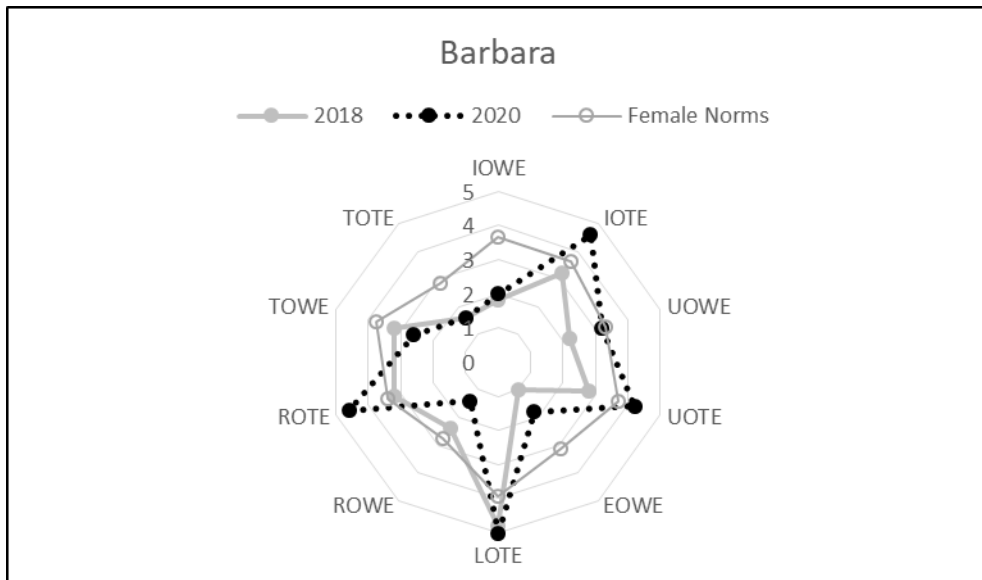


Figure 4: *Barbara: PEC profile as reported at the start and end of the study*

In Figure 4, Barbara’s profile is relatively similar in both cases, but somewhat unusual compared to the suggested female norms as reported by Brasseur et al (2013). There were reported changes over time in terms of her perceived increases in interpersonal emotional competence, in particular the ability to better identify and regulate the emotions of others (as indicated by her scores). There is, however, a marked perceived inability in her intrapersonal emotional competence, where she is well below that of the female norms. In her response to the PEC, it would appear that she sees herself as being able to understand the emotions of others and help support them in this, yet lacks confidence in understanding her ability to do this in herself.

Figure 5 below highlights these marked differences between her reported intrapersonal and interpersonal emotional competence scores. She clearly reports as having much higher skills in dealing with the emotions of others than she does at dealing with her own emotions. She does report an overall improvement across her global scales from the beginning to the end of the study.

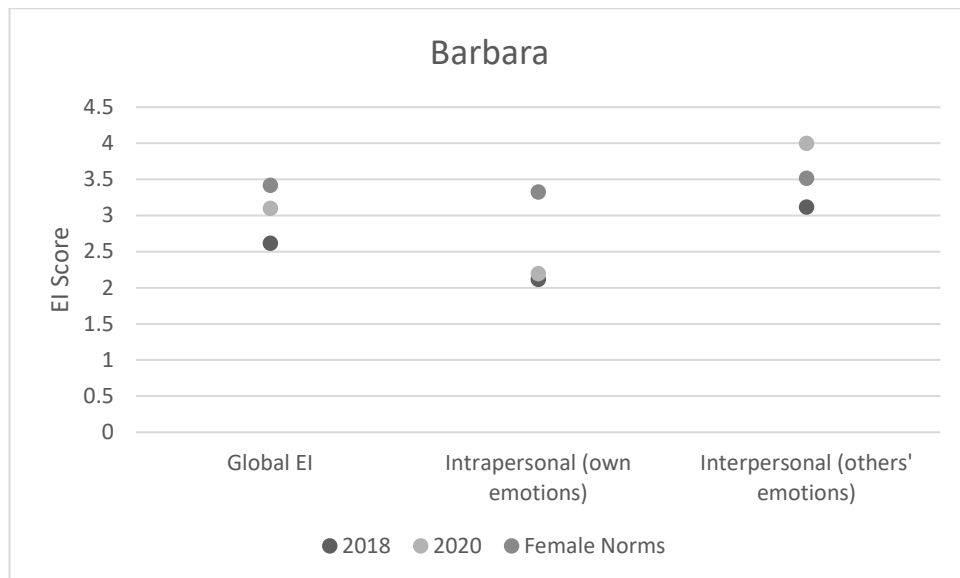


Figure 5: *Barbara: Overall EC scores as reported at the start and end of the study, compared to female norms*

4.1.2 Identity Formation

In Barbara's first critical incident (D1 and D2) she chooses to tell us about an incident that surrounded her decision to contact a child's parent directly. This is pertaining to an incident that occurred whilst she in charge of the class (this class was normally taught by another teacher). In this incident it appears that she has gone through a dilemma when she acted against the direct request of a peer (the usual class teacher) not to contact a parent directly. She has chosen to get a more senior leadership colleague involved as a result of her understanding of the incident and parent and wanting to ensure there was a quick resolution to the incident. She has concerns about acting against her peer's request but also acting at the instruction of her line manager:

A parent had called because I had spoken to her daughter about her actions that day. I had gone to an appointment but had heard that a parent called about the situation. I came back to work to speak to the parent on the phone but the class teacher had asked me to leave it for her to phone. I spoke with my line manager who

agreed it would be best for me to phone the parent as the incident happened when I was in charge of the class. (Barbara: D1)

For the second incident (D3) she shared a scenario where she has come to an agreement to take an extra student in her class with a senior leadership colleague. Subsequently her decision was then challenged by the line manager acting on the day, causing her to question her decision and causing her to doubt her actions:

The HT of the local high school asked me if an S1 child from her school could join in, so she wasn't isolated. I then told her we were going to do an Easter egg hunt and suggested she would like to join in or help with some of the younger children. The HT thanked me and sent her down. At this point we only had 9 children in the room (which could hold 10). The acting PT came in (standing at the door) and, straight away, questioned why there were 2 high school students in the class. (Barbara: D3)

4.1.2.1 Levels PIS

With reference to Figure 2 consideration was given to how Barbara discussed the three levels of the PSSP: political and environmental professional context (level P); behaviours, actions and interactions (level I); and the self, personality and cognitive structure (level S) across the three data collections (D1, D2 and D3).

In her first data return Barbara gave very little description in the way of level P, her responses were very narrow and matter of fact, for example when asked to explain the context the incident took place in she responds:

At work – at the end of the school day. (Barbara:D1)

There is no commentary on any wider context. This changed across the data collections, this may be in part due to the refinement of the questions posed, however it is clear that she began to consider the wider implications of the context, for example:

The school is based in an affluent area, where parental views are usually prioritised. (Barbara:D2)

Her commentary on level P in D3 is considerable compared to other levels, when she explains not only the current situation, but how the people around her are responding to it. This means that she is potentially seeing the professional context as much more influential in this incident:

It happened in my school, which was being used as a hub during the Covid 19 pandemic.

The school was being used as a hub so 3 other local schools were using it too... The leaders of the 4 schools were working nearby to the area where the incident happened. Some of the pressures include: there were children nearby, other staff nearby and leaders of the other schools (including the local high school HT) nearby. Plus, the incident happened in the second week of the hub school being in existence, due to the pandemic. Therefore, a lot of people were stressed and unsure of the situation we were in and some of the health and safety implications of the pandemic. (Barbara:D3)

When discussing aspects of level I, Barbara very clearly focuses on the behaviours of staff she perceives as senior in hierarchical terms from her, even though one of the incidents was about her interactions with a parent, she focuses on the actions and her interactions with the main class teacher, who she was supporting. For example when talking about the call to a parent she refers to the member of staff's reaction:

I think when I spoke to her after the call she might have realised that I was right and maybe should have gone with my gut instinct. However, she still seemed a bit annoyed. (Barbara:D1)

She not only focuses on her own interactions but in later responses, those between leaders in the situation:

This reflects why she [High School Head Teacher] was annoyed at the acting PT of our school for speaking to her like that. I think she felt like she had put me in an awkward situation by asking me if the student could join in. She wanted to reassure me that the incident was her "fault", which is why she came to tell me that my HT was ok with what happened. The other teacher in the room didn't say too much when I was discussing what had happened, but afterwards I was aware of her talking with the acting PT (almost in private?). (Barbara:D3)

In the above extract she considers the interactions between four different members of staff, and shows a real discomfort and concern about any of them thinking of her in a negative way. There appears to be a real need to have her actions supported and confirmed by those in a more senior leadership position to herself, as well as her peers. Given that she has been asked to write about herself as a leader in these incidents this is of interest.

When discussing aspects of level S, Barbara gave a number of examples of how being viewed by her peers and leaders has an impact on how she views herself. It is only as an afterthought, when given a period of reflection that she reconciles how this confirms or indeed does not confirm her belief in herself as a leader:

I was worried in case the class teacher would think I just went straight to management instead of doing what they had asked.

Whilst I felt sad and anxious initially, it boosted my confidence as a leader as I was able to make a decision and stand by it. The more I reflected on it, the more I realised that I was only trying to do the right thing in the situation. (Barbara:D1)

I tend to worry a lot about what people think and if they agree with the actions I take. I was worried I looked stupid or that I had inadvertently did something wrong to offend another teacher. This changed because, after a few hours, I began to realise that I would probably do the same thing if the same situation happened again. (Barbara:D2)

I was then concerned that I had done something wrong and that my HT would hear about it (through the acting PT) and be annoyed at me.

I felt I could then speak to the acting PT, and the children, with more confidence now as I felt my decision had been validated. This then fuelled the belief I have in myself, as a leader, and made me realise that I can't be responsible for how other people react to me, other colleagues or the situation in hand.

Looking back, I am proud of the way I handled it because I made a decision that enabled a child to feel more included within an unfamiliar environment/situation. (Barbara:D3)

4.1.2.2 Influences ABCD

With reference to figure 2 consideration was given to how Barbara discussed the four aspects of influences (A, B, C and D) between the levels of analysis (P, I and S).

In terms of reference to the influences A, Barbara remained very much focused on the hierarchical position of people (usually senior to herself)

having considerable mediating influence over actions and interactions. Whilst she initially described the context in D3 in some detail, she does not further elaborate on how this may interrelate with level I:

I spoke with my line manager who agreed it would be best for me to phone the parent as the incident happened when I was in charge of the class. (Barbara:D1)

Because the management team at this school always ask staff to inform them before they make phone calls home to parents. (Barbara:D2)

I felt equal with the HT of the local high school, when she asked me about her student joining in. She spoke to me as if I was on the same level as her and I felt confident about the decision I had made.

The leaders of the 4 schools were working nearby to the area where the incident happened.

The decision I made when asked if the high school student could join our class was partly influenced, I think, by the fact she was a HT. (Barbara:D3)

In discussing the influence B, Barbara makes some fairly emotive responses in D3. Perhaps due to the challenges of exploring the internalised self, there was much less text coded in relation to this influence:

I was then concerned that I had done something wrong and that my HT would hear about it (through the acting PT) and be annoyed at me.

I then felt sick because I had a feeling of dread, regarding what my HT would think about me. (Barbara:D3)

Again, text coded to influence C were minimal and lacked any details, the following perhaps displaying some subtle examples of influence C but tend to be more generalised to the actions of others, other than specific to her own self-belief. Those that are about her own self-belief tend to be presented in a very professional style, unlike some of her other more descriptive, emotive paragraphs:

I was also very apologetic afterwards to the class teacher, whereas now, I should have maybe just stuck by my decision. (Barbara:D1)

I have confidence in my professional judgement and know that it was important to contact the parent right away to ensure all involved were reassured.

Everybody has different values and I think it's important to stick to them – if you are too easily distracted or influenced by others then it could be dangerous (Barbara:D2)

Looking back, I am proud of the way I handled it because I made a decision that enabled a child to feel more included within an unfamiliar environment/situation. (Barbara:D3)

Overall comments in influences represented by B and C are minimal, there is a potential link here between Barbara's PEC profile, where she clearly reported as being less able at intrapersonal dimensions of emotional competence. When Barbara was discussing influences A (in terms of her focus on the hierarchical position of people), she also tends to focus on this in terms of their validation of her professional context (influences D).

For me, it is import to come across as a leader of learning so that the relationship between staff and parents is professional and built upon respect. (Barbara:D1)

HT I had spoken with previously came in and said, "Some people are obviously more selfish in unfamiliar situations ... there is a global pandemic and people are wanting to play by the book". She then proceeded to tell me that the acting PT had challenged her over asking me to have one of her students.

I think the acting PT panicked because she was in charge and if something "went wrong" then it would be her that would be held accountable. Her first instinct, then, was to speak to the "main leader" to find out whether this was allowed or not so she would do the right thing. (Barbara:D3)

4.1.3 Discussing Emotions

By analysing Barbara's responses in terms of the various key emotion words; love, joy, surprise, anger, sadness, and fear, she overall appears to be observing emotion in others rather than herself. Her descriptions in terms of anger are clearly related to what she sees in others. She repeatedly reports about people being "annoyed" at her and also being "stressed" by her actions in all three data collection stages. Her comments about fear were very much in relation to how she feels about being perceived in a negative way by others. Any comments related to joy and love were again, similarly to anger, what she observed in others in relation to her actions. References to sadness were frequently related to those around her own guilt in causing anger emotions in others.

4.1.4 Exploring Emotional Competence

The overall incidents of coding of EC dimensions across all the data collection is shown below in Figure 6. It is clear to see that more EC

dimensions were identified in the final data collection Stage 3 than had been previously in D1 and D2.

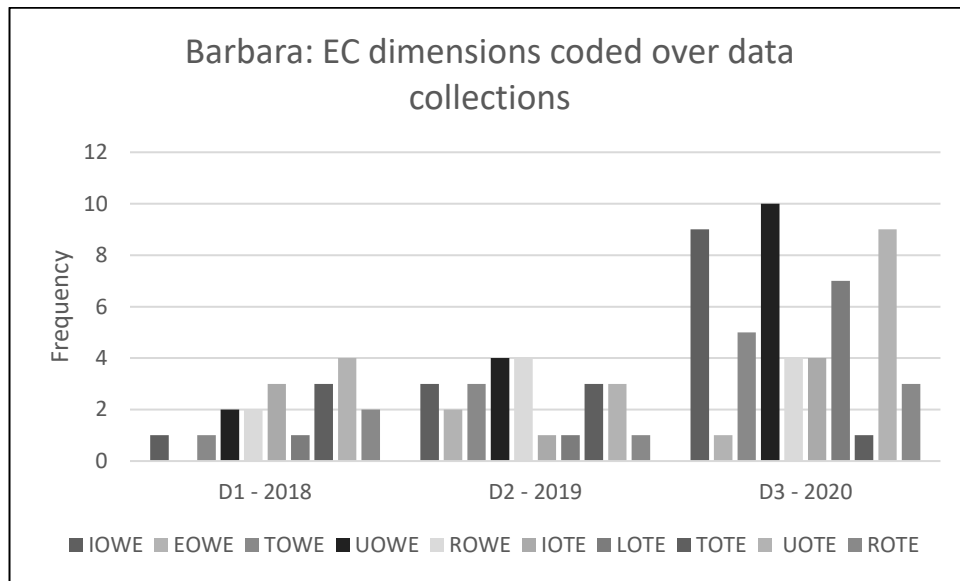


Figure 6: Barbara: Incidents of coding to emotional competence dimensions in each data collection

In D1 the incidences of intrapersonal EC dimensions commentary (those ending in OWE) appears to be less than that of intrapersonal (those ending in OTE), however the additional further questions designed for D2 appeared to have explored this further and there is more intrapersonal commentary. The final data collection (D3) is much richer in commentary identified as an EC dimension. This may be due to the face that the design of D3 was informed by that of D1 and D2.

4.1.5 Comparing EC with ABCD influences

The Figures below (7 and 8) show where there was overlap between coding for the A, B, C and D influences and commentary related to an EC.

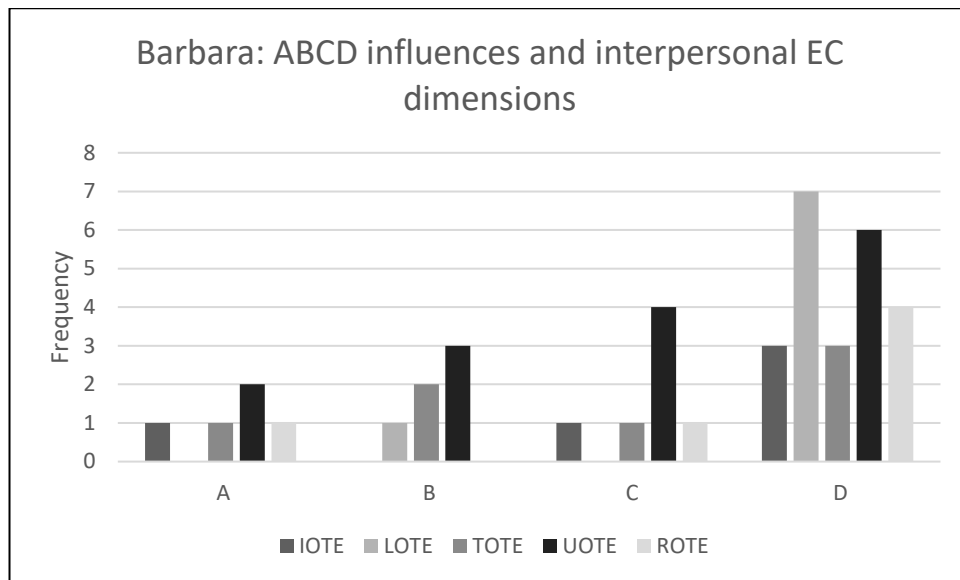


Figure 7: Barbara: The intersection with interpersonal EC dimensions and ABCD influences

Although Barbara seems to employ some interpersonal EC dimensions at each influence, A, B, C and D, it is clear that there is a more marked use of these in terms of influence D. There is also overall a more marked use of UOTE. Comments related to this EC dimension are around her attempts to understand why the person might be upset or concerned about an issue, again usually in relation to her own actions but often around the actions of another leader, for example:

Because I knew the background history of the parent and knew she might not have liked the idea that her child got into trouble. (Barbara:D2)

I can now look back and think more about the different personalities involved in the situation and can understand why each person reacted the way they did. (Barbara:D3)

In Figure 8 there is a much more balanced commentary on Intrapersonal EC dimensions. Again, the understanding emotion dimensions of EC, in this case UOWE, features strongly at each stage. More intrapersonal EC

dimensions seem to be commented on in relation to influence C. There is more commentary around identification of her own emotions (IOWE) when it comes to influences B.

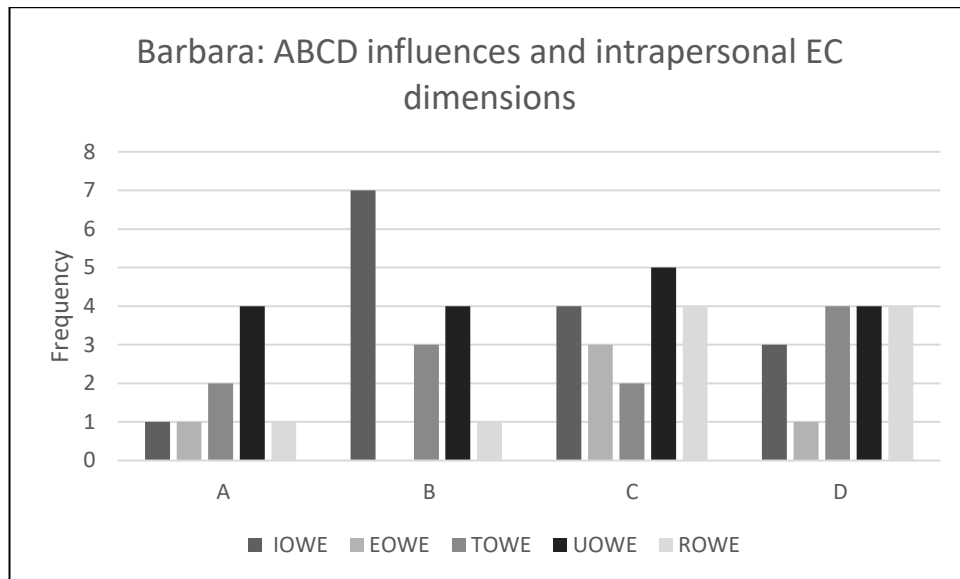


Figure 8: Barbara: The intersection with intrapersonal EC dimensions and ABCD influences

4.1.6 Barbara Summary

Barbara reported through her PEC profiles a stronger ability to comprehend and deal with the emotions of others than her own. Her reflective pieces however do show that she employs the range of intrapersonal EC dimensions across the identity formation influences as well as interpersonal dimensions. There has been an increase in her Global EI scores over the period of this study. This is also reflected in her commentaries, where she appears, by D3, to employ much deeper and more holistic reflective skills in assessing a situation. Her report in her profile of high intrapersonal EC dimensions can be witnessed in particular in confirmation/making sense of her context (influences D). Barbara seems to rely heavily on her interpretations and observations of the emotions of others in order to find a consensus in the social construction and norms of her professional context. Her commentary particularly, refers to the emotions she observes in others as a response to her

actions, most importantly those in a formal leadership position. She is very worried about what her peers and senior leaders think of her and seems to use emotional responses to confirm or try to understand this. It is worth noting that her commentary is more about what she observes in the person than what they verbalise or even the actions they take. This is illustrated in Figure 8 below, which shows the strongest relationships between the PEC individual dimensions and the A, B, C and D influences for Barbara. It can be seen that the most often appearing commentary in relation to D also is related to the interpersonal EC dimensions.

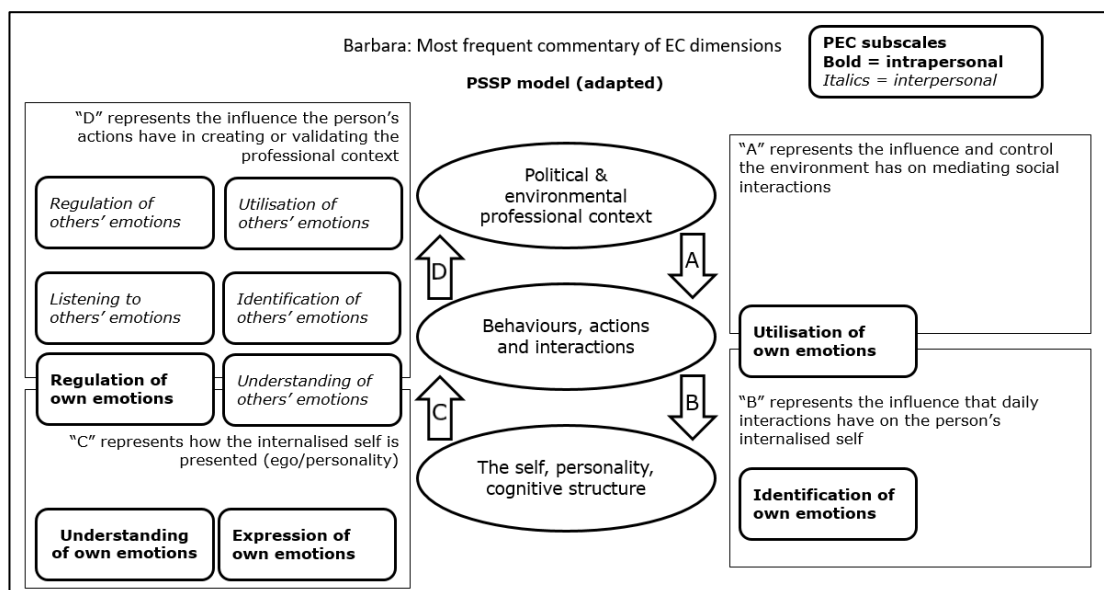


Figure 9: Overview of Barbara's coding showing strongest relationships between EC dimensions and ABCD

In Barbara's case, we can see also see from Figure 9 that the majority of the intrapersonal EC dimensions seem to be important in the influence of context on behaviours and to the internalised self, as well as guiding how to present oneself in interactions.

4.2 Carrie

Carrie identifies as a female middle level school leader, with thirteen years' experience in the education sector at the start of the study. She chose to study this programme as she wishes to improve her leadership

capabilities. She set out to complete the full three-year programme to gain a full masters degree. Across the data collection period she remained in the same position in the same school.

4.2.1 Profile of Emotional Competence

Carrie's results from her PEC returns are shown below (Figures 10 and 11)

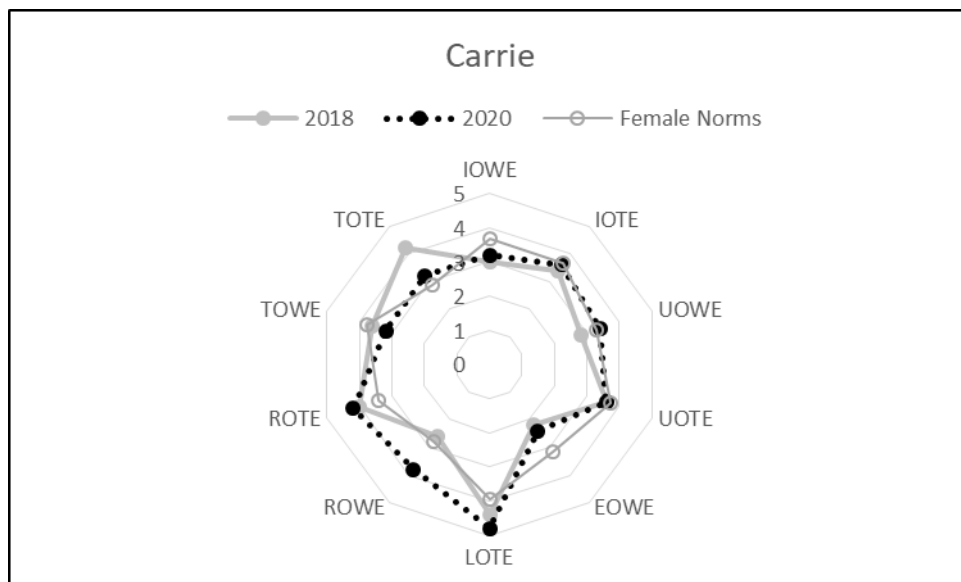


Figure 10: Carrie: PEC profile as reported at the start and end of the study

Carrie's profile is relatively similar in both cases and not remarkably different compared to the suggested female norms. There have been some minor changes over the period of the study, whilst some EC dimensions have remained very similar, we can see a reported increase in her perceived ability to regulate her own emotions and utilise the emotions of others. In terms of comparisons to female norms she sees herself much more capable of being able to understand the emotions of others and help support them in this, yet shows scores below norms in many aspects related to understanding of her ability to do this in herself.

Figure 11 below highlights this marked differentiation between her reported intra and interpersonal scores. She clearly reports as having much higher skills in dealing with the emotions of others than she does at

dealing with her own emotions. She does appear to report a slight increase across her global scores from the beginning to the end of the study.

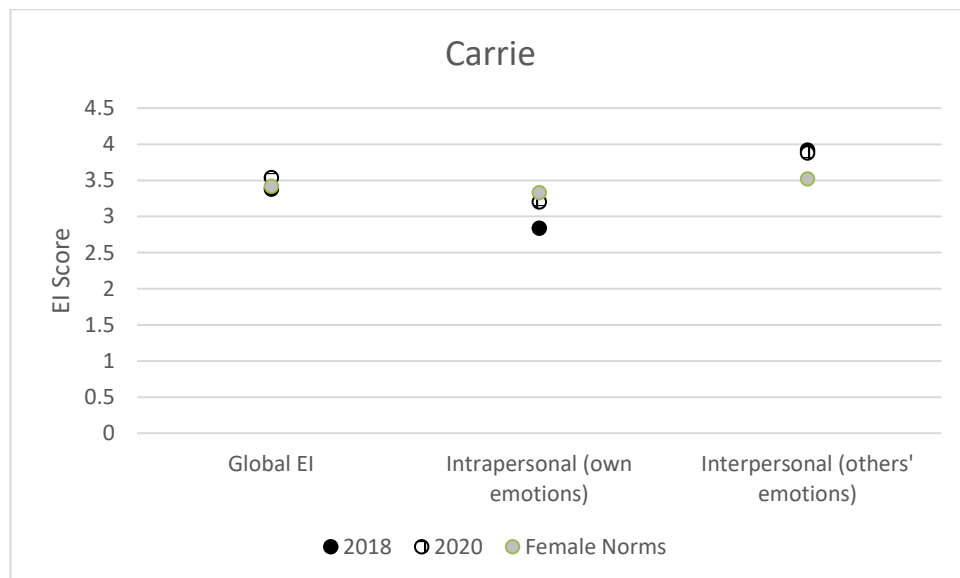


Figure 11: Carrie: Overall scores as reported at the start and end of the study, compared to female norms

4.2.2 Identity Formation

The first incident (D1 and D2) Carrie chooses to share with us is based around budgeting issues in her department. Despite her best efforts to alert her senior leader to ongoing issues in trying to balance the demands of her subject area with a new budgeting system, she finds herself frustrated and having a difficult conversation with her senior leader.

I have previously provided detailed financial information to the HT about why the new printing system was not financially viable for us and how it would not provide the benefits the authority had told him it would. I had to ask for more money to buy essential resources as when I got my most recent budget statement it was clear that the printing costs had used up the last of my budget. This was frustrating as I know I was the only FH working with the IT Tech to look at an accounting system for printing over the last

two months so I could budget and monitor printing across the faculty. Due to the nature of subjects in my faculty which are practical and visual teachers have to have access to a printer or it will simply stunt the natural ebb and flow of teaching every day. (Carrie: D1)

In the second incident (D3), she describes her actions in dealing with a member of staff she line manages at a distance due to circumstances:

A member of staff had posted a task on Google classrooms with phrasing that I did not believe was suitable for pupils – it was very negative and openly chastising a full class for not returning work when she cannot take a judgement at this current time why they have not made a response. (Carrie: D3)

4.2.2.1 Levels PIS

With reference to Figure 2 consideration was given to how Carrie discussed the three levels of the PSSP: political and environmental professional context (level P): behaviours, actions and interactions (level I); and the self, personality, cognitive structure (level S) across the three data collections (D1, D2 and D3).

In both D1 and D2 Carrie describes level P very much in terms of the restrictions placed on her by her local authority, there is considerable commentary on this as she looks to her direct line managers and the wider management systems in her education authority:

Very difficult to manage faculty funds given the really complex and clunky ordering system the council have in place.

For around 4 years – my budget has been halved from when I first started there 6 years ago but my uptake has not dropped. It causes unnecessary conflict between me and my staff as I have to

be very conscientious and at times restrictive with resources which does ultimately impact how they teach. (Carrie:D1)

Between D1 and D2 Carrie does report a changed in how her direct line managers have changed and how they now deal with similar incidents; it is clear she feels that she has much more of a voice:

It's funny reading this now as I'd say the complete opposite now. In the last year I feel he's really taken on board a lot from me and the other faculty heads and we've been able to shape so much of what we do which has been great. (Carrie:D2)

There is much less commentary on level P in D3, however it pertains to the wider influences having a bearing on staff interactions:

Pressure of teaching in lockdown, dealing with things in isolation (both myself and the class teacher) – not having colleagues on hand to rationalise the situation with and it's not the same over electronic communication. (Carrie D3)

When discussing aspects of level I, Carrie provided a balanced commentary of the actions of herself and others. Her main points of discussion seem to be around the vehicle used for the interactions. In her first incident (D1 and D2) she tries to use electronic communication as she feels unable to cope with a face-to-face conversation. She also reflects that this was perhaps the wrong time for her communication:

To be totally honest I used email for two reasons – one I knew I would get upset if I spoke about it to him face to have and two because I wanted a record of me asking for assistance. (Carrie: D2)

It has exacerbated an earlier incident from last week where I had tried to raise a point at a management meeting but was shut down

promptly by the HT before I had a chance to explain my point.
(Carrie D:1)

In her second incident she reports relying on communicating at a distance with the member of staff, however, she makes a point of having a verbal discussion and later does state that in ideal circumstances a face-to-face conversation would have been her preferred option.

The only real thing I would change is the medium of communication I used to ask her to change things first – for example I might have been better just giving her a ring first and then discussing it over the phone with her. I don't think this would have changed her response but it might have taken the heat out the situation initially. (Carrie: D3)

A common aspect in her commentary around behaviours is that Carrie seems to see a need to confirm her position in her interactions with staff in terms of her role:

It's shown I can stand my ground but it's made me realise I need to stand my ground earlier so it's not a surprise to staff when I do push back.

It confirmed what I need to improve about myself as a leader – challenging conflict more – and it also confirmed that I can do it as she did eventually do what I asked her to do because I didn't back down. (Carrie: D3)

Or potentially I did voice my feelings and was then countered by the HT and possibly didn't fight my corner as hard as I should have.

He will have thought I should have had the confidence and professionalism to speak to him face to face at the time. (Carrie: D2)

Carrie appears to reflect on both how she perceives herself as a leader and how she is perceived by others in her actions, when discussing aspects of level S:

I was really frustrated by the situation as I felt I knew my member of staff really well and that I was able to predict how they'd behave. This made me feel like I didn't know my staff and debased my confidence somewhat.

... on reflection in my leadership I can be a little too agreeing in some things and accepting things that are a bit below par from staff if I know there might be a fight to make it better. I saw this as an opportunity to be more assertive and stand my ground. I do wonder if this escalated it more than it needed to. (Carrie: D3)

I feel it's been a further confirmation that maybe I can't do my job properly or that I am underperforming. I am frustrated by this feeling as I do feel like I work as hard as I can and also that if I go to any other FHs for advice they don't suggest anything I haven't already tried. (Carrie: D1)

After a period of reflection (and potentially growth/more experience as a leader) between D1 and D2, when returning to D1 she appears to have grown in her belief of herself as a leader. For example:

Again, I don't feel like this anymore. I feel more confident in many areas of my job and the finance thing has not sorted itself however I don't feel like it the overriding issue any more.

Again, reading this back it reads like a massive issue but I feel like I'm really over it and have moved on from it and how it made me feel about my job. (Carrie: D2)

4.2.2.2 Influences ABCD

With reference to Figure 2 consideration was given to how Carrie discussed the four aspects of influences (A, B, C and D) between the levels of analysis (P, I and S).

In terms of reference to the influences A, Carrie shows her frustrations for the restrictive aspects that her context has on her ability to be good at her role and how this ultimately impacts on her staff:

This was frustrating as I know I was the only FH working with the IT Tech to look at an accounting system for printing over the last two months so I could budget and monitor printing across the faculty. Due to the nature of subjects in my faculty which are practical and visual teachers have to have access to a printer or it will simply stunt the natural ebb and flow of teaching every day. (Carrie: D1)

...my budget has been halved from when I first started there 6 years ago but my uptake has not dropped. It causes unnecessary conflict between me and my staff as I have to be very conscientious and at times restrictive with resources which does ultimately impact how they teach (Carrie: D2)

Pressure of teaching in lockdown, dealing with things in isolation (both myself and the class teacher) – not having colleagues on hand to rationalise the situation with and it's not the same over electronic communication.

This might be due to just total lockdown teaching fatigue... (Carrie: D3)

Carrie clearly shows how the frustrations mentioned above, in discussing the influences B of the model, then lead to her consideration of herself in her role, in particular the final sentence of the first extract below appears to show how she has seen herself as a capable leader to this point:

I shared with him that I had emailed him two weeks previously to say that I was finding it incredibly challenging to work with my budget and that I had used all the skills I had at my disposal to stop us going into the red however this hasn't been enough. The email asked for additional help and support with this aspect of my job – something which I haven't explicitly done for a number of years in my job.

Frustrated and upset by my own failure at a part of my job.

I feel it's been a further confirmation that maybe I can't do my job properly or that I am underperforming. (Carrie: D1)

This made me feel like I didn't know my staff and debased my confidence somewhat. (Carrie: D3)

The actions of her senior leader seem to confirm that she simply hasn't done well enough when she states:

The HT told me that I simply had to start working within my means and he would not be giving me any more handouts. (Carrie: D1)

Carrie seems to struggle between what she believes she should present herself like as a leader and how she feels about a situation, when

discussing influence C. She clearly wants to be seen (and feel) capable and any lapses in this cause her discomfort:

I emailed him as I was feeling so upset by the whole thing I couldn't regulate my emotions enough to talk professionally to him about it face to face. This meant that I became quite emotional in my verbal response to him – telling him that I feel like I am consistently letting the school down spending money we don't have. (Carrie: D1)

I think I was showing frustration but I was probably playing it down because I did the classic, oh I don't want to moan about it. (Carrie: D2)

I don't challenge things often enough as I can feel uncomfortable in conflict situations. I need to learn how to have healthy and productive conflict (disagreements?) with staff so we can move forward as I realise now that polite discordance is actually more disruptive than healthy disagreements. (Carrie: D3)

Although her first data returns focus on the actions and interactions of her senior leader, her second incident (D3) solely focuses on staff less senior to herself, however this does not stop her talking about the confirmation of herself as a leader in the eyes of other leaders more senior to herself when she states:

When I spoke to my DHT about it she was very clear that I regularly internalise other peoples actions onto myself too much and I need to give them responsibility for their own actions as opposed to blaming myself for them. (Carrie: D3)

When discussing influences D, Carrie very much focuses on aspects of her own actions and success as a leader and the subsequent reactions of others in the making sense of and validation of her professional context:

I had assumed that by sending this email he would see how frustrated I was by this as it is not a tact I usually take.

It's left me questioning the support of my HT – he has supported me by validating time off during a number of difficult personal challenges however in terms of professional support his responses have been curt and lacking in a desire to really understand the challenges from my point of view. (Carrie: D1)

In the last year I feel he's really taken on board a lot from me and the other faculty heads and we've been able to shape so much of what we do which has been great. (Carrie: D2)

I felt I knew my member of staff really well and that I was able to predict how they'd behave. (Carrie: D3)

4.2.3 Discussing Emotions

By analysing Carrie's responses in terms of the discussion of the various key emotion words; love, joy, surprise, anger, sadness, and fear, she overall appears to be observing emotion in herself rather than others. Her descriptions in terms of anger are clearly related to her feelings of frustration linked to restrictions in her working context. The few emotions she does discuss in relation to others tend to be those that have been unpredictable to her. She does appear to be able to identify when others are experiencing strong emotions but is not overly concerned that this may be the case.

4.2.4 Exploring Emotional Competence

The overall incidents of coding of EC dimensions across all the data collections is shown below in Figure 12. It is clear to see that EC dimensions were identified in all data collections, however, more were identified in D2 and D3. This may be due to the fact that each subsequent data collection was further refined to elicit more responses.

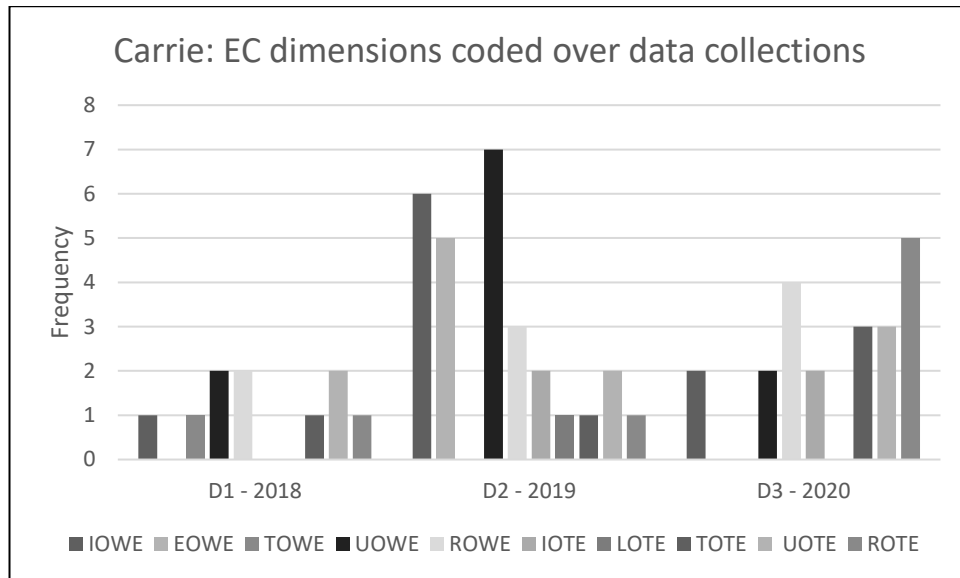


Figure 12: Carrie: Incidents of coding to emotional competence dimensions in each data collection

In D1 the incidences of intrapersonal EC dimensions commentary (those ending in OWE) appears to be more than that of intrapersonal (those ending in OTE), however this balance shifts as additional further question designed for D2 appeared to have explored this further, and there is more intrapersonal commentary in D2. The final data collection (D3) is much more balanced in across the commentary identified as an EC dimension. This may be due to the fact that the design of D3 was informed by that of D1 and D2.

4.2.5 Comparing EC with ABCD influences

The Figures below (13 and 14) show where there was overlap between coding for the A, B, C and D influences and commentary related to an EC.

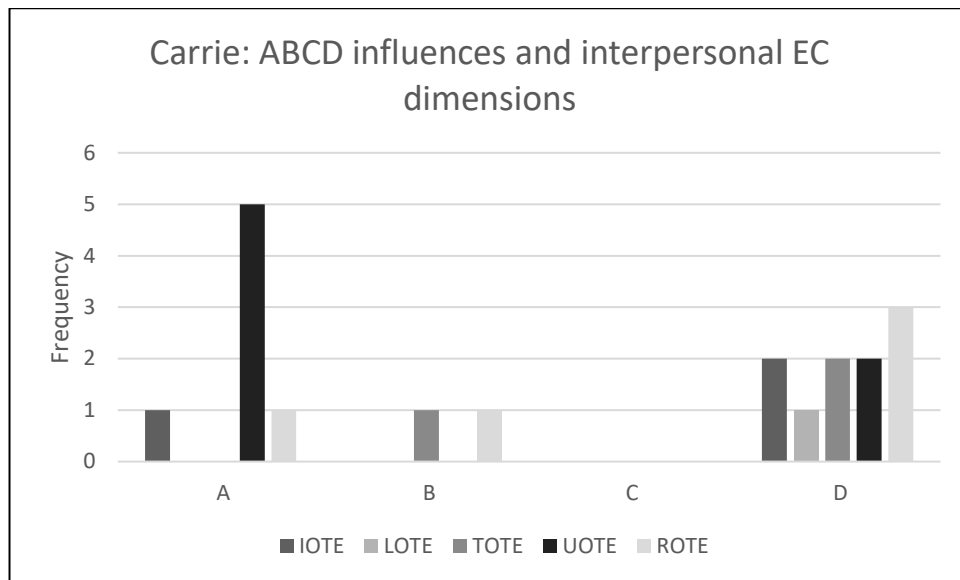


Figure 13: Carrie: The intersection with interpersonal EC dimensions and ABCD influences

Carrie seems to employ most interpersonal EC dimensions related to influences A and D, with the full range evident at D. There is also overall a more marked use of UOTE. Comments related to this EC dimension are aimed at confirming the person’s emotional reaction to the situation and how this impacts or has been affected by her actions, for example:

In terms of professional support his responses have been curt and lacking in a desire to really understand the challenges from my point of view. It’s left me questioning the support of my HT.
(Carrie: D1)

In hindsight my Whatsapp to her was possibly a bit terse but I’m trying to be more assertive in my management and the staff member involved often takes this response as opposed to a more touchy feely approach so I felt it was justified. (Carrie: D3)

In Figure 14 there appears to be much more commentary on intrapersonal EC dimensions in relation to influences B. Those related to

identification, understanding and utilisation of her own emotions are most prominent.

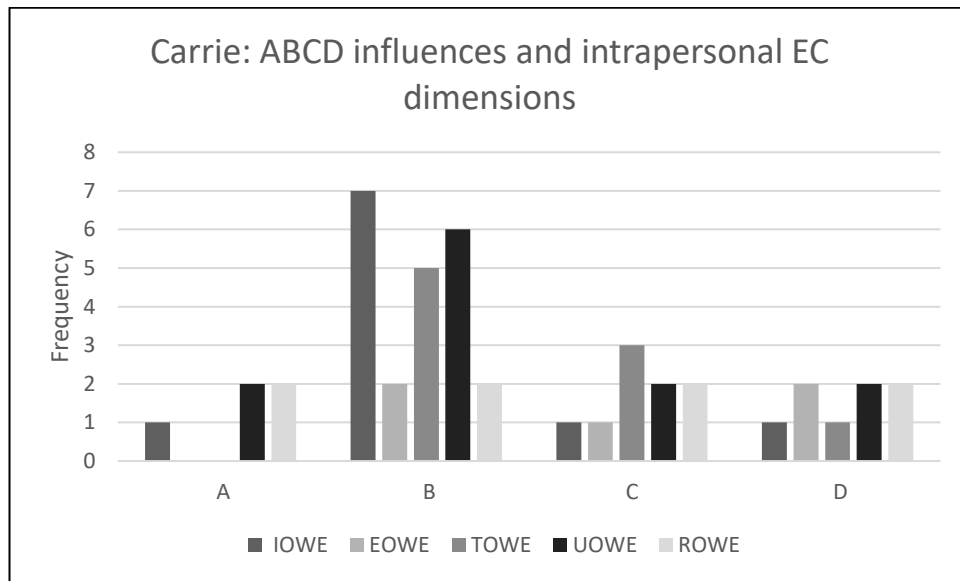


Figure 14: Carrie: The intersection with intrapersonal EC dimensions and ABCD influences

4.2.6 Carrie Summary

Carrie reported a fairly standard PEC, with a slightly stronger ability to comprehend and deal with the emotions of others than her own. Her reflective pieces however do show that she employs the range of intrapersonal EC dimensions across the identity formation influences. In terms of interpersonal EC dimensions these are more evident during influences A and D. There has been a slight increase in her Global EI scores over the period of this study, this is also reflected in her commentaries, where she appears, by D3, to be much more comfortable in her role. Carrie seems to strive to be seen as confident and capable in her role, this seems to be an important aspect of her identifying as a leader. She becomes frustrated with systems that are out with her control and raise barriers to her doing her job. By D3 she appears more comfortable in her role and can reflect back to the incident she describes in D1 to see the progress she has made in this. She still, however, is not completely happy with how she leads and is still developing and reflecting

on her actions as a leader. She does use confirmation from senior leaders in recognising if she is being successful as a leader, but also relies on her own ideas in what a successful leader is.

Figure 15 below, shows the strongest relationships between the PEC individual emotional competence dimensions and the A, B, C and D influences for Carrie. It can be seen that the most often appearing commentary in relation to include B is also related to intrapersonal EC dimensions. The majority of the interpersonal EC dimensions are employed in influences between behaviours and context.

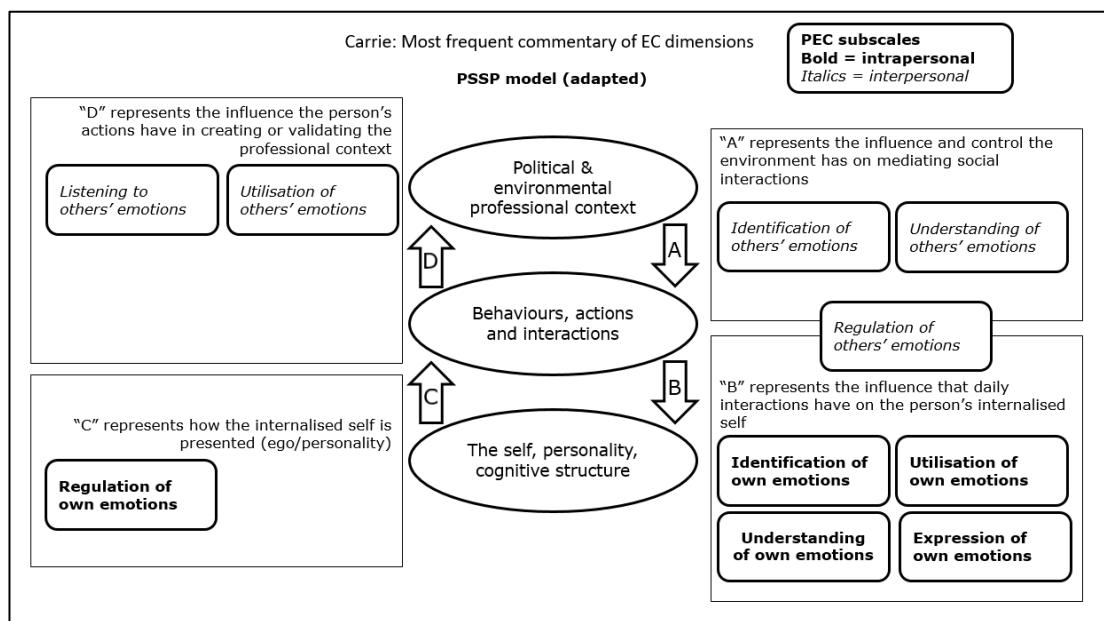


Figure 15: Overview of Carrie's coding showing strongest relationships between EC dimensions and ABCD

4.3 Flora

Flora identifies as a female middle level school leader, with seven years' experience in the education sector at the start of the study. She chose to study this programme as she was interested in progressing her own professional development and set out to complete the full three-year programme to gain a full masters degree. Across the data collection period she gained additional responsibilities within the first year in her

current role and then progressed to a temporary leadership role within the Central Quality Improvement Team within her local authority. This would mean her experiences of leadership within her place of work would have potentially changed; certainly, a move to a centralised team would mean she would have not had the opportunity to build long term collegiate relationships with her colleagues.

4.3.1 Profile of Emotional Competence

Flora's results from her PEC returns are shown below (Figures 16 and 17).

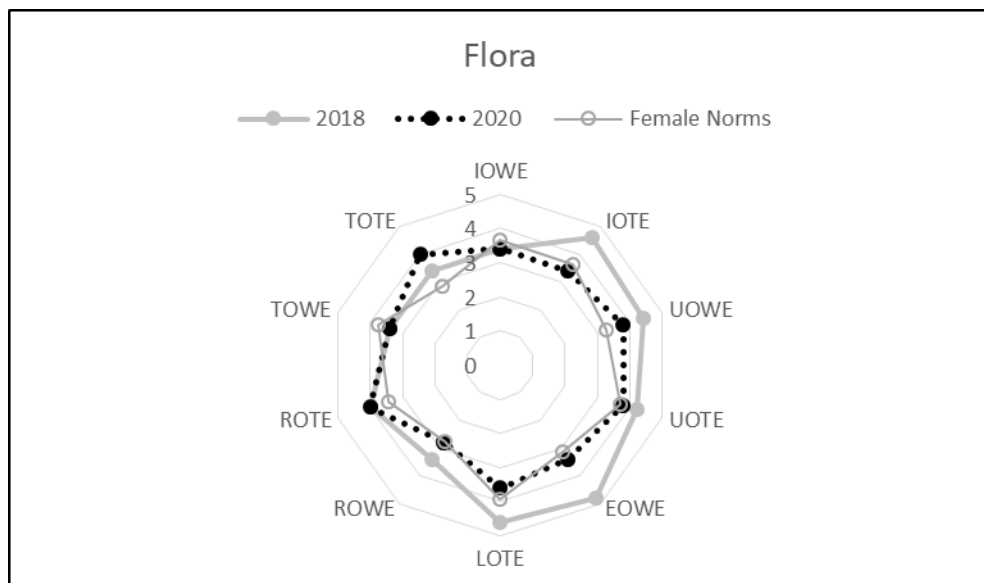


Figure 16: Flora: PEC profile as reported at the start and end of the study

Flora's profile initially (2018) reported EC dimensions which were generally much higher than the suggested female norms as reported by Brasseur et al (2013). She reported changes over time in terms of a decrease in almost all areas towards a profile that is very much in line with norms. The one area that does not follow this trend is linked to her ability to utilise emotion to support others. It is worth noting here that Flora has changed role since her first completion of the profile, and this potentially could have affected how well she perceives her abilities.

Figure 17 below again highlights this difference between her initial reported EC profile compared to her final (which is much more in line with norms). She reports as having slightly higher skills in dealing with the emotions of others than she does at dealing with her own emotions.

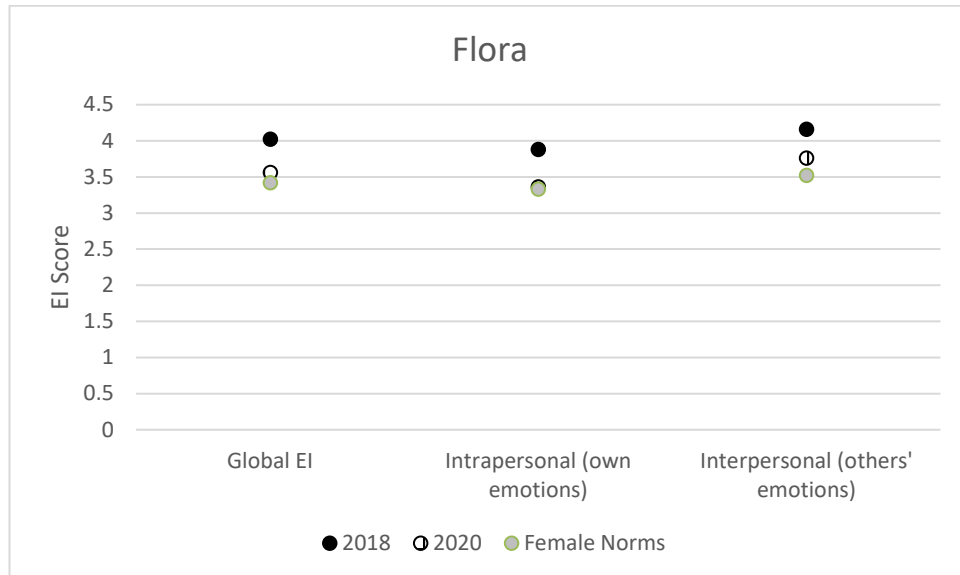


Figure 17: Flora: Overall scores as reported at the start and end of the study, compared to female norms

4.3.2 Identity Formation

In Flora's first critical incident (D1 and D2) she chooses to tell us about an incident where she was leading the development and implementation of a change. It is clear that she had to deal with challenges from many staff during the session described. This does not appear to have been unexpected and she discusses both her own responses and those of the staff in dealing with issues raised. She realises that she is not giving many choices to staff in developing this initiative and that this is likely to cause further conflict:

I led an in service day on a new literacy intervention I am responsible for leading within my cluster. We have a large staff and frequently some staff can be adverse to change. Throughout the session I was able to respond to their queries and even their

criticisms of the intervention. Following this session, I have been responsible for monitoring the implementation of this intervention. Some staff have not begun implementing this which has meant some difficult conversations have had to take place as this intervention has to be used within classes. (Flora: D1)

For the second incident (D3) she shares a scenario where she has been working with a school to support their improvement and she has had to act in an inspection capacity during an assessment visit. Again, she focuses on the difficult messages and reactions she has had to deal with.

This event occurred during a recent internal VSE where I was part of the VSE team. The school we were in was one of my focus schools and I have built up a good relationship with the SLT and the wider staff team. Unfortunately, I was unable to see enough evidence from the quality improvement activities to validate the SLT's self-evaluation and this was difficult to discuss with the SLT. (Flora: D3)

4.3.2.1 Levels PIS

With reference to Figure 2 consideration was given to how Flora discussed the three levels of the PSSP: political and environmental professional context (level P): behaviours, actions and interactions (level I); and the self, personality, cognitive structure (level S) across the three data collections (D1, D2 and D3).

In all her data returns Flora gives considerable commentary in regards to the current working situation for the staff she is interacting with during the incidents. There tends to be a focus in her commentary in relation to her previous interactions with others and her understanding of their current working situation.

I am conscious that we have a core group of staff who are resistant to change so whenever I lead CLPL sessions or meetings I am prepared for some backlash. (Flora: D1)

Inclusion is a major challenge that many of our staff feel makes teaching and learning a challenge. Currently we have a major issue with staff morale, many feel dejected within the profession and are no longer as eager to take on new initiatives or try something else.

I have to always be appreciative of staffs concerns, they are at the hard face of it, but ultimately we are there for improvement and that is what maintains my positivity. (Flora: D2)

In terms of her D3 she has had to switch role from a supporter of the school to judging them as part of a different external team. She is well aware of the potential damage and issues this change of role and working relationship is having both in her and others.

I have built up a good relationship with the SLT and the wider staff team.

It made it more challenging as I had worked hard to support this team and I felt as though I was letting them down.

I wanted the school to perform well as I was invested in the setting.

Equally I was aware that my role as part of the VSE team was being scrutinised as I was the least experienced and I was conscious that I had only been part of a few VSEs before. (Flora: D3)

When discussing aspects of level I, Flora very clearly focuses on her perceived (by others and herself) ability to be taking the role she is playing. There are a number of comments about knowledge and experience as a basis for her actions and how she is perceived.

The inevitable negativity from some staff can be frustrating however I see this as an opportunity to further develop my leadership skills and learn how to deal with these incidents. (Flora: D1)

Staff are more likely to take forward any initiative that I have suggested as a result of the knowledge I have of effective pedagogies etc rather than simply because a member of SMT told them to. You gain more respect if you are able to show sound knowledge and genuine understanding rather than a surface understanding.

It enabled me to identify any barriers that staff may have had. In one instance, it was a lack of confidence in classroom management and organisation that was identified and therefore I was able to support. (Flora: D2)

I felt I was under intense scrutiny from both the VSE team and the school's SLT to ensure I accurately explained my position but it was difficult when I have worked very closely with the staff before and I had really hoped that this would not have been the outcome of the day. (Flora: D3)

When discussing aspects of level S, Flora gave a number of examples of how being viewed by her peers and leaders might have an impact on how she views herself:

I was frustrated and slightly flustered that I was presenting to a large group of people yet some colleagues were being critical and openly negative. I had to ensure that I answered all of their questions on a positive note which can be difficult. (Flora: D1)

It can be hard to always maintain a professional 'mask' and it is helpful to sound off to other members of management who experience similar issues.

Sometimes I don't always see the impact of my leadership immediately and I can feel deflated however there are moments like when one of your worst critics ends up adopting your approach, or you over hear them say that something you suggested is working for them that help keep your faith. (Flora: D2)

However, she does have some very clear views in how she wishes to be perceived as a leader, based on her own internal beliefs about leadership and leadership behaviours:

It is difficult to maintain my professionalism when some staff display unprofessional attitudes and lack drive and motivation. (Flora: D1)

I am relatively early in my career and don't want the rest of my career to be tarnished by a negative attitude. For me, I ensure I am positive by constantly remembering why I entered the profession, to improve outcomes for young people and I believe positivity is a major factor in that.

I also believe that they can be envious at times of those in promoted posts, not fully understanding their remits. (Flora: D2)

It confirmed it for me, I want to be a leader who has integrity but I also want to be a leader who shows compassion and empathy and works with people to support them in taking things forward. (Flora: D3)

4.3.2.2 Influences ABCD

With reference to Figure 2 consideration was given to how Flora discussed the four aspects of influences (A, B, C and D) between the levels of analysis (P,I and S).

In terms of reference to the influences A, Flora was very much focused on the other pressures affecting staff behaviours and then how that was guiding their response to her. She does further elaborate on how this may interrelate with level I:

Inclusion is a major challenge that many of our staff feel makes teaching and learning a challenge.

Currently we have a major issue with staff morale, many feel dejected within the profession and are no longer as eager to take on new initiatives or try something else.

I have to always be appreciative of staffs concerns, they are at the hard face of it, but ultimately we are there for improvement and that is what maintains my positivity. (Flora: D2)

It made it more challenging as I had worked hard to support this team and I felt as though I was letting them down.

The HT became visibly upset when I was giving my feedback – I was the last to present after 6 others and it hadn't been a wholly positive session. I suspect the HT was hoping because of our past that I would be more lenient. (Flora: D3)

In discussing the influences B of the model, Flora's responses are very much centred on her beliefs in acting in a professional way and this portrayal of herself being confirmed through her interactions.

...whenever I lead CLPL sessions or meetings I am prepared for some backlash. This means that I can feel on edge at times, waiting for the inevitable negativity.

I don't think I would have changed the way I behaved. (Flora: D1)

It can be hard to always maintain a professional 'mask'

I have heard several times comments from staff about my job and remit which show a complete lack of understanding.

Granted there are times when I question if the higher salary is worth the hassle...

I knew that negative attitudes and overcoming difficult staff were all part of the role. (Flora: D2)

I did feel I was being pressured by the VSE team as I was new to this role and I had not been part of many processes like this.
(Flora: D3)

There was a considerable amount of text coded to influences C, very much focused on her strong values as a leader and belief in how a leader should behave. It also forces her to return to her ambitions in working within the education sector and why/how she wishes to lead in this:

I will always be true to what I believe in and I will try and share my vision as best as I can in an attempt to get other people onboard. This incident was challenging but I believed the

intervention was right for my context and would have a positive impact on learners. (Flora: D1)

You gain more respect if you are able to show sound knowledge and genuine understanding rather than a surface understanding.

However within that environment, when faced with a large group, it is important to remember the reasons for this new approach, to improve outcomes for learners.

For me, I ensure I am positive by constantly remembering why I entered the profession, to improve outcomes for young people and I believe positivity is a major factor in that.

but I do feel that this approach can mean people are more receptive to building relationships this way and that is essential in bringing people onboard.

However, I know that I will always feel driven to challenge myself and I sought out this position, I worked hard and wanted to be in a formal leadership role. (Flora: D2)

I was trying to be really clear with what I was saying, ensuring I was being compassionate and empathetic to the team. (Flora: D3)

Flora shows a real need to help staff (and at times herself) see their position in a more positive way. She uses the word "negative" or "negatively" a number of times through her responses and shows a real willingness to overcome this, in order to try to influence her environment in a more positive way. She tends to focus on this in terms of their validation of her professional context (influences D) and writes a considerable amount about this.

I had to ensure that I answered all of their questions on a positive note which can be difficult.

The challenge for any leader is to try and share your vision with these people and get them on board.

The alternative was to be negative back towards these people. I have to be positive about things I believe in and ensure that my knowledge and understanding is sound so that I am tasked to deal with criticism. (Flora: D1)

Staff are more likely to take forward any initiative that I have suggested as a result of the knowledge I have of effective pedagogies etc rather than simply because a member of SMT told them to.

From an SMT perspective, it can appear that many staff have lost any efficacy and adopt a very defeatist attitude early on.

As a result, the relationship with this member of staff has become more positive as they can see that I am there within a supportive role too.

I was fortunate in this occasion to be armed with data which is difficult to argue with as it showed attainment was low therefore significant intervention was required.

I also see the impact that a negative attitude has on many of my colleagues.

It is important to work not from top down and I try to remember this. I always start with the staff and identify reasons why they may be adverse and then seek ways to overcome these.

Sometimes, it can mean more work for me e.g. modelling lessons, additional support with planning etc.

I hope people know that not much will get me down. I might not have a solution straight away but I will do my best to help them reach a more positive outcome. (Flora: D2)

This need to remain positive was a challenge, as in D3 she found it difficult to deliver a negative message to staff she had worked with:

I wanted the school to perform well as I was invested in the setting.

I tried to remain approachable and understanding whilst remaining professional.

I felt I was under intense scrutiny from both the VSE team and the school's SLT to ensure I accurately explained my position but it was difficult when I have worked very closely with the staff before and I had really hoped that this would not have been the outcome of the day.

I was taken aback at first at the HTs tone however I feel this is a common response of someone who is feeling the way she was. I think this was a good experience for me. It would have been easier for me to have given staff the benefit of the doubt to make the dialogue with the SLT easier but I know I would have left the school that day feeling like I had let myself down and not stuck to my own values. (Flora: D3)

4.3.3 Discussing Emotions

By analysing Flora's responses in terms of discussing the various key emotion words; love, joy, surprise, anger, sadness, and fear, she appears

to be observing emotion in others and herself. Her need to remain positive and purposeful in her role lead to her picking up on the negative emotions in others and hence tend to lead to frustrations on her part. However, she recognises this and re-instates her intentions to do well in her role.

4.3.4 Exploring Emotional Competence

The overall incidents of coding of EC dimensions across all the data collection is shown below in Figure 18. It is clear to see that almost the full range of EC dimensions were identified in all the data collections.

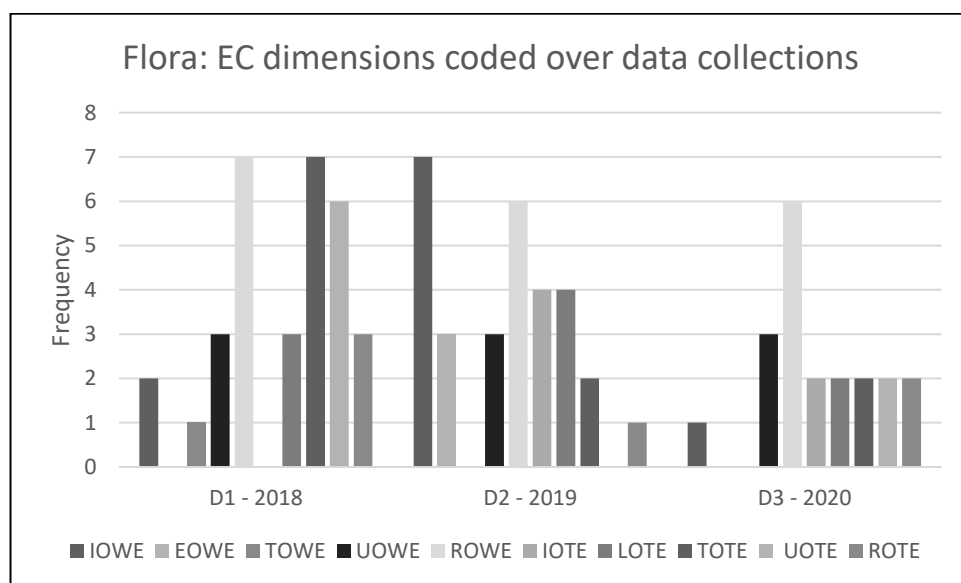


Figure 18: Flora: Incidents of coding to emotional competence dimensions in each data collection

In D1 and D2 the incidences of intrapersonal EC dimensions commentary (those ending in OWE) appears to be fairly balanced to those of interpersonal (those ending in OTE). This is an incident where Flora is constantly considering the emotions and responses of her colleagues as well as understanding and controlling her own emotional responses. The final data collection (D3) is much richer in commentary identified as an EC dimension in terms of interpersonal. This incident is very much

focused on the high emotions displayed by others, although she is still aware of her own discomfort in this.

4.3.5 Comparing EC with ABCD influences

The Figures below (19 and 20) show where there was overlap between coding for the A, B, C and D influences and commentary related to an EC dimension.

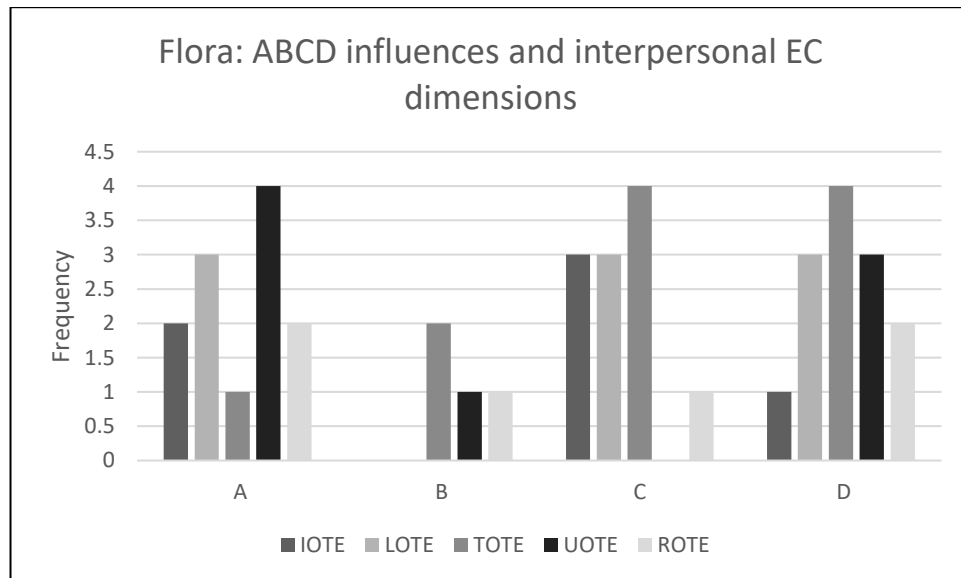


Figure 19: Flora: The intersection with interpersonal EC dimensions and ABCD influences

Although Flora seems to employ most EC dimensions at each stage of influences A, B, C and D, it is clear that there is a slightly more marked use of EC dimensions in terms of influences A and D. There is also overall a more marked use of TOTE in D than A. Commentary regarding this EC are related to her understanding of negative attitudes from staff and her efforts to overcome them, it therefore makes sense that she would be trying to confirm her professional context in a more positive light, hence this is employed more in influence D.

In Figure 20 most of the EC dimensions are noted at each stage of A, B, C and D, however it is clear to see that the majority of the commentary

on these intrapersonal EC dimensions occurs during influences B and C. This is perhaps what we might expect to see, where influences B and C are much more directly connected to the self.

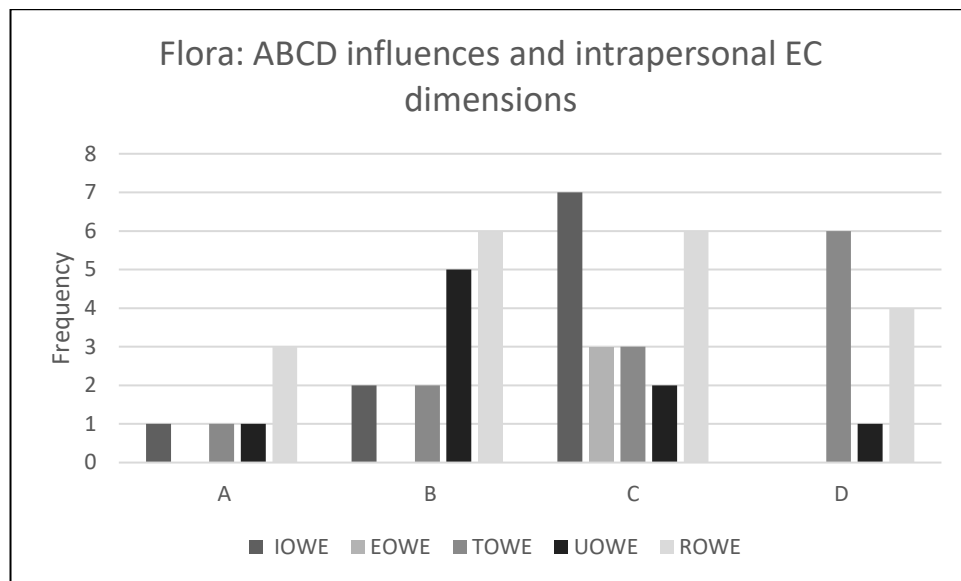


Figure 20: Flora: The intersection with intrapersonal EC dimensions and ABCD influences

4.3.6 Flora Summary

Initially Flora reported through her PEC a profile that was higher than norms. This did however decrease in most cases across the period of the study (to sit very close to norms), during this period she had taken on additional responsibilities and moved role which may explain her feeling less confident in her abilities. Her reflective pieces show that she employs the range of both intrapersonal interpersonal EC dimensions across the identity formation influences. Both the incidents she describes are based around delivering difficult messages to staff that she predicts they will feel negative about. She is very focused on remaining positive in these circumstances.

How she is viewed as a leader by others is fairly important to her, as she sees knowledge and experience as an important factor in this. However, it is her self-belief in what leadership and leaders should look like that is

her touch stone as to how she considers her interactions and guides her behaviour. She returns a number of times to this strong sense of doing well for others and is forgiving, although not accepting of negative attitudes in this. She is always aware of wider issues that may be affecting her interactions with others and again is forgiving towards others because of this, choosing to try and work with people rather than against.

Figure 21 below shows the strongest relationships between the PEC individual dimensions and the A, B, C and D influences for Flora. It can be seen that regulation of the emotions of others features strongly during influences A and D as this reflects her need to be positive and persuade others to be more positive too. The regulation of her own emotions is very much a key aspect of her making sense of her interactions and guiding her on how to react (influences B and D).

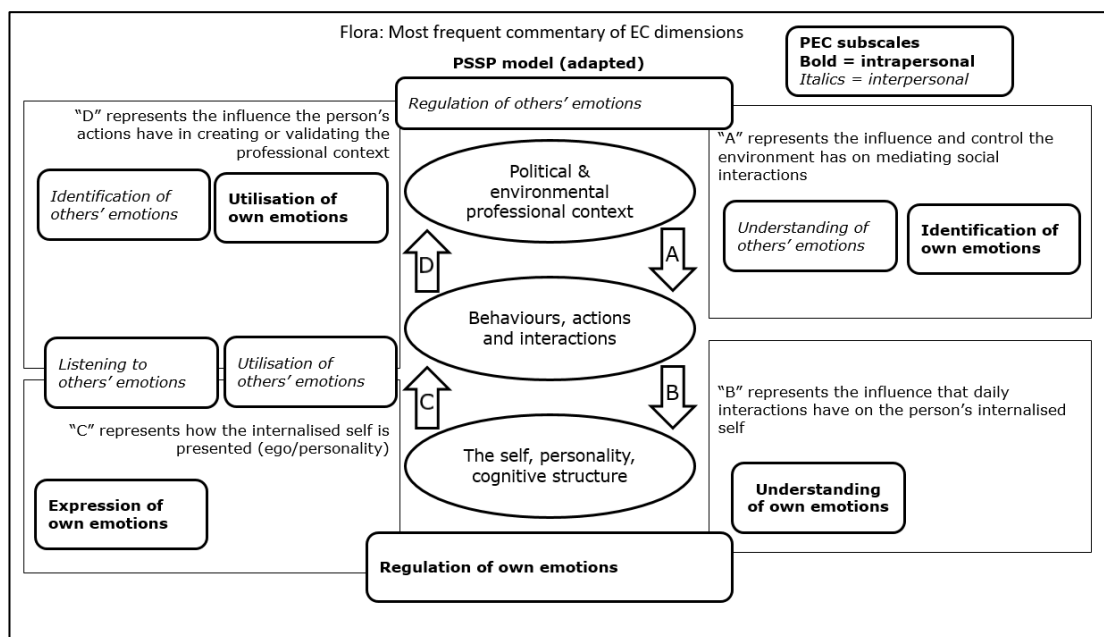


Figure 21: Overview of Flora's coding showing strongest relationships between EC dimensions and ABCD

4.4 Gregor

Gregor identifies as a male class level school leader, with thirteen years' experience in the education sector at the start of the study. He chose to study this programme as he wishes to gain recognition of his leadership capacity within his workplace. He set out to complete the full three-year programme to gain a full masters degree. Across the data collection period he remained in the same position in the same school.

4.4.1 Profile of Emotional Competence

Gregor's results from his PEC returns are shown below (Figures 22 and 23)

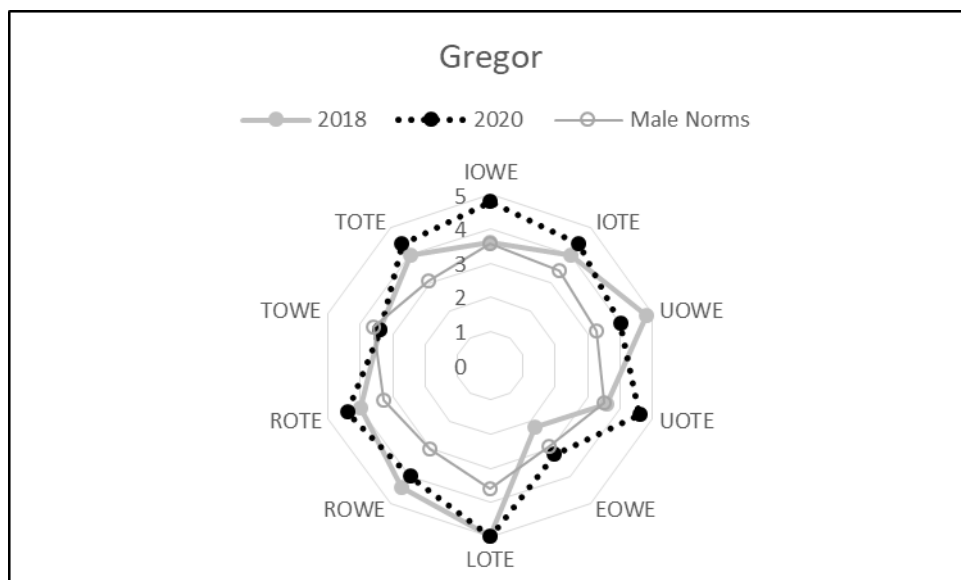


Figure 22: Gregor: PEC profile as reported at the start and end of the study

Gregor's profile is above male norms for both returns, as reported by Brasseur et al (2013). There have been reported changes over time in terms of his perceived increases in both interpersonal and intrapersonal dimensions.

Figure 23 below again highlights this marked differentiation between his reported PEC and the male norms (as stated in Brasseur et al, 2013).

Overall, there has been an increase in his reported skills. Although all scores for both returns are above norms there is a bigger difference in the reported interpersonal dimensions than intrapersonal. It can also be seen that he has reported as better in dealing with the emotions of others than he does at dealing with his own emotions.

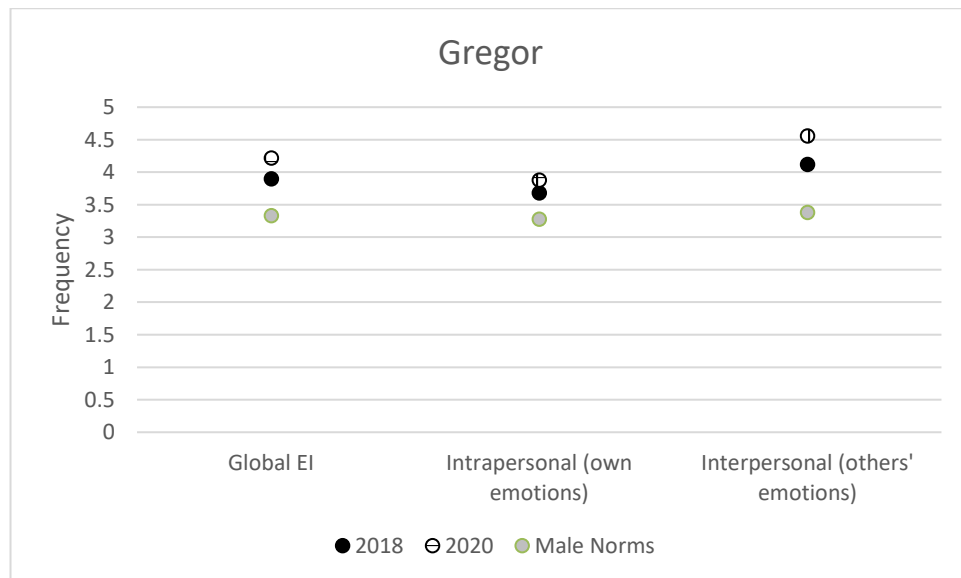


Figure 23: Gregor: Overall scores as reported at the start and end of the study, compared to male norms

4.4.2 Identity Formation

In Gregor's first critical incident (D1 and D2) he chooses to tell us about an incident that happened when dealing with behaviour of his students outside of his classroom in a more social setting. This is set in an international school which has a mix of ethnicities and nationalities and he is relatively new member of staff. He very much sees himself as a guide to encouraging inclusive and respectful attitudes and behaviours in his students, even when they are not under his direct influence in his classroom. It appears he could have chosen to ignore the incident and got on with the task he was doing, however he is clear that this is not the role he wishes to take:

The incident took place at the corridor outside of my classroom. This was during the break. Two students were making fun of another student, because of his accent. The incident was related with a derogatory comment that one of the students did in the classroom. (Gregor: D1)

In D3 Gregor shares with us an incident that occurred with a parent and the frustrations related to the need to teach online.

During the lockdown I am doing online teaching. A parent had a problem with the internet connection. Every time the internet connection was going down fifteen minutes after the beginning of the lesson. So, the parent blamed me for doing only 15 minutes lesson... (Gregor: D3)

Neither incident involves interaction between himself and colleagues, rather they are both based on his interaction with other stakeholders (students and parents). It is interesting that this choice of incidents is when Gregor appears to identify himself in a leadership role.

4.4.2.1 Levels PIS

With reference to Figure 2 consideration was given to how Gregor discussed the three levels of the PSSP: political and environmental professional context (level P): behaviours, actions and interactions (level I); and the self, personality, cognitive structure (level S) across the three data collections (D1, D2 and D3). Overall Gregor's data returns were fairly sparse in their wording and he did not elaborate often. His use of English in his accounts suggests that English may not be his first language.

In his first data return Gregor gave very little description in the way of level P, his responses are very narrow and matter of fact, for example

when asked to explain the context the incident takes place in he responds:

It is a multicultural school and the pupils are from all over the world. (Gregor: D2)

There is much more that could be considered in respect to this context, however Gregor does not elaborate. Although he does begin to share his beliefs around how this context should be shaped:

This is an important issue for me because I believe that the school works more effectively and in a well-tempered way only if it is peaceful, respectful towards every human being and multicultural. (Gregor: D2)

In the last data collection (D3), Gregor does appear to provide much more text in describing the context, considering the wider influences at work:

I believe that the current unprecedented situation with the covid-19 pandemic and the consequent lockdown has influenced a lot people's lives globally. So, probably the parent was under extreme pressure and that affected his behaviour and blurred his judgement.

I believe that living the current situation a lot of leaders in education are facing similar incidents. However, and before the covid-19 educational leaders were managing similar situations on a daily basis. (Gregor: D3)

When discussing aspects of level I, Gregor focuses on the behaviours of others:

The two troublemakers were repeating in a funny way a specific expression which the student/victim said it in the classroom. They were annoying him. (Gregor: D1)

I can see how responsible and more mature my student become year after year. Moreover, they do not focus on the differences between their classmates but they are more friendly and more co-operative. (Gregor: D2)

He does also reflect on how he feels his typical behaviour has changed with more experience in his role. There again is a lack of detail or elaboration in his comments:

I realised that he was annoyed when I saw his face and his expressions. Of course I felt the need to intervene, but I was new at the school and I let my colleagues to do so.

However, in the past and especially during my early years at the profession, the presence of my colleagues could influence my behaviour, because I wasn't so experienced. (Gregor: D2)

When discussing aspects of level S, Although Gregor acknowledges how he feels about an incident, he is very quick to brush these aside:

Because my feelings at the time were more like reflex and they lasted just a few seconds. I believe that a leader can manage better such an incident only if he/she is calm. (Gregor: D2)

My initial sadness didn't influence my attitude. I understand that this covid-19 pandemic is a very difficult situation and people are under extreme pressure...I am trying to be calm, though. (Gregor: D3)

It is clear from his comments, that he believes that a leader should be calm at all times to the point of showing no emotion at all and uses this as a guide to his own behaviours. It is what he believes a leader should be that he appears to model in himself.

During the specific incident the presence of my colleagues did not influence my behaviour, because I knew what to do and I knew that this was an unacceptable behaviour.

This make me feel more efficient as a leader. (Gregor: D2)

4.4.2.2 Influences ABCD

With reference to Figure 2 consideration was given to how Gregor discussed the four aspects of influences (A, B, C and D) between the levels of analysis (P,I and S).

When considering influences A, there is very little coded in terms of what may be influencing behaviours, although he does hint at the context of the school and expectations of behaviours:

The incident took place at the corridor outside of my classroom.
This was during the break.

There were some colleagues the same time at the corridor but this did not influence my behaviour (Gregor: D1).

It is a multicultural school and the pupils are from all over the world. (Gregor: D2)

In D3 he does tell us about the wider situation but offers no description on how this may be effecting behaviours other than a comment about parents and his colleagues.

I believe that the current unprecedented situation with the covid-19 pandemic and the consequent lockdown has influenced a lot people's lives globally. So, probably the parent was under extreme pressure and that affected his behaviour and blurred his judgement.

Other colleagues of mine understood the situation but initially they were upset with the parent's behaviour. (Gregor: D3)

In discussing the influences B of the model, Gregor's responses are very measured, and it appears that he finds it relatively easy to respond to the behaviour in others. At first reading he does not appear to identify how his belief in himself as a leader is influenced in these interactions, however he does provide commentary on how his own actions have confirmed his self-belief.

I was thinking how to stop this and how to prevent such incidents in the future. This influences my teaching job every day. (Gregor: D1)

During the specific incident the presence of my colleagues did not influence my behaviour, because I knew what to do and I knew that this was an unacceptable behaviour.

However, in the past and especially during my early years at the profession, the presence of my colleagues could influence my behaviour, because I wasn't so experienced. (Gregor: D2)

This incident confirmed the way that I view myself as a leader, because for one more time my attitude towards others be it parents, pupils or colleagues has been proved that it plays an important role to solve problems effectively.

I will definitely behave in the same way. To be honest, those challenges are very useful for me and my improvement as a leader, thus, I feel quite happy to manage situations like that – I don't know if that sounds very weird and awkward – but this is the way I feel! (Gregor: D3)

Gregor tends to talk about influences C as his actions and behaviours linked to his self-belief in what a leader and leadership should look like. He appears to be confident in how he has guided his interactions with others:

The challenge for me is not only to stop such incidents as a teacher being there, as an attendant but also to teach young people how to respect each other as individuals in the society. (Gregor: D1)

I believe that a leader can manage better such an incident only if he/she is calm.

As a person I am a diplomat, thus, I always hide assiduously my emotions.

This is an important issue for me because I believe that the school works more effectively and in a well-tempered way only if it is peaceful, respectful towards every human being and multicultural. (Gregor: D2)

However, I didn't feel upset or angry at all and of course this didn't influence my attitude towards the parent. (Gregor: D3)

The commentary coded in regards to influences D focus very much on the action of the leader as setting the atmosphere within the context:

I believe that this is a very often incident for a school environment. Educational leaders should be able and prepared to manage those incidents in an effective way. (Gregor: D1)

Because, the leader has the responsibility of the well-tempered way of operation of a school. (Gregor: D2)

I believe that my willingness to solve the problem and the friendly way that I approached the parent played a crucial role to find a solution and calm the parent down. (Gregor: D3)

4.4.3 Discussing Emotions

By analysing Gregor's responses in terms of discussing the various key emotion words; love, joy, surprise, anger, sadness, and fear, he talks both about emotion in himself and others. Descriptions in terms of anger and fear are clearly related to what he sees in others. Any comments related to joy and love were around his own emotions in terms of being seen to be calm and influencing others to be calm.

4.4.6 Exploring Emotional Competence

The overall incidents of coding of EC dimensions across all the data collections is shown below in Figure 24. It can be seen that most EC dimensions were coded over each data collection. The numbers are not high, as has been said before, Gregor's responses were minimal in their wording and elaboration.

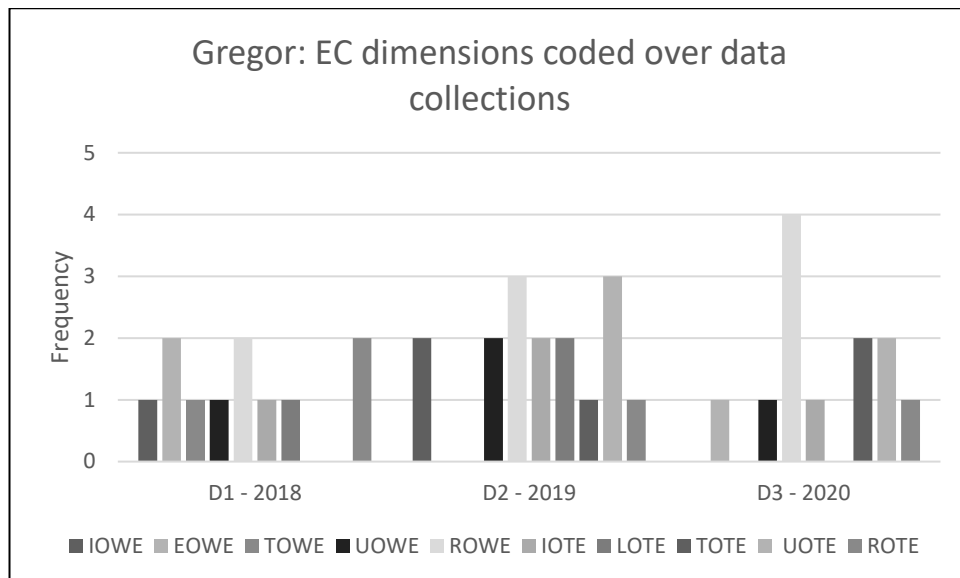


Figure 24: Gregor: Incidents of coding to emotional competence dimensions in each data collection

The additional questions asked in D2 did seem to elicit slightly more responses from him. Even though the questions in D3 were designed to try to collect richer data, this appears not to have had any significant effect on Gregor’s return.

4.4.5 Comparing EC with ABCD influences

The figures below (25 and 26) show where there was overlap between coding for the A, B, C and D influences and commentary related to an EC dimension.

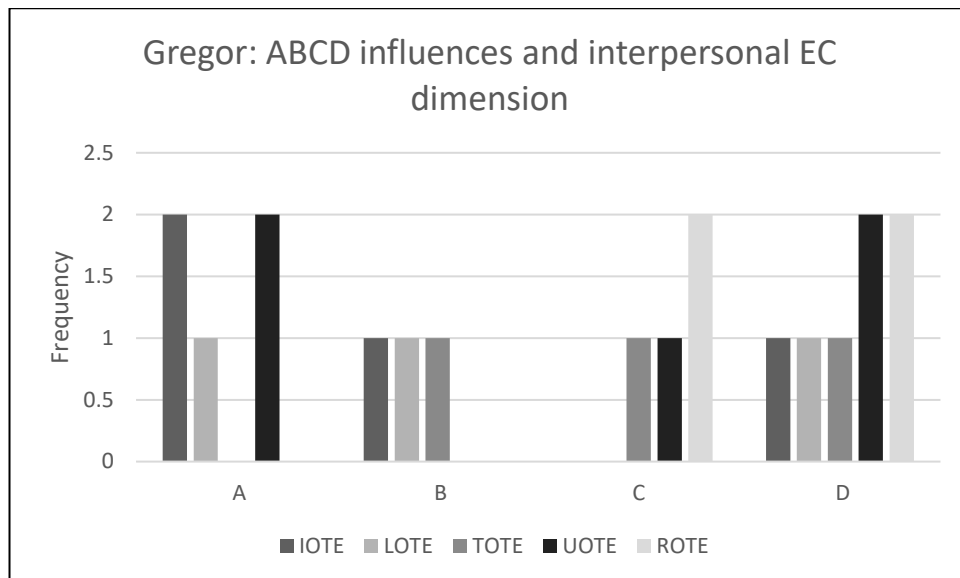


Figure 25: *Gregor: The intersection with interpersonal EC dimensions and ABCD influences*

Although Gregor seems to employ some interpersonal EC dimensions at each stage of A, B, C and D, there is a slightly more marked use of these EC dimensions in terms of influences A and D, with the full range employed in D. He seems to employ UOTE in both D than A. Commentary regarding this EC dimension is related to his understanding of the situation in society in terms of additional stress and inclusion. As he says:

...teach young people how to respect each other as individuals in the society. (Gregor: D1)

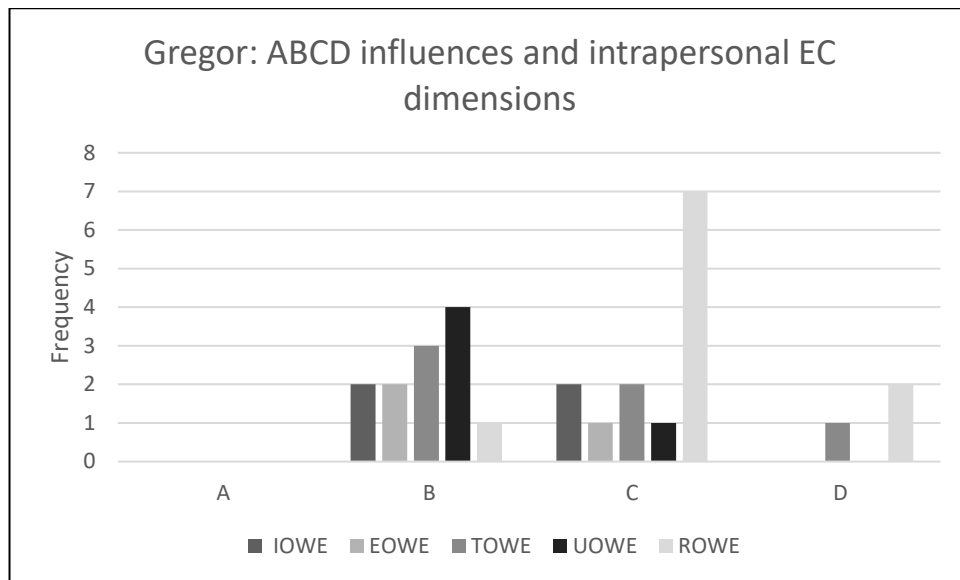


Figure 26: *Gregor: The intersection with intrapersonal EC dimensions and ABCD influences*

In Figure 26 it is clear to see that almost all of the commentary on these intrapersonal EC dimensions occurs during influences B and C. This is perhaps what we might expect to see, where influences B and C are much more directly connected to the self. What is also quite apparent is Gregor’s high use of ROWE in influences C, where he is regulating his own emotional response. This is very much reflected in his discussions about maintaining a calm exterior and therefore ensuring that others and his context stays calm. Perhaps linked to this is a higher use of UOWE at influence B, when he is understanding the emotional chains and triggers for his own emotions, an important part of then regulating his emotions.

4.4.6 Gregor Summary

Gregor reported through his PEC profiles a high level of competency in all of the EC dimensions, which mostly increased over the period of the study, his interpersonal EC dimensions were more above the norms than intrapersonal. He reports himself as having an even stronger ability to comprehend and deal with the emotions of others than his own. His reflective pieces were minimal in their text and elaboration, hence coding proved difficult and numbers were often low. Figure 27 below shows the

strongest relationships between the PEC individual dimensions and the A, B, C and D influences for Gregor, however, these are based on very low numbers so perhaps not as robust as other cases. What can be observed in his reflective pieces is a clear recognition of emotional regulation, with much talk about remaining calm. He appears to rely on his own beliefs in this as to how a leader should behave and relies very little on the behaviours and opinions of those around him in confirming the right responses.

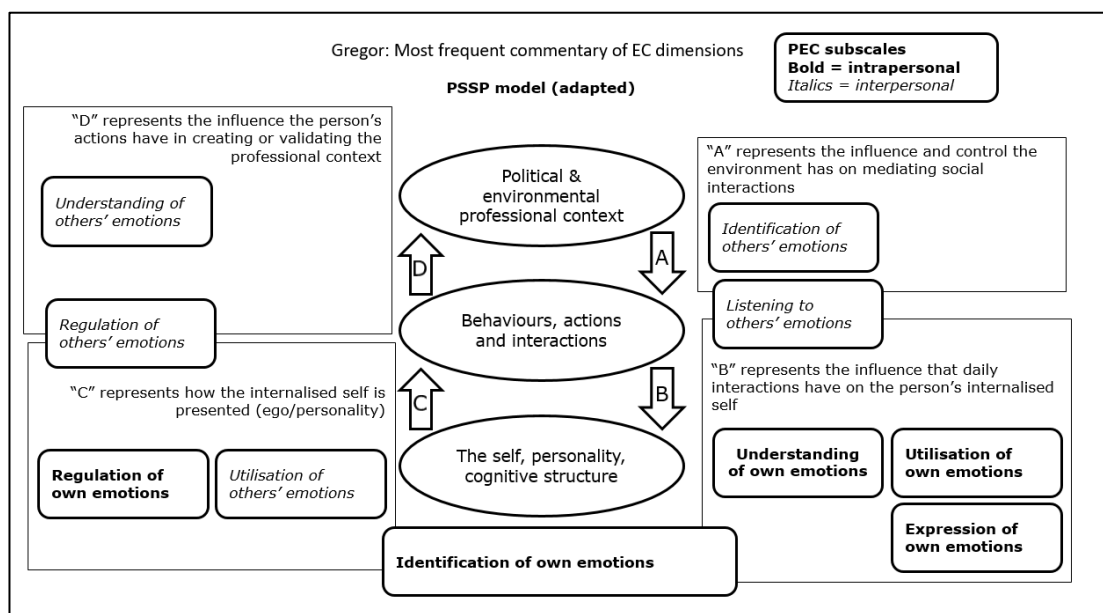


Figure 27: Overview of Gregor's coding showing strongest relationships between EC dimensions and ABCD

We can also see that he tends to employ his intrapersonal EC dimensions during influences B and C and more of the interpersonal during A and D. Given he reports very high levels of interpersonal EC, he tended to discuss more about his intrapersonal EC.

4.5 Summary

Although there are some preliminary observations in this chapter the main purpose was to present the data in a clear and concise manner. The results presented are discussed fully in Chapter 6. In the next chapter I

will consider the data collected in a holistic manner, employing a similar structure to that applied to the individual cases.

Chapter 5 Cross-Case Results

In this chapter there is detailed exploration of all the data provided by all of the participants. The purpose here is to present initial observations of the data collected; more detailed analysis and discussion is provided in Chapter 6. With reference to Section 4.2 it can be seen that a total of seven participants engaged in data collection Stage 1 (D1), with five completing data collections Stage 2 (D2) and four completing data collection Stage 3 (D3). These final four participants form the basis of the case studies that were presented in Chapter 4. In total sixteen qualitative critical incident reflection instrument data returns were received across all data collection stages. The participants' profiles show there is a mix of genders (weighted towards female) and a range of experience (seven to twenty years). In terms of role, there is a mix across class, middle and senior positions. A cross-case collation of the initial Profile of Emotional Competence (PEC) is discussed together with the results from coding from all the qualitative data returns.

5.1 Profile of Emotional Competence

The Global scores from the PEC returns from D1 are shown in Figure 28.

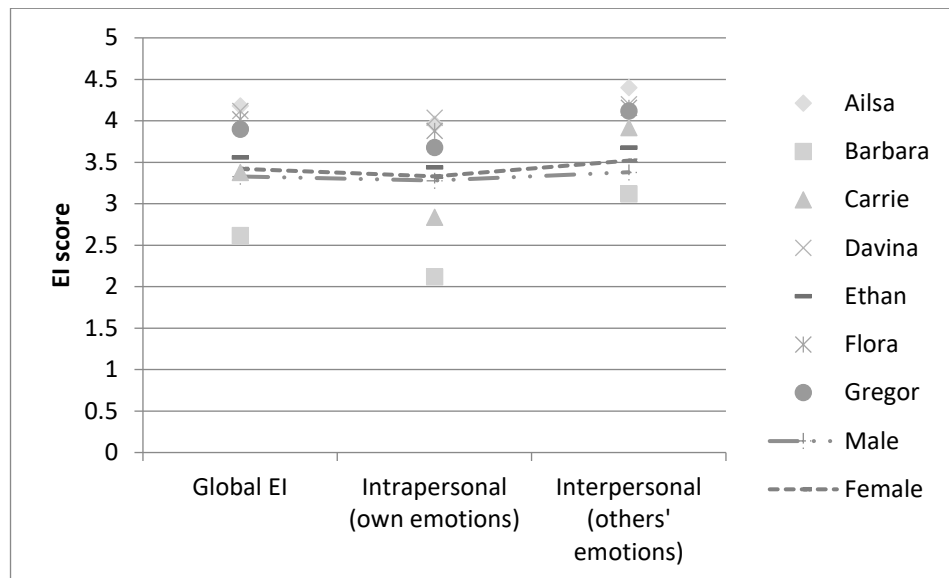


Figure 28: Cross-Case: PEC profiles as reported at the start of the study (lines joining male/female norms are solely to help with identification on the diagram, they have no mathematical significance).

With the exception of Barbara and Carrie, participants tend to have reported higher than normal scores, this is particularly true in the case of interpersonal EC dimensions. It is of interest that the two participants with the lowest scoring profiles chose to continue completing the data collections to the end (although they did not request their scores so would not have been aware of this). This may suggest they are aware of their struggles in certain areas questioned in the PEC and wished to continue the reflective process of the data collection to further explore this. It is not possible to look at changes over time for all the participants as they did not all complete D3. The majority of the profiles suggest that participants on the course tend to report themselves having higher than normal intrapersonal and interpersonal emotional competence dimensions.

5.2 Identity Formation

The types of incidents reported by participants were varied, some have reported incidents in dealing with students and parents, whilst others have provided commentary on dealing with people they lead in a

particular team or in dealing with a leader senior to them. There was usually more than one particular group involved in the incident, for example, Ethan (D1) chose to focus on an incident he had to deal with occurring between two members of staff he leads. He does not just talk about his interactions with the staff, but how these were related to student and parent behaviours as well. Ailsa (D1) also chose to describe a situation when dealing with staff she leads, however, Davina (D1) has chosen a situation when dealing with student feedback.

This combined with the data returns discussed in Chapter 4 shows that for the participants' points of view, leadership is being enacted in a wide range of instances, when dealing with students, parents, peers, subordinates and those in more senior positions. Although not directed to discuss a perceived difficult situation in their reflections, all participants focused on incidents that particularly challenged them and appeared to be highly emotive.

5.2.1 Levels PIS

With reference to Figure 2 consideration was given to how the three levels of the PSSP were discussed: political and environmental professional context (level P) had been discussed across all data returns and participants: behaviours, actions and interactions (level I); and the self, personality, cognitive structure (level S) across the three data collection stages (D1, D2 and D3).

When references were made to level P across the cases, the majority referred to the situation and norms within the classroom or school/college context. For example:

There are time constraints and college outcomes to consider and these are more important to the senior management team.
(Davina:D1)

I knew from rumour that they felt they had a lot of work on. I used to manage the team as a faculty head and knew they found change difficult and were defensive that change was a criticism of them rather than a criticism of systems or processes. (Ailsa:D1)

It arose between two members of staff, and had been building for a couple of months. They were both sharing a class with equal teaching time allocated to them, however one member clearly believed they were superior to the other and was very open with comments and suggestions regarding the other's teaching ability. (Ethan:D1)

There was very little commentary or recognition on the potential wider influences involved, however, there were a limited number of comments regarding wider influences, these are discussed and recognise as having an influence on their situation as we see here:

Currently we have a major issue with staff morale, many feel dejected within the profession and are no longer as eager to take on new initiatives or try something else. (Flora:D2)

I began to realise that with a diverse group of learners there are different opinions of a learning environment and experiences. (Davina:D1)

When discussing aspects of level I, there are again a wide range of interactions focused upon (reflective of the comments made in 5.2 above regarding the wide variety of types of incidents discussed). Participants focus their reflections on both their own behaviour/interactions and also that of students, parents, peers, subordinates and those in more senior positions.

An aspect of interest that appears to emerge from a number of these comments is in the need for a base of expertise or knowledge in the participant, being able to share or make this clear and the sharing and acceptance of that expertise within those they are interacting with. For example:

I think parents respect teachers who are confident in articulating their thinking and who explain why they completed certain actions after an incident. (Barbara:D2)

I feel that I already operate in a manner that tries to take the view of learner at the centre. (Davina:D1)

I try and provide as much information as possible. I always try and give reasons why we need to do something and how we can go about changing things. Staff are more likely to take forward any initiative that I have suggested as a result of the knowledge I have of effective pedagogies etc rather than simply because a member of SMT told them to. You gain more respect if you are able to show sound knowledge and genuine understanding rather than a surface understanding. (Flora:D2)

I have to be very conscientious and at times restrictive with resources which does ultimately impact how they teach. (Carrie:D2)

I replied with a further rationale and she replied again saying wording fine. (Carrie:D3)

I had already spoken to my colleagues about my evaluation for my Quality Indicator and it was supported by the other's observations. (Flora:D3)

PT asked if the task they were doing was really necessary. I explained that I was very important for staffing (they were doing the census information), She asked why they couldn't get cover and I explained that the crisis in our maths department was meaning cover was incredibly difficult across the school. (Ailsa:D1)

I was not prepared to do this, as there had been robust observations of teaching and learning for all members of staff and there were no issues with anyone's abilities to teach. (Ethan:D1)

When discussing aspects of level S, the participants gave a number of examples of how the incidents had confirmed their belief in how a leader should behave and how they had conformed to that behaviour. They discuss their values and how they had been reinforced by the incidents. They often return to their original ambitions in working within the education sector as a way of reconciling having to deal with challenging situations. They also give examples of the effect the incident had had on changing their beliefs in themselves as leaders or their values.

For example, in terms of confirming their current beliefs:

I have confidence in my professional judgement and know that it was important to contact the parent right away to ensure all involved were reassured. (Barbara:D2)

I reacted how I expected myself to and when I spoke to my DHT about it she was very clear that I regularly internalise other peoples actions onto myself too much and I need to give them responsibility for their own actions as opposed to blaming myself for them. (Carrie:D3)

I felt very good about myself as a leader after this event. The paperwork and workload I can manage easily, but the skills in dealing with people are always needing developed. (Ethan:D1)

This incident did confirm my view as a leader because I am mindful of this position and the challenges that I need to be aware of. I am a leader who embraces change and like to openly discuss the changes that are required taking guidance and preferences from both external and internal influences and try to develop a programme that is fit for purpose but that this is only short lived until the next review. I am a reflective practitioner who embraces change and this is evident in my leadership style. (Davina:D1)

My values influence my behaviour as well as reading about what makes a good leader, continual reflective practice and finding different ways to practice more successfully. (Davina:D2)

In terms of changing their beliefs, for Ailsa, who had recently taken on a more senior leadership role, the incident had an impact on how she believes other people view her due to her promotion and new leadership role.

I have realised often people are not just talking to me but rather are talking to a DHT and that makes a difference to how I should respond. I am more mindful about what staff are trying to say to me in both of these contexts. (Ailsa:D1)

Similarly for Carrie, although the original incident had her doubting her abilities in her role:

I feel it's been a further confirmation that maybe I can't do my job properly or that I am underperforming. (Carrie:D1)

She has been able to move on from this in her understanding of her abilities:

I feel like I'm really over it and have moved on from it and how it made me feel about my job. (Carrie:D2)

In Carrie's final reflection she has clearly been again changing and trying out new behaviours in her role and reflecting on this.

I saw this as an opportunity to be more assertive and stand my ground. I do wonder if this escalated it more than it needed to. (Carrie:D3)

5.2.2 Influences ABCD

With reference to Figure 2 consideration was given to how the participants had discussed the four aspects of influences (A, B, C and D) between the levels of analysis (P,I and S).

In terms of reference to influences A, participants reported a wide range of potential aspects, these included: needs of students; establishment procedures; resourcing; staff capacity; staff morale; parental influence; and often refer back to this when discussing level I:

This requires using a mix of teaching methods. The learning experience is not the same for every student and further/different support is needed. (Davina:D2)

It is a multicultural school and the pupils are from all over the world. (Gregor:D1)

Because the management team at this school always ask staff to inform them before they make phone calls home to parents, (Barbara:D1)

Very difficult to manage faculty funds given the really complex and clunky ordering system the council have in place. (Carrie:D2)

PT asked about the fact that we are possibly 2 staff over – couldn't they provide cover. I explained that the extra staff weren't 'floating' or general supply but rather were being used to support an additional section in social subjects and also smaller class sizes. (Ailsa:D1)

I often think it is a power issue for them, often to hide their insecurities over their own professional knowledge and understanding. (Ailsa:D1)

Currently we have a major issue with staff morale, many feel dejected within the profession and are no longer as eager to take on new initiatives or try something else. (Davina:D2)

This might be due to just total lockdown teaching fatigue. (Carrie:D3)

The school is based in an affluent area, where parental views are usually prioritised. (Barbara:D2)

In discussing influences B of the model, there is significant discussion around emotions, particularly in dealing with the negative emotions of others and how the participants coped with that in terms of their own emotional regulation, for example:

I am able to see beyond staff negativity and see the positive impact it will have on young people.

It can be hard to always maintain a professional 'mask'

I am relatively early in my career and don't want the rest of my career to be tarnished by a negative attitude. (Ailsa:D1)

The negativity that they displayed (although actually fair) was also very typical and I was frustrated because at that time it seemed they were complaining about everything. (Davina:D2)

Text coded to influences C was very much focused on how the participant had behaved in respect to how they believed a leader should behave, with some reference to values:

I feel that I already operate in a manner that tries to take the view of learner at the centre. However, I am aware that this is not always possible and will have issues that I may not have thought about. I would be aware of my internal thoughts and feelings and try to become less judgemental and more objective.

My values influence my behaviour as well as reading about what makes a good leader, continual reflective practice and finding different ways to practice more successfully. I value the importance of giving people a fair and just opportunity in education, to remain non-judgemental and accept the complexities of education. (Davina:D2)

I had to not allow myself to get annoyed or angry with the comments being made. I had to be impartial and remain calm. (Ethan:D1)

I am a leader who embraces change and like to openly discuss the changes that are required taking guidance and preferences from both external and internal influences and try to develop a programme that is fit for purpose but that this is only short lived until the next review. I am a reflective practitioner who embraces change and this is evident in my leadership style. (Ailsa:D1)

Similarly to when participants were discussing influences A, when discussing influences D, they also tended to focus on the same themes (needs of students; establishment procedures; resourcing; staff capacity; staff morale; parental influence) in terms of their validation of their professional context and resolution of their incident:

The outcome is that some students feel left out, annoyed at the learning pace. Trying to provide equity across the group seems to contradict equality of opportunity as each student's needs are not the same. There are time constraints and college outcomes to consider and these are more important to the senior management team (Davina:D2)

It enabled me to identify any barriers that staff may have had. In one instance, it was a lack of confidence in classroom management and organisation that was identified and therefore I was able to support. As a result, the relationship with this member of staff has become more positive as they can see that I am there within a supportive role too. (Ethan:D1)

It confirmed it for me, I want to be a leader who has integrity but I also want to be a leader who shows compassion and empathy and works with people to support them in taking things forward. (Flora:D3)

5.3 Discussing Emotions

By analysing the participants' responses in terms of discussing the various key emotion words; love, joy, surprise, anger, sadness, and fear. Looking across the cases the most frequent emotions discussed are those when the participants seem to discuss their own feelings of frustration and stress, they also talk about feeling overwhelmed and disappointed. These are a few words identified that pertain to the emotions of others.

The vast majority are related to these more negative type feelings and there is very little mention of words related to love or joy.

5.4 Comparing EC with ABCD influences

Figure 29 below shows where there was overlap between coding for the A, B, C and D influences and commentary related to an EC dimension across the entire data set.

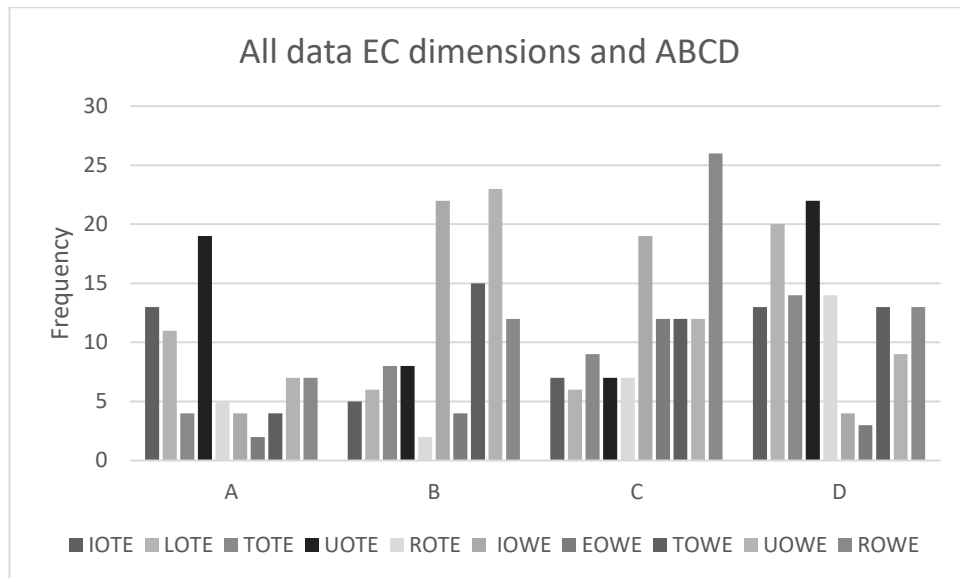


Figure 29: The intersection with EC dimensions and ABCD influences

It can be seen that most EC dimensions have been employed during most A, B, C and D influences, although slightly more seem to have been identified in relation to C and D. Looking at this in more detail Figures 30 and 31 show the intersection with A, B, C and D and both the interpersonal and intrapersonal EC dimensions.

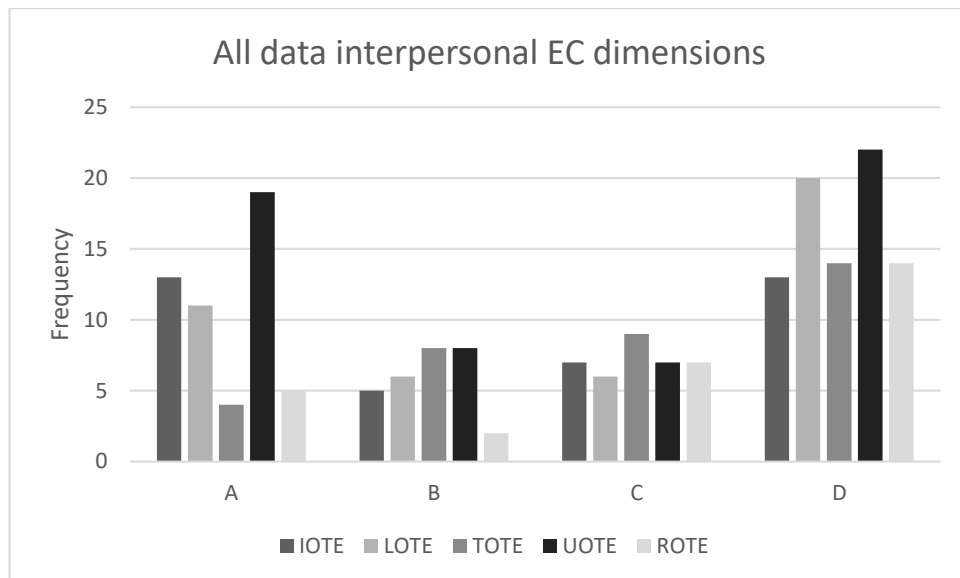


Figure 30: *The intersection with interpersonal EC dimensions and ABCD influences*

Although participants seem to employ some interpersonal EC dimensions at each stage of A, B, C and D, it is clear that there is a more marked use of these EC dimensions in terms of influences A and D. There is also overall a more marked use of UOTE. Although the high incidence of UOTE could be influenced overall by Barbara's data (see section 4.1.5), there are still a relatively high number of additional comments related to this EC dimension. These are related to having a clear understanding of another person's or other peoples' emotional state (in relation to influences A) towards the initial stages of the incident they are reflecting:

...understand students who are struggling with finances and mental health issues (Davina:D2)

I used to manage the team as a faculty head and knew they found change difficult and were defensive that change was a criticism of them rather than a criticism of systems or processes.

I also knew they sometimes wanted to blow off steam and that when they appeared to be negative this is really what they were doing.

I understood that they were frustrated and feeling overwhelmed. Also listening to what staff are finding difficult, or problems they are having is part of every day. (Ailsa:D1)

...one member clearly believed they were superior to the other and was very open with comments and suggestions regarding the other's teaching ability. (Ethan:D1)

UOTE comments in relation to influences D are again related to a clear understanding of another person's or people's emotional state (in relation to influences A) but tend occur after the event or some interaction has taken place:

...some students feel left out, annoyed at the learning pace.

...that the students were annoyed and felt that they were not given structured teaching approaches and it felt like they didn't not want to explore their learner abilities and opportunities. (Davina: D1)

I began to realise that with a diverse group of learners there are different opinions of a learning environment and experiences. (Davina:D2)

I also felt that the old 'us and them' attitude that I had tried hard to help them overcome was coming back again.

I knew they felt under pressure and I wanted them to see that I understood that and was sorry we couldn't them give them the level of time they wanted...

I didn't realise she was ACTUALLY complaining – I thought she was just 'everyday' complaining.

...although my intentions were good, my listening wasn't active enough. We weren't just shooting the breeze as colleagues – she was asking for my help as SLT and I didn't realise it. (Ailsa:D1)

...wanted teacher 1 to be open to slightly altering their perception of teacher 2's ability (Ethan:D1)

In Figure 31 it is very clear that these intrapersonal EC dimensions appear to be employed more often during influences B and C.

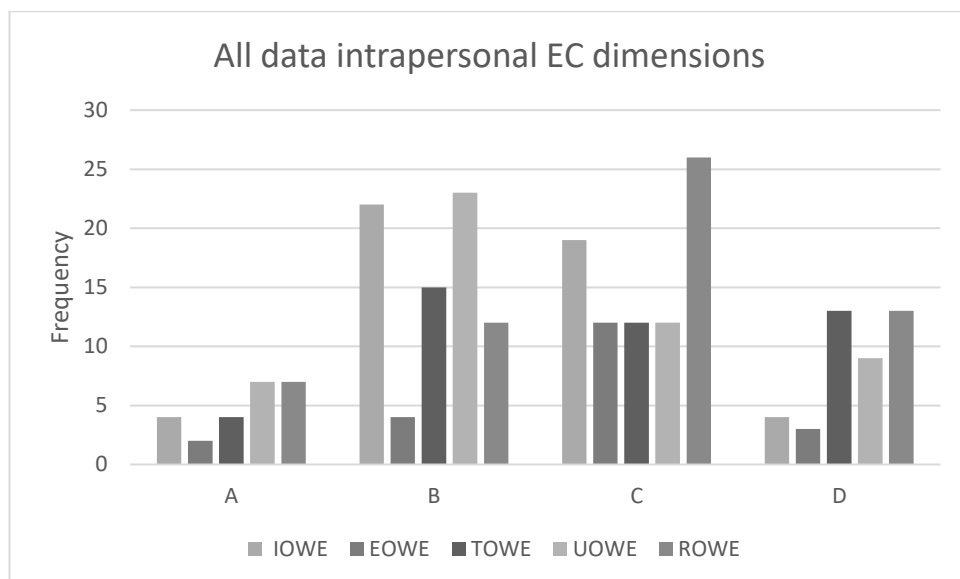


Figure 31: *The intersection with intrapersonal EC dimensions and ABCD influences*

The commentary in relation to influences B and C generally seem to be focused on frustration and disappointment in the actions of others and how they have come to terms with this in order to maintain a positive demeanour and outcome.

The negativity that they displayed (although actually fair) was also very typical and I was frustrated because at that time it seemed they were complaining about everything.

If I am honest I was also disappointed that the team I led for 3 years seemed like they were reverting back to the 'we're put upon' attitude that they had when I first arrived in the school.

it was my own disappointment that the changes I had made in the team had turned out not to be sustainable

Initially I just felt that I should answer their questions but actually as the conversation continued I was probably a bit defensive.

(Ailsa:D1)

My feelings at the time were surprise and frustration and this could have influenced my response with a defensive attitude.

I was defensive and trying to explain the justification for the approach taken and suggesting that I was already providing a positive experience along with the other lecturers on the team based on the goals set by the learners.

I would be aware of my internal thoughts and feelings and try to become less judgemental and more objective.

...to remain non-judgemental and accept the complexities of education. (Davina: D1 and D2)

Ethan in particular here almost gives us an internal dialogue of his thoughts as he dealt with a highly emotional situation with a member of staff:

Keep calm and listen. If you react you'll lose control of this and the relationship will be unrepairable,

... the more relaxed and non-judgemental I had to appear.

I remained seated and calm and listened. Not saying anything but nodding my head that I was still listening.

I had to not allow myself to get annoyed or angry with the comments being made. I had to be impartial and remain calm.

I felt very good about myself as a leader after this event.

(Ethan:D1)

5.5 All Data Summary

All participants reported through their PEC profiles a stronger ability to comprehend and deal with the emotions of others than their own. Yet the emotional words they use in their critical reflections are predominately related to their own emotions. The reflective pieces show a variety of situations when interacting with students, peers, subordinates and senior leaders. When discussing the levels P, I or S most issues focused on the situation within which they were operating, with very little commentary on any wider situation factors. When discussing the influences A, B, C and D participants do recognise contextual influences (needs of students; establishment procedures; resourcing; staff capacity; staff morale and parental influence). Emotional aspects are found predominately when they are dealing with the behaviours of others. When discussing their own behaviour, they refer to their own beliefs in how a leader should behave and be presented. When reviewing the intersection of EC dimensions and influences A, B, C and D, there are a wide range of EC dimensions employed across the influences. When considered broken down into interpersonal and intrapersonal EC dimensions, there was slightly more use of interpersonal EC dimensions linked with influences A

and B and more intrapersonal EC dimensions linked with influences B and C.

The generalisation when all data is combined (Figure 32) is that it can be seen that the majority of the intrapersonal EC dimensions seem to be more important in the influences of context and behaviours to the internalised self, as well as guiding how to present oneself in interactions. Interpersonal EC dimensions tend to be employed more in how the professional context influences behaviours and how behaviour can help influence the professional context.

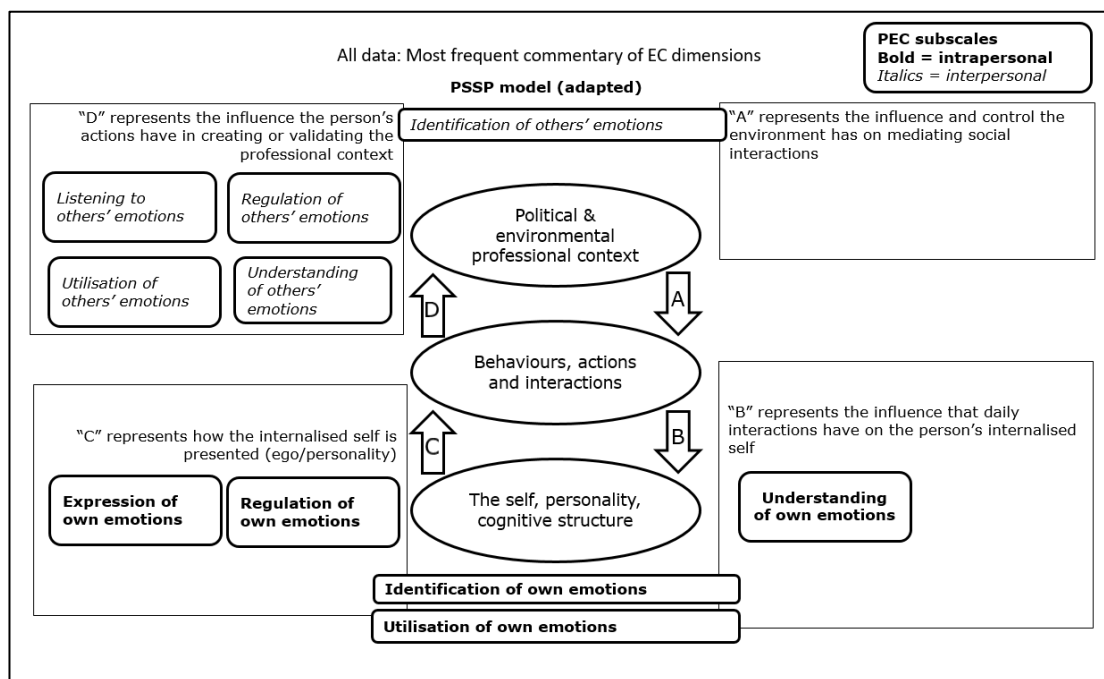


Figure 32: Overview of all data coding showing strongest relationships between EC dimensions and ABCD

Chapter 6 Discussion

This study set out to explore the experiences of participants undertaking a formal masters level course in educational leadership, in order to potentially inform and influence educational leadership preparation. This was approached by employing a focus on exploring the identity development of school educational leaders whilst also considering how their role identity formation and emotional competence interacted. I employed an interpretive and reflexive thematic analysis approach, albeit within a guiding theoretical framework of the combined Profile of Emotional Competence (PEC) (Brasseur et al., 2013) and the Personality and Social Structure Perspective (PSSP) model (Côté & Levine, 2002). There were, however, no initial predictions to how the PSSP and PEC would interact, this was definitively an exploratory study.

In relation to Figure 2, for discussion purposes, I continue to use the shorthand references to mean the following: political and environmental professional context (level P): behaviours, actions and interactions (level I); and the self, personality, cognitive structure (level S). Influences between these levels continue to be referred to as A, B, C and D. Emotional competence dimensions are referred to as: identification of own emotions (IOWE); expression of own emotions (EOWE); utilisation of own emotions (TOWE); understanding of own emotions (UOWE); regulation of own emotions regulating (ROWE); identification of others' emotions IOTE; listening to others' emotions (LOTE); utilisation of others' emotions (TOTE); understanding of others' emotions (UOTE); and regulation of others' emotions (ROTE).

Throughout this chapter, I will consider a number of themes, issues and points of interest that have arisen as I have immersed myself in the data (Glesne, 2006), as well as returning to address the initial research questions. The data and its interpretation is also discussed within the

context of existing literature, in order to present findings that correspond or differ to existing research in the field.

The phases of reflexive thematic analysis call for ongoing analysis in the later stages in order to refine themes and overall stories identified from the data (Braun and Clarke, 2006). In this study I have conducted an initial literature review (Chapter 2). However, as my immersion in the data, coding and themes has deepened, I have considered my own understanding of these themes and employed additional narrow focused reviews of literature to explore emerging themes and concepts, when reviewing my results. In Sections 6.1 to 6.4, I explore emerging themes within my data in relation to existing literature. I will also expand on my initial observation of my results in Chapters 4 and 5, in order to provide analysis and interpretation of these results.

6.1 What it means to be a Leader

It was clear from the participants' responses that they appear to hold an internalised belief of what a leader should be, how they should act and how they should interact with others in order to be perceived as a leader (see Sections 5.2.1). This appears to act as a touchstone to them in terms of reflecting on their behaviour and the behaviours of others. This touchstone appears to be critical as the candidates reflect on how they believe they had or had not behaved or been perceived as an effective leader (in essence this is located in the model in level S). This touchstone is akin to the "Identity Standard" as conceptualised by Burke and Stets (2009, p.63) which they described as being employed as a comparator to a person's perceptions of a situation, in terms of making decisions about how to behave. The evidence of the use of the identity standard is frequent throughout the data (see Sections 4.1.2.1, 4.2.2.1, 4.3.2.1, 4.4.2.1 and 5.2.1) particularly in the discussions related to level S. For example, Davina talks of "My values influence my behaviour..." and "This incident did confirm my view as a leader..." (Davina: D2). Barbara states "I have confidence in my professional judgement..." (Barbara: D2) and

Ethan reports “I had to be impartial and remain calm.” (Ethan: D1). Ailsa specifically identifies this as an aspect of her leadership when she reports “I am a reflective practitioner who embraces change and this is evident in my leadership style. (Ailsa: D1). I now re-examine this belief in relation to Figure 2.

According to Mead (1934), the internalised self is developed in the mind through social interactions with the environment and works through these interactions to protect and maintain the self. He defines the self as something that requires development and “which is different from that of the physiological organism proper” (Mead, 1934, p.135). Language plays a key part in this development. Mead’s work is cited as the basis for symbolic interactionism, although Blumer (1969) is credited with first using the phrase. The concept of self as a set of organised processes is believed by Burke and Stets (2009) to both work towards maintenance of the self together with the potential to change over time. This being the case, it is worthy of consideration in the context of school leadership. This is important in terms of how the participants have gained this internalised touchstone or their beliefs of leadership (or particular sense of self and belief of correct behaviours). Interactions with or observations of those in designated as leaders is likely to have influence. The formation of this aspect of identity would therefore be expected to be influenced by social structures and interactions (levels P and I of Figure 2), and hence be internalised in the person’s self (level S).

Level P is often referred to as the macro-sociological level of analysis, as applied here. It would encompass social norms (also referred and used interchangeably with the term societal norms), political and economic systems and their subsystems (Côté & Levine, 2002). They define social norms as the undefined rules of what is considered to be acceptable behaviour within a particular group or culture, the latter often being referred to as cultural norms. These rules guide appropriate behaviour (which will be potentially unique in each society and culture) and

indicate what should be expected in terms of behaviour at a societal level, often in relation to roles, institutions and status (Geertz, 2000). Interactions with and observations of those acting in a leadership role are likely to play a significant part in our participants understanding of how a leader should behave. In terms of social norms there are many indications that our participants are operating within what they perceive as an appropriate social identity. They offer commentary on their observations of others they are interacting when they believe they [others] may be behaving outside social norms. The participants then often offer explanation for this (e.g. Flora's commentary in Section 4.3.2.1 and Gregor's commentary in Section 4.4.2.1). There is evidence in the participants' commentary of observations they are making of leaders. These are often related to when they are looking to formal leaders for confirmation of their actions (e.g. Barbara's commentary in Section 4.1.2.1 and Carrie's commentary in Section 4.2.2.2). The commentary is also closely related to Level I as described below.

Level I is related to P, in that it is seen as one type of micro-sociological level of analysis, as it refers to the common daily interactions that take place between people in smaller group social settings. This level is often studied through the lens of symbolic interaction. Blumer (1969) defined three aspects to symbolic interactionism: that people act towards objects, meaning anything living or inanimate that a person may encounter, depending on the meaning they have for them; said meanings are derived through social interaction with others; and said meanings are managed and modified through a person's interpretation and encounters with objects. The commentary referred to in the paragraph above also demonstrates this, with much overlap between levels P and I in the participants comments, where they seem to be referring to wider social norms as well as those that they would expect with a particular group (e.g. see Flora's commentary in Section 4.3.2.1).

If we extrapolate these descriptions of levels P and I onto the participants' belief systems of what a leader may be (which we can align with level S), we can consider the potential influences that form the norms that they may have internalised as noted at the start of this Section (the identity standard). With this in mind, in this next section, I explore the perceptions of effective school leadership from both participant and theoretical standpoints.

6.2 Perceptions of Effective School Leadership

The process which the participants appeared to progress through as they recounted their experiences through their critical incidents, involved a complex interpretation of the incident and internal reflections in terms of their beliefs as to how a leader should behave. These beliefs were initially explored above in the discussion of the identity standard. All participants were working in a school context hence were likely to have been influenced by their understanding of what effective school leadership should look like. Many of the norms linked to the identity standard, (discussed in Section 6.1) may well be constructed from this understanding, forming an effective school leadership identity standard within the Scottish context (referred to as identity or leadership identity in the remainder of this Chapter).

6.2.1 Student outcomes

As demonstrated in Scheeren's (2012) comprehensive review and meta-analysis of empirical studies in school leadership effects, researchers have tended to explore aspects or styles of leadership that lead either directly or indirectly to improved outcomes for students. All of the participants in the case studies presented in Chapter 4 report the direct or indirect effect on positive outcomes for their students in terms of the situations and action around the incident they have chosen to discuss. Barbara talks of "...making a child feel more included within an unfamiliar environment/situation" (Barbara: D3) and ensuring that both the parent and child were "reassured" that the outcome of an incident was positive

(Barbara: D2). Carrie worries about lack of resources and her ability to manage them and how that can affect outcomes through her staff as it will "...ultimately impact how they teach" (Carrie: D1). Flora discusses her commitment to improvement through her belief in the staff: "I wanted the school to perform well as I was invested in the setting" (Flora: D3); the process; "... I believed the intervention was right for my context and would have a positive impact on learners", (Flora: D1): "...we are there for improvement and that is what maintains my positivity"; and "...it is important to remember the reasons for this new approach, to improve outcomes for learners" (Flora: D2). Gregor also talks about long term aims for his students "...to teach young people how to respect each other as individuals in the society" (Gregor: D1). In the additional data (reported in Chapter 5), Davina has clearly considered the needs of her learners as she reflects on taking "...the view of learner at the centre" (Davina: D1) and that "The learning experience is not the same for every student and further/different support is needed" (Davina: D2).

Influencing student outcomes, whether directly or indirectly, appears to form a central common theme in the types of incidents the participants have chosen to focus on in their reflections. Hence, for our participants this would be an important aspect of a leader's identity, demonstrated through behaviours, actions and values of the leader.

6.2.2 Leadership Models

Henriks and Steen (2012), based on research conducted in Western societies, found that the variables applied across the studies in their meta-analysis to explore leadership effect, were very broad but holistically tended to include aspects of transformational³ or instructional⁴ leadership and were often a combination of both. In terms of particular models that are studied in school leadership, Gumus et al. (2018)

³ Instructional Leadership; requires leaders to align all school procedures and use their knowledge and experience towards the improvement of teaching and learning (Robinson, 2010):

⁴ Transformational Leadership; the leader creates a strong vision and values for a school, hence strengthened commitment towards organisational goals (Leithwood, 2012):

concluded in their systematic review, that distributed⁵, instructional, teacher⁶ and transformational leadership were the most common. Day, Gu and Sammons (2016) also come to the same conclusion, that the models that show the most promise in promoting effective school leadership are instructional and transformational leadership. The course of studies in educational leadership that the participants follow very much reflects this direction of travel and it is fair to say that the participants will have had opportunities to explore all of these models of leadership, as well as look at the most effective practice in education. This study did use any particular leadership approach/model in terms of whether it was influential to the participant's leadership identity. There is, however, a potential link here between the exposure of the participants to some research and their belief around effective leadership.

As all the participants were working in a Scottish context it is important to consider the effect of messages they would be receiving from formal and informal policy documentation and advice in terms of leadership expectations. If nowhere else, participants will have been exposed to this during their course as leadership policy positioning is explored in detail. Section 2.2.1 explored the Scottish policy context, summarising that there was a real focus on shared forms of leadership and informal forms of leadership in accordance with the distributed leadership model and teacher leadership.

Barbara, who did not hold a formal leadership role, appears to value a more shared approach to leadership. She describes a very formal process in her first school where "...the management team at this school always ask staff to inform them before they make phone calls home to parents" (Barbara: D2). However, she shows positive emotions around how the Head Teacher had treated her in her final data collection (by

⁵ Distributed Leadership; the expansion of leadership roles beyond those in designated leadership positions (Harris, 2014):

⁶ Teacher Leadership; can reside within the paradigm distributed leadership and sees informal leaders as key agents of change (Harris and Muijs, 2003)

which time she was working at a different school): "She spoke to me as if I was on the same level as her and I felt confident about the decision I had made" (Barbara: D3). Barbara does recognise her own informal role of leadership (a form of teacher leadership (Harris and Muijs, 2003)) in "it is important to come across as a leader of learning so that the relationship between staff and parents is professional and built upon respect" (Barbara: D1). However, she also recognises when leaders feel less trusted in their actions: "I think the acting PT panicked because she was in charge and if something 'went wrong' then it would be her that would be held accountable" (Barbara: D3).

Carrie, who holds a middle leadership role, recognised a shift in the style of her line manager and (similar to Barbara) preferred a more shared approach. In her first data collections she talks of being "shut down promptly by the HT before I had a chance to explain my point" (Carrie: D1). However, by the next data collection she is reflecting that "I feel he's really taken on board a lot from me and the other faculty heads and we've been able to shape so much of what we do which has been great" (Carrie: D2).

Flora works in a middle leadership role that involves working on improvement strategies and quality assurance across a number of schools; in the case of her data collection Stages 1 and 2 she did not appear to have strong relationships with the staff she was interacting with. She seems to employ a very instructional approach and sees the value in these incidents of taking this approach. She proposes that "You gain more respect if you are able to show sound knowledge and genuine understanding rather than a surface understanding." and that "Staff are more likely to take forward any initiative that I have suggested as a result of the knowledge I have of effective pedagogies etc. rather than simply because a member of SMT told them to" (Flora: D2). Although at one point she talks about it being important "to work not from top down", it is clear that she sees herself as the main pedagogical leader

who is the main resource for staff development when she says "I always start with the staff and identify reasons why they may be adverse and then seek ways to overcome these. Sometimes, it can mean more work for me" (Flora: D2). There is little recognition of any sharing of leadership which may be due to her working across schools with teams she does not know.

Like Flora many participants still recognise a more formal (less shared) approach to leadership. Gregor clearly identifies the formal leader's role as having "responsibility of the well-tempered way of operation of a school" (Gregor: D2). Ethan sees himself as an expert who can be called upon to provide guidance to staff, the consequence which is for him "the relationship with this member of staff has become more positive as they can see that I am there within a supportive role too" (Ethan: D1). Although Ailsa claims she has tried to adopt a more shared participative form of leadership she recognises that behaviours often revert when she observed "the old 'us and them' attitude that I had tried hard to help them overcome was coming back again" (Ailsa: D1).

The participants see some value in shared approaches to leadership, and all see themselves as leaders no matter what formal role they have. However, it is clear that being an expert in one's area was an important aspect to their belief in how effective a leader may be. Sound technical knowledge and being able to use that knowledge to support and develop others was clearly a key aspect to leadership. Participants therefore would want to observe this in others and demonstrate this as part of their own leadership identity. Only one participant mentioned academic learning about leadership in their reflections: "My values influence my behaviour as well as reading about what makes a good leader..." (Davina: D2).

6.2.3 Group Synergy and Teacher Commitment

Considering aspects of particular models of leadership is not the only approach for exploring school leadership effectiveness. For example, effective leadership may be perceived differently depending on the relationship within a group of staff. The particular style adopted by the leader in terms of whether to take a personal approach to leading members of the group or treat everyone equally can be seen as both effective and less effective depending on how close the group's values and beliefs are. Hogg et al., (2005) discovered that the closer a group's synergy was in terms of their beliefs and feelings of belonging the less they valued a personal approach by the leader. If we consider Barbara, who had moved schools throughout the data collection period, we can assume that she may not have formed close professional relationships with her colleagues and hence group synergy for her may have been low. She does appear to value a personal approach and of all our participants looks to the formal leaders for recognition of her actions the most. Carrie has been in the same role throughout and observable in her responses is that latterly she begins to talk about being part of a group of middle leaders that interact more positively with the formal leader. Group synergy in these cases seems to play an important part in what they see as effective in leaders.

Another approach is to consider higher levels of teacher commitment as an outcome of effective leadership. Berkovich and Bogler (2020) discovered, through conducting a systematic literature review (based on international publications), that socio-affective factors (e.g. positive emotions, job satisfaction, and trust) and teachers' psychological capital (e.g. psychological resilience and psychological empowerment) were the most important factors that could be influenced by effective leadership. This then leads to better teacher commitment and more positive student outcomes (Henriks & Steen, 2012). These factors, even if not explicitly explored in this way, can be related back to the particular models of leadership already mentioned. Particularly in terms of trust, where shared forms of leadership can only evolve and be supported where high

levels of trust are firmly embedded in a school's culture (Harris & Muijs, 2003; York-Barr & Duke, 2004).

In regards to exploring these factors in terms of the participants in more detail, I will return to this again in Section 6.5 when I consider the results from my case studies presented in Chapters 4 and wider data collection in Chapter 5.

6.2.4 National/Organisational Culture

Scott and Morrison (2007, p.50) define national culture as "all that is learned in a social group, and includes knowledge, beliefs, art, morals, law and customs" whilst organisational culture is defined as being embodied in "three fundamental levels at which culture manifests itself: (a) observable artefacts, (b) values, and (c) basic underlying assumptions" (Schein, 2004, p.25). Schein (2004) recognises the abstractness of the concept of culture, yet explores how closely linked it is with leadership within an organisation. If we consider that cultures are socially constructed and that they also play an important part in leadership identity (Floyd & Fuller, 2016) we can then consider how the participants are constructing their effective leadership identity.

Hofstede (1991) conducted one of the most comprehensive studies of how values in the workplace are influenced by national culture. He identified a number of dimensions of societal culture that would have an impact. Although originally based on data collected in the 1960s and 1970s his work has been updated and extended and now includes dimensions of organisational culture (Hofstede, 2001). According to Hofstede's framework, the national cultural dimensions of Britain would potentially mean the following: It is a society that believes that inequalities amongst people should be minimized; the British are a highly individualist and private people; children are taught from an early age to think for themselves and to find out what their unique purpose in life is and how they uniquely can contribute to society; it is highly

success oriented and driven; although goals may be clear, planning is relaxed and people are comfortable with not knowing what a day will bring and people generally exhibit a willingness to realise their impulses and desires with regard to enjoying life and having fun. They possess a positive attitude and have a tendency towards optimism (Hofstede Insights, 2021).

These national cultural dimensions do not however take into account the different national cultural identities that are apparent within Britain as a whole. Britain is an informal term that includes the United Kingdom (UK) as a whole; England, Scotland, Wales and Northern Ireland (UK Government, 2021). Certainly, due to different historical approaches to education and the governance of education systems, it could be expected that cultures within education systems may differ from the holistic British definitions. Bryce and Humes (2018) state that education is a main contributor to the differences in the social and cultural life of Scotland compared to the rest of Britain. Furthermore, they present some distinctive cultural attributes and values within the Scottish Culture when comparing it particularly to that of England:

Scotland is less class-conscious than England, that ability and achievement, not rank, should determine success in the world, that public (rather than private) institutions should be the means of trying to bring about the good society, and that, even where merit does justify differential rewards, there are certain basic respects – arising from the common humanity of all men and women – in which human beings deserve equal consideration and treatment. (Bryce & Humes, 2018, p.119)

They call this a myth but suggest that myths do not mean that they are untrue but can be used to form an identity and demonstrate values. Comparing this to Hofstede's cultural dimensions of Britain (Hofstede Insights, 2021) there is strong agreement with a number of dimension

in: "It is a society that believes that inequalities amongst people should be minimized; children are taught from an early age to think for themselves and to find out what their unique purpose in life is and how they uniquely can contribute to society; it is highly success oriented and driven" and although there is no clear correlation with all the dimensions there are no obvious tensions.

Cultural values have been shown to have a strong relationship and influence in shaping what is valued in leadership. The participants will have been operating within the same national culture; however, their organisations' cultures have the potential to be distinct. Schein's (2004) work on organisation culture and Bush (2019) make the same argument that leadership (within a school setting in Bush's case) plays an important role in setting, maintaining and developing an organisation's culture. This means that the participants' own belief systems and values may cause tensions when they do not align with those espoused by others and the organisations they work within.

Dimmock and Walker (2002) employed Hofstede's framework as a basis for framing organisational culture in schools, adapting the six dimensions in line with their own research (Dimmock & Wildy 1995; Walker & Dimmock, 1999; Dimmock & Walker 2000). These six dimensions form a guiding framework in which I considered the influence on the participants' identities and are as follows (Dimmock & Walker, 2002, pp. 79-81): Process and/or outcomes-oriented; task and/or person-oriented; professional and/or parochial; open and/or closed; control and linkage; pragmatic and/or normative.

Although I did not set out in this study to gather evidence that could suggest a particular type of culture was in existence in the participants' organisations, through their eyes and recollections some insights can be seen into the organisational cultures in which they may be currently operating or may well have spent significant periods of their career.

These may have influenced their own expectations of leadership or the norms that they use for reference. I return to discuss the influences of culture on the participants, employing Dimmock and Walker's (2002) framework in Section 6.5.

6.2.5 Further Influences

Returning to the research studies included in Section 2.3.2 (how identity has been explored in the educational leadership) provide a number of insights into the influences on effective leadership identity. Cowie and Crawford (2009) found that academic reading and reflection had been important in developing the participants' preferences in adapting their leadership to a more collegiate approach or challenging how they were currently leading, therefore, what the participant believed to be more effective practices.

Reeves and Forde (2004) further propose that directed academic reading, as prescribed as part of a programme aimed at leadership preparation for Headteachers in Scotland, also helped develop a new authority of the language of leadership required for the role, facilitating the participants in confirming their new professional identities. This expertise or knowledge was also identified in Scribner and Crow (2012) who proposed that the way in which a person is perceived to be competent or expert in an area, in this case expertise of teaching, forms an important part of being perceived as an effective leader. Early career teachers in Scotland were said to feel more accomplished as a consequence of their masters studies, through the provision of space, resources and language (Watson & Drew, 2015). Although this was not primarily focused on formal educational leadership there are many parallels with teacher leadership. It can be concluded that expertise and knowledge may form part of the effective leadership identity. Mpungose (2010), Notman (2017), Pho (2017) and Robertson (2017) all gave strong recognition to the positive and negative role models that participants encounter both in their personal life and professional

careers, which helped them to define themselves in terms of their roles as leaders, again a potential influence to the effective leadership identity.

6.3 Identity change (or formation) and Identity maintenance

My initial purpose, that could be viewed as the starting point for this study, was that I wished to better understand the experiences of participants. I had hoped to gain an insight into what was happening to their sense of self as they progressed through the course in terms of their identity as leaders. On completion of the data collection stages and analysis, a question that can now be addressed is whether in the period of involvement in this process the participants' identities were being changed in any way, or simply maintained. The leadership identity ("identity standard" discussed in Section 6.1) acts as a point of reference in two ways. Firstly, it guides how a person monitors their own and other people's behaviours in order to ensure that events are verifying their identity. Secondly, when events and behaviours are not consistent with the identity, people may change their own behaviours or act to try to influence others' behaviour to try to continue to verify their own identity. The first situation is identity maintenance, where beliefs about yourself and the role you play are further confirmed. This tends to be comforting for people and has positive consequences, like improving self-esteem and building stronger relationships between people (Burke & Stets, 2009). The second situation, however, occurs when a person finds themselves having to defend or modify aspects of their identity. This can be stressful and can cause a person to work hard to either change behaviours to fit with their identity, negotiating a new identity or potentially disengaging and seeking out other situations that will support their identity (Côté & Levine, 2006).

Given the nature of this study was longitudinal, in order to try and capture any change in leadership identity in my participants, the

concepts of identity maintenance and change are important concepts to be explored and will be considered in Section 6.5.

6.4 The COVID Interlude: Leading in a Crisis

The final data collection Stage 3 of this study took place under unprecedented conditions (D3). In March 2020, 3 months prior to the final data collection, the COVID 19 pandemic completely changed the face of everyday life, including the long-term interruption of normal schooling. UNESCO (2020, p.5) estimates that "1.5 billion learners - 91% of the world's school population - were affected at the peak of the crisis." Overnight the response to the pandemic created a new form of schooling and hence a new workplace landscape for teachers around the world. This dramatic change in the workplace is likely to have had an impact on the participants as they completed the data collection Stage 3 instrument. In fact, it can be clearly seen from their responses that they identify the circumstances they are discussing as related to the effect of the COVID 19 situation: Barbara describes a situation that happened in her school due to organising the schooling of children of key workers (Barbara: D3); Carrie discusses "pressures of teaching in lockdown" in her reflection (Carrie, D3); Gregor talks about the "unprecedented situation with the COVID 19 pandemic" (Gregor: D3); only Flora chooses to discuss a situation that happened prior to the COVID restrictions.

The Yerkes-Dodson Law (1908, as cited in Brown, 1965) suggests that some levels of stress can have a positive effect on human performance. However, high levels can lead to poor decision making and performance discussed in later work (Bass, 1998; Fiedler, 1994; Fiedler & Garcia, 1987). It can be assumed that the situations that the participants were likely to have been in were stressful in many ways. However, it is only through the managing of these stressful situations that the participants can potentially gain coping mechanisms they require (Halverson et al., 2004). Those participants with more resilience and experiences in dealing with difficult situations were likely to handle their experiences

better, with less negative effect on their cognitive functions (Gibson, Fiedler, & Barrett, 1993). Barbara, who is the least experienced of the participants in terms of any role of seniority and who is very new to her school, seems to have had an increased emotional response during her recollections in the final data collection (see Section 4.1.3), there was no notable difference for the others reported in the data collected. Barbara, Carrie and Gregor, all recognise the potential for additional stress in a number of ways:

Therefore, a lot of people were stressed and unsure of the situation we were in and some of the health and safety implications of the pandemic. (Barbara: D3)

Pressure of teaching in lockdown, dealing with things in isolation (both myself and the class teacher) – not having colleagues on hand to rationalise the situation with and it's not the same over electronic communication. This might be due to just total lockdown teaching fatigue... (Carrie: D3)

I believe that the current unprecedented situation with the covid-19 pandemic and the consequent lockdown has influenced a lot people's lives globally. So, probably the parent was under extreme pressure and that affected his behaviour and blurred his judgement. (Gregor: D3)

Barbara and Gregor focus on how the stress may be affecting others; however, Carrie concedes that there is likely to be an effect on both herself and her staff.

With teaching moving to predominantly online or other distance learning models, Hargreaves and Fullan (2020) claim that despite the pressures and challenges, teachers felt they had more collaborative positive relationships with their peers and leaders, due to the amount of

autonomy that teachers gained through online teaching. This may be truer for Carrie, Flora and Gregor, who were members of established teams, whilst Barbara was relatively new to her school. This would suggest that strong collegiate relationships and high levels of trust are essential when dealing with this period of crisis and reducing stress for staff. Carrie, in the statement above alludes to the fact that not having colleagues around for informal discussions is having a negative impact on understanding the present situation she was dealing with. Harris and Jones (2020) concur with the need for collaboration in that school leaders need to: be better prepared for crisis management as part of their preparation; rely on strong collaborations within their staff team; employ shared leadership models; and employ high levels of self-care so that they will be able to deal with the emotional responses of others to this crisis including anxiety, frustration loss and anger. DuBrin, (2013) also supports the requirement for a leader, in times of crisis, to show a high level of emotional intelligence in order to manage the emotions of employees. Whilst Azorin (2020) points out that those education systems that do not practise shared forms of leadership are now at a distinct disadvantage to both managing the consequences of the current pandemic and moving forward as the world recovers and finds new ways of working post-COVID.

6.5 Case Studies and Cross-case Results

In this section I provide a more comprehensive analysis of my results presented in Chapter 4 (Barbara, Carrie, Flora and Gregor) and the cross-case results presented in Chapter 5. I also offer further discussion in light of the themes discussed in Sections 6.2, 6.3 and 6.4.

6.5.1 Barbara

In Barbara's case, as reported in Section 4.1, she has moved to a different school between data collection Stage 1 and data collection Stage 2. In her first context, there is evidence that the school is both outcomes-oriented and task-orientated as there is reference to the

importance of parental views and also clear controlled protocols imposed in terms of interactions between staff and parents. This may also suggest a culturally closed school as external involvement is tightly controlled and managed. She appears to be uncomfortable in this environment, as she is frustrated with following protocols rather than just focusing on what is the best thing to do for the parent and child in her situation. It is likely that she finds working within this culture stressful as it clashes with her values and beliefs. In terms of influencing her perceived norms linked to identity, since she experiences difficulties in this context, it is unlikely they are being influenced; they may be being challenged but there is nothing to suggest these are changing to conform to the environment. Although there is evidence that she struggles with her identity as a leader she clearly does have some strong values and beliefs pertaining to supporting her students and building positive relationships with parents. She does report having a preference towards shared forms of leadership.

In her second school environment there is clearly a much more informal control and linkage in terms of one of the senior leaders she deals with. It is clearly not a normal situation in which the incident is taking place and it is highly likely, therefore, that people are having to rely strongly on their beliefs systems to guide their behaviours, rather than their experience as they are in an unfamiliar context.

Positive outcomes for students are important to Barbara; she struggles with restrictive leadership practices and likes to be treated as an equal. She is extremely concerned about how her peers and leaders judge her actions and holds her senior leaders' opinions on her actions highly important to making judgements about her competence and taking the correct actions. Although she dislikes restrictions in hierarchies, she also holds the formal leaders in much esteem, so is likely to look to them as role models in leadership behaviour. She may also be affected by deep seated insecurities which drive a need to seek validation from her

leaders. Negotiating an identity as a leader for her is often highly emotional, in terms of worries around how her behaviour affects people, this may mean that she is not confident in her identity as a leader, as she is often not confident in her actions.

Overall, there is some evidence that Barbara does have some firm aspects to her leadership identity in her reporting; she values relationships with her students and parents; she believes in treating people fairly and giving people a voice. However, her subsequent emotional distresses when she feels she has acted as a leader leads me to question just how firmly internalised this truly is. It is difficult to discern if she has undergone any change in her identity in this area as there is no clear reflective aspects that would indicate this. Rather her reflections point towards more identity maintenance as she has confirmed her action on reflection rather than consider new behaviours. One could surmise that Barbara lacks confidence as a leader and would do well to work with some positive and encouraging role models to overcome this. She may also benefit from opportunities to reflect more on her leadership interactions, as further reflection does seem to steel her resolve in herself as a leader.

6.5.2 Carrie

This section discusses the results presented in Section 4.2. Carrie has remained in the same role in the same school for the duration of this study. She chose to write about incidents when she was both interacting with her own line manager and when she was interacting with someone she line manages.

In the first incident (D1 and D2) where Carrie feels very frustrated with the situation around the funding levels of her department, she clearly feels she is failing as a leader. She is trying to ensure that she operates within the allocated budget but also identified that there are external pressures affecting the budgeting capacity. She also indicates that this

isn't the only time she has felt like this but is further evidence that she is not performing well. She is clearly upset with her line manager's responses and feels that the responsibility lies with her and that she is somehow inadequate. Ensuring that the resources are in place for her team is obviously an important part of what Carrie sees as being an effective leader. It is possible that this is to ensure that her team are able to provide the best teaching and learning opportunities to their students. It is also important for her that she can demonstrate her ability to deal with this issue to her line manager; certainly, the fact that they offer no assistance and expect her to deal with it means she is given the impression that she should be able to do this. There is a gap between what is being viewed as being effective here to what Carrie sees herself as able to do. At this stage, I would suggest that Carrie lacks confidence in herself as a leader. Being effective to her means managing this situation and her line-manager's expectations and she is failing to do either. This suggests not only that task completion is important to Carrie in being an effective leader, but demonstrating this ability to her line manager is important too. It could also mean at this stage of the data collection that she does not have the capacity to perform her role.

When she reflects on this incident further in D2 there is a marked difference: her reflections are much more confident, it is clear that she feels that she is much more in control of her role tasks and her line manager's behaviour towards her is much more consultative in approach, demonstrating a preference for a shared leadership approach. It is difficult to say if this has been a change in her line manager's behaviour or she has become more confident in her abilities and hence developed a much stronger leadership identity. It would certainly indicate that she does feel that her own values as a leader are much more in line with those of her context and line manager. I would suggest that her responses in D2 are much happier and less stressful. She shows amusement regarding her responses in D1 and feels that she has

developed her leadership and grown in confidence considerably, coming a long way since that experience.

There could have been a cultural shift in Carrie's context, particularly in terms of changes to the Control and Linkage aspects as she does report a change in how her line manager relates with all her colleagues operating at the same level as her. Her experiences in the year between D1 and D2 have certainly seen a shift in her belief in herself as a leader, perhaps due to changes in context and her strengthening identity as a leader, both of which will potentially have a reciprocal effect on the other.

In D3 Carrie again raises an issue which has challenged her belief in herself as a leader; she feels she has misjudged her interactions with a member of staff when she was previously confident that she knew her staff well and was able to lead them in a way that was most suitable in getting good outcomes. However, this time, in this third data collection, she does not consider that she is failing but rather she draws on wider reflections on herself as a leader, considering that she may have to take a different approach in future and generally there are aspects of her leadership she would do well to change.

Unlike Barbara who appears more fixed in her identity as a leader, Carrie appears to have made significant developments in her belief in her capacity to undertake a leadership role. It appears that she has developed a stronger identity as a leader as she reports more confidence in her leadership abilities. However, she is still willing to remain open minded to how she may lead in the future.

6.5.3 Flora

Flora chose to discuss incidents that were emotive for all involved and where she had to work hard at maintaining the "professional mask" she feels is important (see Section 4.3 for Flora's results). She shows high

levels of consideration around the colleagues she is interacting with in both scenarios, evident in her reflections on the wider pressures which staff were facing. She understands (and has predicted) how they may behave and draws on her strong sense of how a leader should behave to help navigate through the situations. As both happen in very different contexts it is difficult to look specifically at organisational culture. However, there may be indications in the wider organisational culture in which she works at local governance level. She reports about there being a resistance to change and also that a lack of morale exists. This may be indicative of the administrative level at which she works or of the profession in general. She does, however, demonstrate a high drive towards student outcomes, using this as a goal as she faces staff resistance to change. This is certainly a strong aspect to her sense of what effective leadership is.

Flora sees expertise and knowledge as an important aspect to her identity as a leader; she feels she must be able to justify change by demonstrating a solid knowledge base about any initiative (so more of an instructional model of leadership). Hierarchies may be important, too, as she reflects that staff need to understand the role she has within the organisation. Flora clearly sees her effectiveness as a leader linked to driving new initiatives and improving outcomes, this will be a significant part of her leadership identity.

Flora struggled with the dual aspects of her role in the final data collection stage (D3) where she has to act as supporter and encourager as well as judgement maker for a quality assurance event in a school she was supporting. She is clearly more comfortable with providing support and encouragement to improving provision, rather than making overall judgements on the qualities of provision. This is an aspect of her leadership identity she was very uncomfortable with and she clearly required further confirmation from other leaders within her team to verify that her judgements were sound. Her strong values as a leader

grounded in her beliefs that standards must be high for students, convinces her to pursue her goals and on reflection she knows she had to be true to these values, even if it meant causing tensions within her working relationships.

Flora clearly has some strong aspects to her identity as a leader in striving for better student outcomes and maintaining a professional positive courtesy; she does not let situations or people sway her from these values. Her need to remain positive in interactions does, however, introduce a level of stress when she has to deliver more negative decisions around quality of provision.

6.5.4 Gregor

Gregor positions himself very much as a role model and leader for his students and parents (see Section 4.4 for Gregor's results). Working in a multi-cultural context, he clearly sees himself as having a role to play in acceptance and respect towards "every human being and multicultural" (Gregor: D3). This is an important part of his identity as a leader. He sees this as a fundamental attribute of any leader within a school, to maintain an inclusive culture that respects diversity. Like Flora he reports that maintaining a professional mask is important and works hard to maintain a calm exterior; this again is a very important part of what he values in leadership.

Both his incidents focus on ensuring that a student is treated fairly, and it could be suggested from this that inclusion and equity are important to him in his leadership. It also demonstrates his understanding of the differences amongst his student body. He reports valuing the opportunity to act in a leadership role in both incidents in which he does not defer to his line manager but deals with the issues himself. He therefore, appears to believe in the sharing of leadership roles, or perhaps sees himself able to take that role on when required, but

perhaps only in espousing values rather than taking a lead in progressing them.

Overall, he appears to value leadership that is calm and effective in maintaining balance and equity across an organisation. He says little about the role of a leader in providing challenge as a catalyst to progress. Neither of his incidents (unlike Flora's) were about change, so considering issues of quality. He perhaps has more in common with Barbara in this aspect, although he is much more confident in his leadership identity as he does not feel the need for verification of his beliefs from his leaders.

6.5.5 Cross-case Results

The participants as a whole chose to discuss incidents that they had found challenging and had led to what appear to be emotive experiences (see Chapter 5). This could indicate that they were having to reflect heavily on their beliefs of effective leadership and hence their own leadership identity. They often referred to being appreciative of the current motivational and morale situation of those around them, so displaying some understanding of why people's behaviour may deviate from what would normally be expected, or potentially why their leadership identity was being challenged. This may be a way for them to provide rational explanations they are more comfortable with, for the behaviours of others and manage their own emotions. This clearly indicates the interplay between the different levels P, I and S of the PSSP (see Figure 2). With the context influencing the interactions and then these interactions causing participants to reflect and consult their internalised belief system. This interplay (influences A, B, C and D) of the PSSP model can be seen in a back-and-forth interaction rather than cyclical or linear. For example, participants' reflections often seem to start by discussing level I and then go on to consider how level P may be influencing (influence A), or alternatively they may first discuss level

I and then level S (influence B) by comparing their interactions or observations to their beliefs.

Technical knowledge is a notable theme for all of the participants; the need to have expertise in order to build their own confidence as well as being perceived as the expert in order to be able to take on a leadership role. This suggests the requirement for academic reading and reflection as a potential supporting factor to building an effective leadership identity. What is interesting to note is the academic aspects are not in these cases particularly drawn from the field of EMLA, but are more grounded in the technical knowledge of teaching and learning. This particularly applied to building theory to practice links from a range of concepts. This also points towards the values around improving practice and student outcomes. They are not naive in terms of asking for change or taking particular actions then expecting other stakeholders to completely buy in or accept decisions. Instead they are prepared and willing to explain, show and justify why decisions have been made in terms of working within current political confines/structures. They are also able to justify in their minds, actions and decisions that will lead to improvements. This again indicates the interplay between the different levels P, I and S of the PSSP (see Figure 2). However, in this case participants' reflections often seem to start by discussing level P and how it is influencing level I (influence A). There is a willingness in the participants to try to manage level I (or the behaviour of those they are interacting with) in order to then validate level P (influence D), again in a back-and-forth interaction rather than cyclical or linear manner.

Although no particular models of leadership are referenced, there is sufficient data to explain where participants see themselves fitting within existing hierarchical frameworks. For some there is a need to re-negotiate their leadership role as they have moved to a different organisation or position. In these cases they often return to their most basic beliefs (e.g. why they have chosen to work in education) in order

to bolster their confidence as they deal with unfamiliar experiences. This indicates that their leadership identity is often biographically based and what has led them to work within education could form a strong part of what it is and how it is formed. In these occurrences participants often refer to level S first, using this in order to make sense of influence B but also to guide their subsequent behaviour (influence C).

The participants' most emotive experiences are apparent when they are dealing with negativity from others – which could be viewed as lack of commitment from others, even if these emotions are justified. This lack of commitment could be an indication to the participants that they are failing as leaders. Here again they return to the purpose of what they are trying to achieve (i.e. better outcomes for their students) in order for them to work to persuade and gain more commitment from other stakeholders (often relying on technical knowledge as previously discussed). What is apparent as a consequence of these emotive incidents is that the participants do reach a resolution in terms of verifying their own leadership identity but also report what they have learned about themselves and others in the process, often through reflecting on the wider external factors over which they have no control (level P).

6.6 Research Question 1. What influences an educational leadership identity over the period of completing a formal leadership qualification?

In light of the discussion so far in this Chapter, some refinement can be offered to the answer to this research question. I would argue that I have also identified the importance of an effective leadership identity for the participants. For the four case study participants it is clear to see that the leadership identity they possess has an influence in how they react and process the behaviours of others as well as guiding their own interactions and behaviours. Most commonly, this is displayed in the participants' belief systems as:

- A belief in improving teaching and learning (and linked to this)
- A belief in improving student outcomes
- A requirement for technical expertise
- A requirement to maintain a calm and purposeful demeanour, even when facing those who may be behaving otherwise

However, the roots of where these leadership identities have been born are obscured in the biographical histories of the participants. Where and how this has been developed will potentially lie in the influences discussed below. This is certainly a gap in this study that could be further explored. A change in leadership identity has been difficult to observe, meaning this is likely to be an incremental process rather than marked step-changes. Perhaps Carrie did demonstrate a marked change to some extent; however, this may have been more of a change in context to match her identity rather than the other way around. It may even mean that a leadership identity remains fairly fixed through a career in the sense that it is built on a foundation of values and beliefs. However, this would not preclude the ability to build on that basis of identity, meaning that it can continue to be formed. As to what has or will influence this identity, for the participants we can surmise the following:

- Confirmation from more senior leaders on their actions
- Impact and improvement as a consequence of leadership actions
- Interactions and reactions from colleagues to their behaviours

There is clearly an underlying strong belief system at work in all participants in terms of what is the right thing to do and the right way to behave, this will not just be linked to their leadership identities but to how they conform and live within modern day society. What has been confirmed by participants in the study is that working in a context and with people that espouse values and beliefs similar to ones own, is likely

to be highly more enjoyable and lead to less stress, then working in one which doesn't.

The PSSP model can help explain how a leadership identity can be influenced on a daily basis, through a constant course of actions and interactions (influences B and C). However, although the internalised leadership aspects of identity are not directly influenced by level P, it also plays a key role in shaping the expected social norms within a context and hence will influence identity through environmental control on behaviours (influences A and D).

6.7 The Role of Emotional Competence

This section discusses the results presented in Chapter 4 (Barbara, Carrie, Flora and Gregor) and the cross-case analysis from Chapter 5, in order to explore the role Emotional Competence (EC) has played in the participants' experiences.

6.7.1 Barbara

Barbara's PEC profile showed marked differences from the suggested female norms (see Section 4.1.1). Through her PEC, although she reports being able to recognise and work with the emotions of others on interpersonal levels, she indicates a lack of confidence/ability in understanding and navigating her own emotions in terms of intrapersonal EC dimensions. When different categorisations of EC dimensions are considered (see Section 4.1.4), it is apparent that Barbara seems to employ significant effort in identifying and understanding the emotions of others in her narratives, evident in her interpersonal EC dimensions displayed in Figure 7. This does not necessarily mean she does this to great effect; however, it would reflect her PEC profile as in it is clear that she is aware that she puts effort into doing this hence perhaps sees herself good at it. This is particularly apparent in the perceived influence her actions have on validating her

professional context; there is a real need to seek out consensus and avoid confrontation.

Although Barbara reports herself as less effective in employing intrapersonal EC dimensions through her PEC, her narrative does still have significant instances of these. She is clearly trying to interpret and make sense of her own emotions when it comes to internalising her experiences and making decisions about how to respond. Even though she perceives herself as poor at this, she does report to be employing these EC dimensions, although it cannot be determined how successful she is in this.

Overall external validation of her actions is very important to Barbara, be that from a colleague or senior leader. This validation would also be important for her when testing her role as a leader and potentially influencing her leadership identity.

6.7.2 Carrie

Carrie's PEC profile is broadly similar to the suggested female norms (see Section 4.2.1). Although she reports through her PEC as being able to recognise and work with the emotions of others interpersonally, she indicates slightly less confidence/ability in understanding and navigating her own emotions on an intrapersonal level. When different categorisations of EC dimensions are considered (see Section 4.2.4), it is evident that although Carrie reports in being more competent in interpersonal EC dimensions her narrative is relatively thin in this. The most marked employment seems to be in understanding the emotions of others, particularly in terms of how the professional context seems to be influencing this. Although she reports herself as less effective in employing intrapersonal EC dimensions her narrative does have significant instances of these, particularly when she is internalising her ongoing interactions and experiences. She is clearly trying to interpret and make sense of her own emotions when it comes to internalising her

experiences and making decisions about how to respond. This would potentially be the stage at which the leadership identity is used as that internal reference point.

Overall, Carrie wishes to be seen as effective in her role, she is very reflective in her development as a leader and recognises this across the data collection stages. She doesn't just rely on validation from others but her own internalised beliefs in what a leader should be.

6.7.3 Flora

Flora's PEC profile in data collection Stage 1 showed much higher marked differences from the suggested female norms (see section 4.3.1). In her second PEC profile (data collection Stage 3) these are slightly lower and in line with the female norms. What is interesting here is that between data collections 1 and 3, Flora had moved role to a more senior position working across her Local Authority, so potentially went from a role she was comfortable and confident in, to a more challenging senior role she was still finding her way in (or confirming her identity). It appears this change in role in some ways may have affected her confidence in her abilities evident in Figure 17, as she reports lower scores. She reports (see Section 4.3.4) being equally able to recognise and work with the emotions and understanding of others and herself. Her narratives are rich in EC dimensions, which is reflected in her PEC profile, although again it is not possible to determine how good she is at employing EC dimensions. Her interpersonal EC dimensions show a frequent focus on utilising the emotions of others, particularly in terms of validation of her professional context. During this validation, she demonstrates a real need to remain positive and persuade others to be positive too by employing the full range of EC dimensions as seen in Figure 18.

Although some validation in her actions is important to her, more important to her appears to be her leadership identity, which she employs considerably through her reflection.

6.7.4 Gregor

In both sets of PEC data Gregor showed higher marked differences from the suggested male norms (see Section 4.4.1). In his data collection Stage 3 these are slightly higher than the first. His reflective text overall is minimal in elaboration, hence coding to EC dimensions was low, but there are visible patterns. When different categorisations of EC dimensions are considered (see Section 4.4.4), it can be seen that Gregor seems to employ significant effort in intrapersonal skills, clearly trying to interpret and make sense of his own emotions when it comes to internalising his experiences and making decisions about how to respond.

Overall validation of his actions is not very important to Gregor, whether from a colleague or senior leader. What is clear are his very strong beliefs about what a leader should be and how they should act. He particularly stresses the need to remain calm and show little emotion. This could be linked to cultural expectations or he could be emotionally distancing himself. His narratives do show more frequent examples of emotional regulation particularly when making reference to his internalised beliefs (or leadership identity).

6.7.5 Cross-case Results

Most of the participants reported higher than the norm EC scores in their initial PEC profiles (see Section 5.1), particularly in employment of interpersonal rather than intrapersonal EC dimensions.

By combining all the data returns across the study (see Section 5.4) clear patterns can be observed in terms of how EC dimensions are employed. There is a clearer indication that intrapersonal EC dimensions

are employed more in terms of the internalising of the participants' experiences and then how they react to those experiences. Figure 31 shows clearly the larger number of intrapersonal EC dimensions employed during influences B and C. Understanding own emotions is particularly high in influences B, where interactions are influencing the internal self, followed closely by identifications of own emotions. The regulation of own emotions is particularly high in influences C, when the internalised self is regulating behaviour. This potentially indicates close interaction with the leadership identity of the participants.

Interpersonal EC dimensions are most often employed during influences A and D, when participants consider the influences of their professional contexts and further validate their professional contexts. Figure 30 shows that during influences D, when behaviours are validating professional contexts (more generally known as the social construction of reality), the most commonly employed EC dimension is understanding emotions of others' followed closely by listening to others' emotions. During influences A, where the context may be influencing behaviours, understanding the emotions of others' again is most employed.

6.8 Research Question 2: How do role identity and emotional competence interact in the developing educational leader?

Considering the data overall (Figure 32, reproduced below), there is some evidence to show how particular patterns of emotional competence dimensions are in play during identity maintenance or change. Interpersonal EC dimensions appear to be employed more during influences A and D, where there is interaction between the environment and behaviours observed. There are more likely to be intrapersonal EC dimensions employed during influences B and C, where there is interaction between the behaviours and the sense of self observed. Recognition is however given that the range of EC dimensions were identified across the range of influences A, B, C and D.

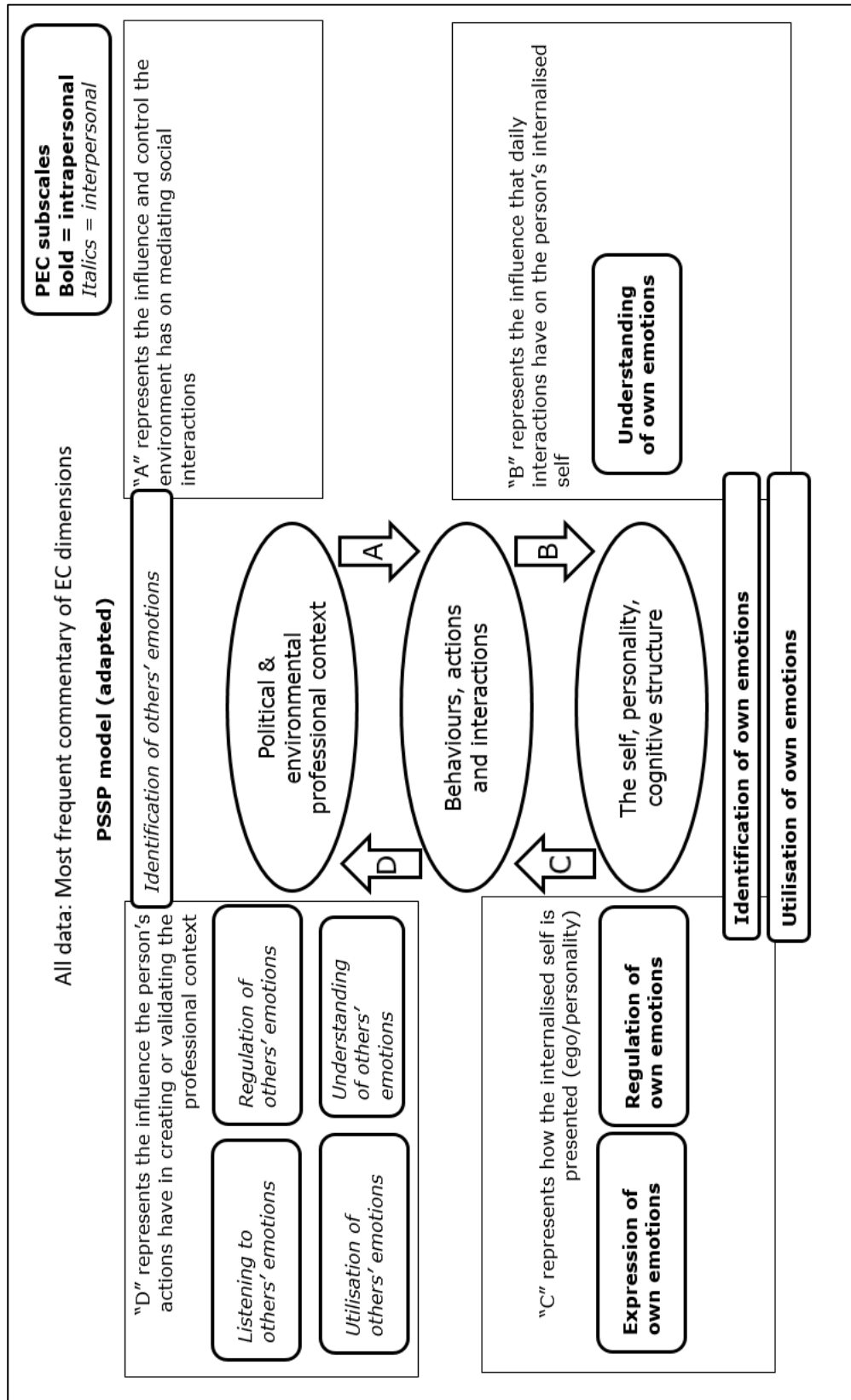


Figure 32: Overview of all data coding showing strongest relationships between EC dimensions and ABCD

This means for the participants in this study they relied on interactions with others and personal emotional responses to make sense of how they saw themselves as leaders or how they should act as a leader. Whereas the emotional responses and actions of others was much more important in how contextual influences were impacting on what the expectation of them as a leader was in a particular situation. Higher number of incidents of EC dimensions were identified during emotional experiences where the participants were undergoing challenges to their beliefs around leadership, particularly in incidents where they were focused on the benefits of their actions to the students and were meeting staff resistance.

In terms of the interpersonal EC dimensions, these were often related to other people's frustrations with events, most often peer/colleagues or student, interestingly they do not particularly point towards the emotions of senior leaders. This corresponds to discussions in Section 6.6 where the actions and reactions of colleagues are seen as having influence. Similarly, in terms of the intrapersonal EC dimensions the commentary is related to their own frustration with events, particularly peers/colleagues. Although there is mention of the need to seek reassurance from senior leaders that their behaviours are appropriate as a leader, there appears to be little complexity of emotion involved at the level investigated in this study. This would mean that those daily interactions with colleagues are a much more important influence in terms of forming/maintaining a leadership identity. Developing the skills to deal with and reflect on these interactions would be important.

With reference to Figure 29, the EC dimensions which appear to be most often employed are:

- Understanding of others' emotions, when the context is mediating behaviours.

- Understanding of own emotions closely followed by identification of own emotions, when behaviours and interactions are influencing the sense of self.
- Regulation of own emotions, followed by understanding of own emotions, when the internal self is influencing behaviours.
- Understanding of others' emotions closely followed by listening to others' emotions, when considering the influence of behaviours and interactions on validating the professional context.

If leadership identity tends to remain fixed and there is a need to consider how it may be developed (e.g. in response to changes in society or political pressures). There is a proposition here that strengthening capacity in these EC dimensions may well promote leadership identity growth or build confidence. It would also indicate that changes to leadership identity are not easy and likely to involve higher levels of emotion. Acknowledging that there will be higher levels of emotion involved and supporting aspirant leaders in strengthening the EC dimensions listed above could help support them on their leadership journey.

Considering the role of emotion whilst conducting identity studies is not a new approach. Whilst Mead (1934) tended to consider the self as a cognitive aspect rather than an emotional phenomenon, he did not ignore emotion entirely, rather he considered the impact on behaviour that displays of emotion had. Cooley (1956, as cited in Peterson, 2006) in contrast to Mead (1934) regarded emotions as central in considering aspects of identity, particularly whilst defining how a person is viewed by others. Early theorists tended to focus on the outcome of the emotion (whether the person felt good or bad as a consequence) in order to consider the behavioural response, rather than trying to identify any particular emotion (Stets, 2006). However, there has been steady progress in the study of emotion in the field of identity studies since the 1970s and some headway has been made. For example, there is

evidence that confirms that people feel negative emotions when they feel they are not acting or being treated in accordance with their identity and they will take action to correct this (Turner & Stets, 2005). Stryker (2004) is perhaps one of the most contemporary theorists who argues for more consideration and research around the importance of emotion (particularly strong emotions) in the maintenance or change of identities; however, he acknowledges that this is still uncharted territory.

In this study I took a novel approach to examining how emotion interacts with identity in educational leadership, using a structured approach of identifying when emotional competence was in play. This I feel was a much more in-depth approach than simply trying to identify an emotion (although I did use this in my analysis, it did not produce significant amounts of data, but did help me confirm some EC coding – see Chapters 4 and 5). I believe this adds a potential theoretical basis which can support the further investigation of the role emotion plays in identity studies in educational leadership and goes some way to suggest a more structured reproducible approach. There is some evidence here that suggest particular EC dimensions are in play during a particular stage of identity formation or maintenance. Considering these EC dimensions are not fixed and may be developed further, this may then be a vehicle that could allow consideration of how to support the formation of a leadership identity. This in turn can be used to guide leaders at all levels in any leadership preparation.

6.9 Research Question 3: How might a deeper understanding of an educational leadership identity influence leadership preparation in the field of ELMA?

6.9.1 The Importance of Identity

Developing and maintaining an identity has been shown to be crucial in allowing an individual to be involved as an active and effective member

in all aspects of their society (Kets de Vries, 2003). When people experience significant challenges to their identity, they are likely to suffer high levels of anxiety and stress (Leary & Tangney, 2005). From this it can be concluded that developing and maintaining an effective leadership identity may be crucial in a leader's development (Knippenberg & Hogg, 2003b). As seen in the experiences of the participants in this study, they return to the aspects of their leadership identity on numerous occasions to help guide their actions and to resolve internal and external conflicts. If a person does not have a deep sense of themselves as a leader, is still developing this, or in fact entering a new leadership role (Czander, 1993), they are unlikely to feel or be perceived as effective due to the lack of a guiding leadership identity (Burke & Stets, 2009). There will also be tensions if they are working with people or within a culture that does not share similar value systems which can result in alienation (House, 1981).

Although many aspects of the leadership identity may be formed in a person's biographical history (not explored in this study), there is still a need to build on the values and beliefs that are inherent in this. When examining how a school leader pursues social justice in their role, Forde and Torrance (2017) concluded that the leader's personal background, values and beliefs combined with their professional experiences in shaping this commitment. As people take on new roles in education, there is a potential need for the trying-out of a role in their new community (Wenger, 1999). Here there is the potential for consideration of how people can be supported as they try-out new roles, particularly given the emotional aspects that are recognised in any change or challenge to leadership identity.

6.9.2 Stress and Burnout in Educational Leaders

Given that there are indications that challenges to a leadership identity can cause high levels of stress and anxiety, I will consider this further in relation to wider issues of stress and burnout in educational leaders.

Burnout is used to refer to feelings of emotional exhaustion, depersonalisation and reduced personal accomplishment (Maslach et al., 2001).

Mandated reform has been shown to have a negative impact on those working in education in general as it poses a threat to teachers' identities, the outcome of which is negative emotions and feelings of vulnerability (Day, 2002; Lasky, 2005; van Veen et al., 2005). Leaders working in educational systems undergoing significant change are more likely to feel less able to influence their situation hence suffer from stress and potential burnout (Federici & Skaalvik, 2012). Reform, however, is not the only challenge a leader may face when negotiating their identity. Biott and Rauch (1997) describe the challenge for an educational leader in finding an acceptable self-identity in constrained circumstances, where they have to undertake multiple roles, for example in making judgements about standards as well as providing support and encouragement in being a fellow teacher. This duplication of role and the subsequent challenges are considered as a major factor of stress by Loder and Spillane (2005), in terms of maintaining an identity as a teacher whilst negotiating an identity as a formal leader.

When considering how gender and race form parts of an identity (something that was beyond the confines of this study), Armstrong and Mitchell (2017, p.839) describe the "normalizing power of patriarchy and whiteness" as acting to repress and force change in those who do not easily fit into this categorisation. The patriarchal aspects in the demands of a leadership role were also a theme in Bradbury (2007), where female leaders recognised and accepted the demands placed on them as a consequence of this, but also identified guilt and regret in their sacrifices made in roles of female carers. The issue with gender and the reluctance to use gender as more fluid was also identified by Christman and McClellan, (2008), where again the leaders saw the need to conform to a more patriarchal identity. These are all aspects that cause effort in

negotiation of identities for leaders (especially when they do not simply fit into a role standard) and hence were likely to cause some stress.

There is, however, agreement between some researchers that change in the identity of a leader should be encouraged and is required. Robertson (2017) found that an educational leader's professional identity is constantly being transformed, even in those with significant experience, as they endeavour to keep up with changes and expectations within society. Hence some level of stress is likely to become normalised in any educational leader. Sugrue and Furlong (2002, p.189) go one step further in encouraging this constant transformation, as they claim it is a requirement of leaders in general that they "reshape their identities and reconstruct schools in tune with 21st century" in order to meet the future needs of schooling. The question, however, remains that any role standard of leadership (e.g. a more patriarchal identity) is actually required, hence some pressures to change may be superfluous and lead to stress with only negative consequences.

In summary, this acceptance of some levels of stress in the formation of a leadership identity, raises questions about how resilient leaders need to be in order to cope with changes to their identity. It also highlights the importance of the need for leaders to retain their core values and beliefs enabling them to feel more in control of their actions and more suited to their role, which in turn leads to confidence and self-belief (hence less stressed). Any demands for leaders to conform to a leadership standard should be challenged and fully justified.

6.9.3 Leadership Preparation

The knowledge gained in this study is now considered in terms of how it can be applied to educational leadership preparation. Challenges in the appropriateness and effectiveness of leadership preparation in education were identified in Section 2.2. In summary: there was little agreement on a common curriculum (beyond technical knowledge of certain

education systems); there were recommendations to focus on the individual needs of the leadership candidate; leaders need to consciously understand themselves as leaders; identity formation is important; and aspects of hidden curricula influence the leader's identity formation.

Academic knowledge around leadership theories does not feature much in the participants' responses directly. I propose that this knowledge must be currently applicable to their professional life, and they may well return to it at different times during their career. An example from my own previous research comes from Holmes (2016) which explored three case studies of shared leadership in Scottish Primary Schools. During this study, a Principal was recollecting her experience of having lost her Senior Leadership group to other temporary roles. She knew she could not take on the development challenges in the school alone. She went about sharing leadership across the school with great success and remarked to me that suddenly all the reading she had been doing about distributed leadership during her leadership preparation course now made sense. She noticed a cultural shift in her school and she would not go back to the old more hierarchical ways of working. She had moved from a very formal role of "the leader" to the role of enabling of leadership in others. This was confirmed in interviews with her staff. Perhaps there has to be a catalyst moment in order for shifts in identity to occur. Also, in this case, the Principal had in essence tried out a new leadership identity and seeing the success across the school had absorbed this into her current leadership identity. This shift in identity clearly did not challenge her beliefs and values in terms of the school progressing and improving student outcomes, so perhaps sat more comfortably with her.

If I reconsider my initial interest in undertaking this research study (related to what I was observing in my students in terms of their increasing frustrations and emotional reactions as they progressed through the course) I do not think I have particularly found any direct

links between their learning and their development as leaders. What I have identified in all my participants is a strong sense of “what a leader is” and “what a leader does” (leadership identity) which is very likely influenced by a wide range of factors (see Section 6.6). As discussed in Section 6.9.2, people do try to conform to an identity of a leader that is often shaped by society and political hierarchies. Perhaps it is the role of policy and society to consider diversification of what is thought as typically seen as a leader.

In a similar vein, I would also propose that preparation for leadership allows a developing leader to better understand their own beliefs and values about leadership. It should also allow them to critically examine what society and policy were demanding in terms of the expectations placed on leaders and allow them to make sense of this. This would support people to develop in their own unique ways, rather than increasing stress and anxiety in the developing leader and perhaps stagnating any creative potential they have. This would also allow for stronger authenticity in leaders as individualism is celebrated and encouraged. Examining what is expected of an educational leader within a society and culture would be a starting point to this.

Institutions providing learning that is viewed as leadership development/preparation must ask themselves if they want to craft a plethora of typical leaders or if they want to allow people to use their creativity and personal values to drive their leadership. There is, however, recognition of the inherent tensions in this, where there will always be a tension between what is required and what people are capable of. As Cowie and Crawford (2009, p5) suggest in their commentary on the preparation of Principals in the UK:

...our analysis raises questions about how headship is conceptualised, the purpose of preparation programmes and the extent to which headteachers are free to act in principled and

innovative ways, and about who is responsible for the design, development, delivery and accreditation of preparation programmes.

Challenges to a leadership identity might not be directly influenced through academic experiences but more likely through interaction when a leader might try out new approaches, which in turn may have been inspired by academic learning. Another aspect important to the field of leadership preparation that can be identified from this study is the importance of being able to try out a role as a leader. This again would allow people to better understand their own beliefs and values around leadership. I am aware of a number of Local Authorities in Scotland who do use this as a succession planning strategy. They encourage senior leaders in schools (usually working in Deputy Principal roles) to apply to become part of an "Acting Pool" of leaders that can be called upon to step in on a temporary basis to lead a school for short periods of time. This would be beneficial to senior leaders in strengthening and exploring their identities as leaders.

There is evidence to suggest that there is a role played by EC in leaders as they face challenges to their identities or undertake changes in said identities. Again, being able to reflect on and consider their own emotions as they develop as leaders may well be of benefit to those undertaking leadership preparation. There are also indications that being able to understand professional contexts and the influence they have on the emotions and behaviours of others as well as being able to interpret, understand and influence the emotions of others would be a beneficial skill.

In summary, answering this question would lead me to suggest a very individualised approach to leadership preparation, where coaching and mentoring in order to support critical reflection in a leader would be of benefit.

6.10 Chapter Summary

In this chapter I began by considering a number of themes that had arisen from my data. I then returned to my findings in Chapters 4 and 5, to re-consider the results presented in light of the themes. I also returned to my results presented in Chapters 4 and 5, in order to provide a deeper critical analysis when considering the theoretical framework employed. This in turn has allowed me to consider some appropriate answers to my initial research questions. In the final chapter I will summarise my conclusions and recommendations, evaluate my approaches and consider my own experience of undertaking this professional doctorate thesis process.

Chapter 7 Conclusions and Recommendations

In this final chapter I provide summary conclusions of the findings from my study and translate these into a series of recommendations. I consider the robustness of my study and offer further research opportunities. I also include a personal reflection on the influence conducting this study has had on my own professional practice and my thoughts around my own leadership identity.

7.1 Conclusions

The main purpose of this research study focused on exploring the identity development of school educational leaders as they progressed through a formal masters course. Within this main purpose, I specifically considered how role identity and emotional competence interacted in the developing educational leader. An adapted version of Côté and Levine's (2002) Personality and Social Structure Perspective (PSSP) model was employed alongside Brasseur et al.'s (2013) Profile of Emotional Competence (PEC). In the following sections I have organised my conclusions with reference to my research questions.

As discussed in Section 3.1, case study research is often proposed as being difficult to confidently generalise. I must also acknowledge the implications of the reflexive approach adopted throughout, which entails subjectivity in relation to my interpretation based on my own ideas and experience and hence leads to the tentative nature of any conclusions. Hence, I do not offer up hard conclusions or recommendations, instead this research is about opening up the field. Firstly, this research is of intrinsic interest and value, the discussion recommendations and conclusions are offered as applicable to this group of participants in their time and space. Secondly, I claim that the cases investigated may provide insights to shed light on the wider experiences of developing leaders, hence it is worth exploring the potential relevance of the cases in order to establish the value of their work. Even the most robust of

research that is able to claim fully generalisable conclusions will often need some sort of base data to begin with. This is what I offer here, a starting point from which further research may be developed in this field. Furthermore, I conclude that the wider relevance of the following chapter is dependent on the reader, where I believe I have offered sufficient depth to the context of my cases in order for readers (or fellow researchers) to consider which recommendations may be applicable (Guba and Lincoln, 1989).

7.1.1 Research Question 1 Conclusions: What influences an educational leadership identity over the period of completing a formal leadership qualification?

A comprehensive discussion of several aspects applicable to answering this question and hence leading to these conclusions is mostly covered in Sections 6.1 to 6.6. However, I have provided additional references to the most pertinent discussion sections that support my conclusions.

1. Aspiring Leaders appear to have strong perceptions of what effective leadership may be and this influences their own leadership identity. How the participants have developed these beliefs and perceptions is shrouded in their biographical history. The main beliefs around what effective leadership may be and that appear to have the most influence are:
 - A belief in improving teaching and learning (and linked to this)
 - A belief in improving student outcomes (Section 6.2.1)
 - A requirement for technical expertise (Section 6.2.2 and 6.2.5)
 - A requirement to maintain a calm and purposeful demeanour, even when facing those who may be behaving otherwise (Section 6.2.5).
2. Working in a context with values and beliefs similar to one's own is likely to be more enjoyable and lead to less stress than working in one which does not (Section 6.9.2).

3. Although leadership identities can remain fairly fixed, due to deep-seated values and beliefs systems, they can be built upon or further formed (Sections 6.5.1 to 6.5.5).
4. Challenges to a leader's identity causes stressful emotions, so any change to a person's identity as a leader is likely to be a challenging experience. This could be linked to taking on a new role or externally mandated changes that require a change in leadership approach (Section 6.9.2).
5. The aspects that will have the most influence on the success of any growth/change in a leader's leadership identity are (Sections 6.5.1 to 6.5.5):
 - Confirmation from more senior leaders on their actions
 - Impact and improvement as a consequence of leadership actions
 - Interactions and reactions from colleagues to their behaviours.

7.1.2 Research Question 2 Conclusions: How do role identity and emotional competence interact in the developing educational leader?

Discussion of aspects applicable to answering this question and hence leading to these conclusions is covered in Sections 6.7 and 6.8.

However, I have provided additional references to the most pertinent discussion sections that support my conclusions.

6. Emotions appear to be employed in the maintenance and formation of identity (see Sections 6.7.1 to 6.7.5).
7. Emotional Competence provides a useful framework to consider the different ways in which people interpret and process emotions within the various influences on identity (Section 6.7.5).
8. In terms of participants undertaking a leadership role, understanding and identifying their own emotions are competencies that appear to be employed most widely during incidents when behaviours and interactions are

influencing/challenging their internal belief system (i.e. leadership identity). Whereas regulation and understanding their own emotions is key when internal belief systems are influencing behaviours/interactions (Section 6.7.5).

9. Understanding the emotions of others appears to be widely employed by leaders when behaviours are being influenced by context. Both understanding the emotions of others and listening to them have clear implications in behaviours and interactions validating any professional context (social reality) (Section 6.8).

7.1.3 Research Question 3 Conclusions: How might a deeper understanding of an educational leadership identity influence leadership preparation in the field of ELMA?

A discussion of aspects applicable to answering this question and hence lead to these conclusions are covered in Sections 6.9. However, I have provided additional references to the most pertinent discussion sections that support my conclusions.

10. There is a potential need for the design of preparation experiences that give aspiring leaders opportunities to consider the political and societal context in which they will be operating (Section 6.9.1).
11. Leaders may require opportunities to consider their own values and beliefs and linked to this the need for opportunities to explore their own leadership identity (Section 6.9.2).
12. There is potential need for acknowledgment of the resilience required as leaders adapt to new roles or changing demands in their role and opportunities to celebrate and embrace diversity in leadership (Sections 6.9.1 and 6.9.2).

7.2 Recommendations

Based on my conclusions there are a number of recommendations that can be offered. These recommendations apply to anyone working in a direct role designing or delivering leadership preparation (e.g. Higher

Education and Local Authority provision). They are also applicable to those working in policy development at national level regarding leadership preparation. Finally, these recommendations will also be of interest to anyone who works in an informal role to support staff in leadership development in an educational setting.

1. Given that leadership identity relies on deep-seated values and beliefs, often historically biographical, there is a potential need for leaders to explore and understand what drives them as a leader. Opportunities to explore and reflect on their intrinsic values may help them better understand themselves as leaders and be more circumspect about any strong feelings they do experience when taking a leadership role (see sections 6.6, 6.9.1 and 6.9.2).
2. Supporting emotional aspects to developing a leadership identity should be considered. Leaders may benefit from gaining an understanding (and then perhaps an acceptance) of the emotional dimension that is involved, not just in their day-to-day role, but as they strengthen their leadership identity. As they face challenges, they could benefit from understanding that a level of emotion and discomfort is normal, this may also allow them to consider if they are working to maintain their own identity standard or need to step back and reconsider if this needs to change, which in turn may cause stress and anxiety. There is a recognised tension here, in that a strong fixed identity as a leader may not be a favourable attribute if, due to context and changes in the workplace, flexibility and change is required (see section 6.9.2).
3. Strengthened emotional competencies particularly around understanding emotions in themselves and others, as well as their own emotional regulation, may support leaders to adapt to a fast-changing society and any changes to the demands on a leader

that brings. This may also protect leaders throughout their career in their mental well-being (see section 6.7.5 and 6.8).

4. Providing experiences and giving time for teachers to gain technical knowledge is potentially important in building their confidence and identity as a leader. This technical knowledge does not need to be concerned with the acquisition of knowledge regarding how to be a leader, but in technical knowledge of pedagogies of teaching and learning (see section 6.6).
5. There is potential benefit from celebrating and encouraging diversity within the leadership population and mandated curricula and structures that demand one narrow form of leadership should be avoided in order to allow creativity and authenticity within leaders (see section 6.9.3).
6. Given the policy aspiration within the Scottish context currently that all teachers in schools have a leadership role to play, these recommendations would apply not only to those taking on a new leadership role, but to the teaching profession in general, as they are asked to take on additional aspects to their role as teachers (see section 6.9.3).

Although not a recommendation as such, many of these recommendations are potentially applicable to the professional development of educators in general and could be considered as part of a career trajectory, starting with early career preparation (e.g. initial teacher education). Hence, they may be highly applicable to those involved in teacher education in general. In the following sections I elaborate on how these recommendations may provide guidance to a number of stakeholders within the field of educational leadership preparation in my own context (Scotland), although these may be applicable in other national contexts.

7.2.1 The Higher Education Sector

In order to become a teacher in Scotland you must follow a course of study that gains you a recognised Initial Teacher Education (ITE) qualification (there is a possibility of having an equivalent qualification recognised if you have trained outside Scotland). These are solely provided by Higher Education (HE) establishments, through undergraduate and postgraduate qualifications (Scottish Government, 2022). In order to become a new head teacher (Principal) in Scotland, you require a formal masters qualification known as Into Headship (Education Scotland, 2022), which is delivered by HE establishments. The Scottish Government also support established teachers in gaining formal masters qualifications (Freeman, 2015). Many HE establishments provide ongoing (non-accredited) professional learning for teachers (e.g. University of Strathclyde, 2022). This indicates that HE establishments in Scotland have significant influence in the early, middle and later careers of teachers.

With reference to Recommendations 1, 3 and 4. It is suggested that any significant course of studies gives opportunities for candidates to consider their own biography and how that influences their belief system. This can then be used to consider their professional identity at different career stages and make them more conscious of how this may affect them on their career journey. It may help to challenge them to consider their deep-seated beliefs and if or how they may be causing them periods of stress in relation to their role. It is suggested that formal academic learning is blended with a focus on personal growth. Professional development in emotional competencies should be provided. A wide variety of credit and non-credit bearing courses could be provided that give school staff the opportunities to acquire significant technical knowledge in their chosen field. This should focus on making strong links between research and practice.

7.2.2 Local Authorities

Local Authorities (or local councils) are the employers of school staff in their areas. They provide a key role in supporting early career teachers as well as the continuous development of others. They also provide a role in succession planning for formal leadership roles, as well as the performance management of all teachers in Scotland (which includes a 5-year review of their competence that confirms they should still be registered as a teacher known as Professional Update) (GTCS, 2022a). They are the main conduit of policy directives from the Scottish Government and Education Scotland to the teaching profession.

With reference to Recommendations 2, 4 and 5. Local Authorities should encourage a culture within their schools and school leaders that recognises and supports the emotional demands of leadership. This culture could also celebrate diversity across their Local Authority and hence schools. Formal leadership appointments (and the appointment of other staff) should be inclusive and representative of their communities. They should avoid insisting on particular types of leaders and leadership (e.g. those that include patriarchal aspects) and instead give more autonomy to their formal leaders in order to allow more creativity. They should consider providing coaching opportunities for all staff, but particularly those in leadership or aspiring to leadership roles. Staff should be provided with rich learning opportunities to acquire high levels of technical knowledge and given time within their working week to do this.

7.2.3 Formal Policy Makers

The main formal policy makers in Scotland are the Scottish Government and Education Scotland. The professional body the General Teaching Council for Scotland (GTCS) is responsible for setting and maintaining standards within the teaching profession.

With reference to Recommendations 4, 5 and 6. Policy should support both the expectation but also the time commitment required for teachers to undergo further learning throughout their careers. Providers should be supported with guidance and funding to ensure high quality supported learning opportunities for teachers. A culture of diversity and inclusion should be reflected throughout policy relating to the recruitment of teachers and to the standards required at all career stages. Narrow curricula or standards should be avoided, instead creativity and new ways of leading should be encouraged.

7.2.4 Schools and Teachers

Considering my recommendations through the lens of a teacher or school, it feels like many of those already recommended to other stakeholders above reside outside the sphere of influence for teachers and schools. However, many of the aforementioned recommendations are there to support teachers and schools. I do, however, recognise that many of these recommendations do require support from other stakeholders in order for them to be considered.

With reference to Recommendations 2, 4, 5 and 6. Schools and all staff should be encouraged to recognise and support the emotional dimensions of a leadership role, be it formal or informal by providing peer coaching support. The planning cycle of a school could provide space, time and opportunities for teachers to acquire high levels of technical knowledge. Senior leaders should develop a school culture that is fully inclusive and celebrates diversity across their school community and wider communities. Mechanisms to support the development of leadership at all career stages should be considered. The publication of a new suite of GTCS standards now promote teachers at every stage in their career to be critically informed practitioner enquirers (GTCS, 2021a). This would be an ideal opportunity for schools to encourage staff to take on informal leadership opportunities as teacher leaders.

7.3 Evaluation and Further Research

The application of the PSSP model did help me structure data collection tools and later examine the identity of my participants. However, by narrowing this to critical incidents in the workplace this method was not useful in considering wider influences on identity. Since these wider influences are potentially influential in the formation of a person belief system, it is certainly an area that requires much more consideration in leadership candidates. Application of the PSSP model was of great benefit in the organisation and analysis of my data. To further strengthen the rigour of this model I would recommend other researchers employing this model in organising their data, to further explore the benefits of its application.

The use of the PEC did provide a much more detailed framework to consider emotions. However, the multiple coding and subtlety of the variations between themes was at times challenging. Some validation of the coding was possible between data collections 1 and 2. Emotional competency profiles may prove useful in that it does give a framework in which emotions around leadership can be explored and discussed in a structured way.

There is sufficient evidence in this study to consider further exploration of the importance of emotion in identity/identity formation. Application of structured approaches to this (e.g. the use of emotional competency profiles) then allows stronger links to be made from theory to practice. These structures could also be modified in order to support leaders at all levels as stated in my recommendations above. Figure 32 gives some initial insight into the aspects of EC that may be most important as people make sense of their leadership role, allowing a considered approach to which aspects of EC may be most important to the developing leader. In keeping with the reflexive approach adopted in this study, this is offered tentatively as a potential contribution to discussions in the field of educational leadership development.

I would cautiously suggest that the theoretical framework and methodology also may have the potential to be applied to other professional fields.

7.4 A Personal Reflection

It has struck me in finalising this study that my presence appears in the opening introduction. I then made every effort to position myself backstage in this study in order to let my participants take the spotlight through the main process. It is now the appropriate time to retire my participants and return to the spotlight for a short interval.

7.4.1 Motivations

Although the completion of a doctoral degree is often the beginning of a career in academia, my motivations were different. As I was already working as a Senior Teaching Fellow in Higher Education it was not required that I undertake this qualification and yet I chose to do so. The motivational purpose (like mine) of those undertaking a professional doctorate (particularly the EdD) is more often positioned in the circumstances that they are already in a well-established career and wish to develop and extend their professional knowledge in relation to their field of practice (Burgess et al., 2009).

Undertaking this professional doctorate process was initially about understanding what I do, hopefully a little better, to enable me to consider how to improve my practice. I have gained a considerable amount of knowledge in this process that will potentially impact on my practice, in terms of gaining deeper understandings of where/how a sense of leadership identity is formed and also the acceptance/appreciation of the emotional dimensions as it undergoes any change.

I have also experienced shifts in my professional identity (particularly as a researcher) even though my chosen area of study was strongly based on gaining a better understanding my practice. For me this was not just about gaining more professional knowledge. Although the experience has not been akin to the career change I experienced when I moved from a school-based role to academia, it has opened potential new opportunities within my current career.

7.4.2. Developing as a Researcher

Embarking on my EdD I had some strong ideas of what I wanted to find out more about but had no initial thoughts on how I would go about this. I naively thought that settling on a topic for the study could often be the most challenging part. However, I quickly discovered that defining and refining the underpinning theoretical framework and methodology that I would use to guide my research was the most challenging aspect. As I experienced, the QAA (2020, p.8) state that professional doctorates “provide an opportunity for individuals to situate professional knowledge developed over time in a theoretical academic framework”. As I look back, I realise how essential those early days of reading and reflection (and frustration) were to the direction my study took. As Baune (2017, p.114) proposes “Practice rarely comes in theory-shaped lumps.” A significant part of my growth as a researcher is this very realisation and my quest to find solutions. This took me into new theoretical areas and fields of research and led me to look outside of those I was most comfortable with. It is the area I have grown the most as a researcher in terms of my deeper understanding of the research process and positioning.

In this study, through the process of exploring and considering my underpinning theoretical framework, I moved away for more conventional leadership theories, into newer, wider territory for me, to gain deeper understandings of identity and emotion. It was whilst reading about identity that I saw some of the potential connections with the emotional

responses I was seeing in the participants of my course. This led me to consider how emotion could be better observed and in turn led me back to the work I was already familiar with in terms of the emotional work of school leaders.

7.4.3 Developing as a Practitioner

Although I have learned much about this small group of participants, I have applied the knowledge I have gained to myself as this process comes to a close. There are also incidents when I can clearly see how I am re-framing my thoughts on interactions with my students as a consequence of undertaking this study.

For example, during a recent supervision meeting with a student, she chose to recount to me an incident that had occurred between her and her Principal. This student is coming towards the end of her time with me and I have now known her for a number of years. I listened as she described how her senior leader had been very disparaging about an aspect of her work. The incident itself (as recounted to me) seemed verging on the trivial and somewhat a matter of the Principal's opinion rather than a matter of fact. My student just couldn't understand the Principal's issue. Rather than just accepting the Principal's judgement she had reflected and requested a further meeting with her Principal to discuss. Firstly, I was immensely proud of her, we both agreed that previously she might have just accepted the Principal's ruling without question, been deeply hurt, but tried to move on. This time, however, she had chosen to challenge the ruling. It hadn't particularly changed the outcome but she seemed to feel much better about the incident given the circumstances.

I don't claim that I would have had any different a conversation before this study. However, reflecting on this conversation later I was suddenly struck by the values and beliefs we shared in the conversation, (e.g. agreeing on how inappropriate some comments made by the Principal

had been and echoing each other in conversation around “that isn’t really the way a leader should behave”). There were without doubt strong similarities in the aspects of what we were employing as our conceptions of effective leadership. It strikes me that when I am teaching (or interacting with students) I do employ my own leadership belief systems. However, when you have strong (or deep-seated) values as a leader there is a danger that it may make you become very closed to other points of view and opinions. This is something I need to pay attention to. If I am influencing students and future leaders, I need to ensure that they have choices, and it is not just me imposing my beliefs on them. I am also more aware that I may have to step back and be more objective about research in the field of ELMA in regards to my role as a tutor in a university. I am already very aware that I often think instinctively about any research I read, reaching out to that deep-seated sense of myself as a leader to decide if what is being said fits well with me or not. This has, however, lessened over my time moving from a practice role to a university role.

7.4.4 The Future Leader: The Future Researcher

During this process I took on a more significant leadership role within my university establishment. Having not had the advantage of working in a university for a long period, the potential lack of technical knowledge did lead to me doubting myself and I thought long and hard about putting myself forward for the role. However, I had held senior leadership roles before, in different educational contexts. In reality I have been surprised at how quickly I have taken to the role, how much I have enjoyed it and am pleased to have received very positive feedback from line managers on my effectiveness early in the role. Does this mean that that the leadership identity (or perhaps the underlying values) I developed through many years of working in practice is actually supporting me through this transition process? Potentially I would suggest it is. However, I am leading in a different context and will

remain vigilant to what that might mean in terms of my underlying values and beliefs.

My hesitation on applying for the role was grounded in my opinion that I lacked technical knowledge, which was also an important aspect to my participants, however, this has not manifested as an issue for me. This introduces future questions on the importance of technical knowledge as an enabler rather than a true requirement in taking a leadership role. Perhaps people need to feel they have the knowledge, and yet what that knowledge is and the requirement for it is actually moot.

As a researcher there have been opportunities to further develop a range of skills. This includes conducting more thorough literature reviews to developing sound methodological approaches. I have developed the confidence to undertake these activities in a more self-directed way in the future. There is also the further development of the ability to explore unfamiliar theory, which can often be presented as clean and tidy, and link this with the often messy, multi-layered world of practice. Despite already working in HE I feel I have crossed boundaries and am more at home in my community of educational researchers.

There are now a number of avenues open to me in terms of publication. I believe my methodology and theoretical framework are original and are worthy of further application and exploration. Ceballos et al. (2021) discovered in their review of educational leaders' research in professional doctorate programmes, that the vast majority of the research topics focused on school improvement and school effectiveness. My thesis is certainly not a typical EdD conducted by an educational leader, and I find that exciting.

7.5 Final Word

It was my aim through this structured research study into my professional context to make an original contribution to the understanding of that professional context.

To have a strong or deep-seated sense of who you are (identity) as a leader appears to be important, it is something that can bring comfort and cohesion. It can help people make connections and work towards commonly held values and goals, giving comfort in the connections this develops between people. However, if it is too deep-seated and inflexible it may cause stress due to changes in the workplace and context.

When a teacher or a leader takes a decision it reflects in part that person's view of the organization. Such views or preconceptions are coloured by experience and by the attitudes engendered by that experience. These attitudes take on the character of frames of reference or theories which inevitably influence the decision-making process. (Bush, 2003, p.20)

Bush's statement above was couched in a discussion around the relevance (or not) of leaders exploring and utilising educational theories to guide their work, or relying on their own instincts and experience. I would suggest that the instincts he is referring to may well actually be part of their leadership identity. It also points to the fact that people often develop implicit theories or frames of reference. In my view this statement can be re-examined in terms of complexity of the development of an organisational culture and hence cultural norms, also signalling how they are strongly influenced by those within. It also draws attention to how an organisation can influence behaviours/decisions and in turn how behaviours and actions can signal beliefs. This can work in harmony to strengthen a leader's identity, work to challenge and change beliefs, or cause discomfort and stress to an individual.

Given the complexities of the role of an educational leader, a strong sense of identity can help in the decision-making process, negating some stress when faced with complex decisions and circumstances. It also reduces the decision-making process in terms of how to behave, providing guidance through the internalised aspects of identity. There can, however, be a requirement to challenge some of the deep-seated beliefs that underpin this identity in the ever-changing field of education. Understanding the role emotion plays in this, accepting that it will be involved and learning to navigate those emotions is important. This is something that I will carry forward with me into my future endeavours.

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Appendix A

Data Collection 1

For this questionnaire please think carefully about an incident that has happened that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.) This need not be dramatic but simply a typical example. (The boxes will expand as you type, please do not feel you have to write a great deal, however please do try to respond to each question).

1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?
A
2. Give a brief description of the incident, who was involved?
A/D
3. What were you thinking at the time of the incident? How did this influence your responses or behaviour?
B/C
4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?
B/C
5. How were your behaviour or responses influenced by the people and/or environment involved?
A/B
6. Why do you believe this incident is typical of the work you undertake as a leader?
C/D
7. Did this incident confirm the way you view yourself as a leader or did it change your view of yourself as a leader? Please explain your answer.
B
8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way? Please explain your answer.
B/C

Appendix B

Profile of Emotional Competencies: Questions, Scoring and Permissions

Participant name:

You need only complete this section the first time you complete this questionnaire unless your job role has changed.

Number of years working as educator:

Current leadership role (indicate one):

Class teacher

Middle leaders (e.g. PT or class teacher holding whole school responsibilities)

Senior Leader (Depute or PT where no Depute post in school)

Head Teacher

Other (please state)

Why have you decided to pursue this qualification? (indicate all that are appropriate using 1, 2, 3..., where 1 is the most important reason to you personally):

A Masters qualification is important to my own professional development

A Masters qualification will help me gain recognition in my place of work

I want to make use of funding opportunities to study at this level

A qualification in Leadership will help me gain promotion

A qualification in leadership will help me be a better leader

I enjoy studying at this level and was interested in studying leadership

In terms of continuing your studies which of these statements would you say reflects your thoughts at the moment?

I'm 100% committed to completing my full Masters course (3 years)

I plan to complete the full course unless my circumstances change

I'm not sure, if I enjoy the first year I might continue

I plan to complete the first year only for the moment

The Profile of Emotional Competence (PEC)

The questions below are designed to provide a better understanding of how you deal with your emotions in daily life. Please answer each question spontaneously, taking into account the way you would normally respond. There are no right or wrong answers as we are all different on this level.

For each question, you will have to give a score on a scale from 1 to 5, with 1 meaning that the statement does not describe you at all or you never respond like this, and 5 meaning that the statement describes you very well or that you experience this particular response very often.

	1	2	3	4	5
1. As my emotions arise I don't understand where they come from.					
2. I don't always understand why I respond in the way I do.					
3. If I wanted, I could easily influence other people's emotions to achieve what I want.					
4. I know what to do to win people over to my cause.					
5. I am often a loss to understand other people's emotional responses.					
6. When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed.					
7. I can tell whether a person is angry, sad or happy even if they don't talk to me.					
8. I am good at describing my feelings.					
9. I never base my personal life choices on my emotions.					
10. When I am feeling low, I easily make a link between my feelings and a situation that affected me.					
11. I can easily get what I want from others.					
12. I easily manage to calm myself down after a difficult experience.					
13. I can easily explain the emotional responses of the people around me.					
14. Most of the time I understand why people feel the way they do.					
15. When I am sad, I find it easy to cheer myself up.					

16. When I am touched by something, I immediately know what I feel.					
17. If I dislike something, I manage to say so in a calm manner.					
	1	2	3	4	5
18. I do not understand why the people around me respond the way they do.					
19. When I see someone who is stressed or anxious, I can easily calm them down.					
20. During an argument I do not know whether I am angry or sad.					
21. I use my feelings to improve my choices in life.					
22. I try to learn from difficult situations or emotions.					
23. Other people tend to confide in me about personal issues.					
24. My emotions inform me about changes I should make in my life.					
25. I find it difficult to explain my feelings to others even if I want to.					
26. I don't always understand why I am stressed.					
27. If someone came to me in tears, I would not know what to do.					
28. I find it difficult to listen to people who are complaining.					
29. I often take the wrong attitude to people because I was not aware of their emotional state.					
30. I am good at sensing what others are feeling.					
31. I feel uncomfortable if people tell me about their problems, so I try to avoid it.					
32. I know what to do to motivate people.					
33. I am good at lifting other people's spirits.					
34. I find it difficult to establish a link between a person's response and their personal circumstances.					
35. I am usually able to influence the way other people feel.					
36. If I wanted, I could easily make someone feel uneasy.					
37. I find it difficult to handle my emotions.					
38. The people around me tell me I don't express my feelings openly.					
39. When I am angry, I find it easy to calm myself down.					

40. I am often surprised by people's responses because I was not aware they were in a bad mood.					
41. My feelings help me to focus on what is important to me.					
42. Others don't accept the way I express my emotions.					
	1	2	3	4	5
43. When I am sad, I often don't know why.					
44. Quite often I am not aware of people's emotional state.					
45. Other people tell me I make a good confidant.					
46. I feel uneasy when other people tell me about something that is difficult for them.					
47. When I am confronted with an angry person, I can easily calm them down.					
48. I am aware of my emotions as soon as they arise.					
49. When I am feeling low, I find it difficult to know exactly what kind of emotion it is I am feeling.					
50. In a stressful situation I usually think in a way that helps me stay calm.					

Scoring key Profile of Emotional Competence

Sophie Brasseur, Bourdu, Grégoire and Mikolajczak, Plos One, 2013

Légend : * = reversed items → 1=5, 2=4, 3=3, 4=2, 5=1.

After reversing the items marked *, average the following items for each subscale

- identification of own emotions (6, 16, 20*, 48, 49*)
- identification of others' emotions (7, 29*, 30, 40*, 44*)
- Understanding of own emotions (1*, 2*, 10, 26*, 43*)
- Understanding of others' emotions (5*, 13, 14, 18*, 34*)
- expression of own emotions (8, 17, 25*, 38*, 42*)
- Listening to others' emotions (23, 28*, 31*, 45, 46*)
- regulation of own emotions (12, 15, 37*, 39, 50)
- regulation of others' emotions (19, 27*, 33, 35, 47)
- utilisation of own emotions (9*, 21, 22, 24, 41)
- utilisation of others' emotions (3, 4, 11, 32, 36)

3 global scores:

- Global EC score: mean of all items, after reverse-scoring of *marked items
- Intrapersonal EC: mean of items belonging to « own emotions » subscales, after reverse-scoring of *marked items
- Interpersonal EC: mean of items belonging to « others' emotions » subscales, after reverse-scoring of *marked items

Re: request for PEC scoring key

moira.mikolajczak@gmail.com <moira.mikolajczak@gmail.com>

on behalf of

Moira Mikolajczak <moira.mikolajczak@uclouvain.be>

Sat 18/08/2018 09:32

To: Joanna Holmes <joanna.holmes@strath.ac.uk>

3 attachments (314 KB)

PEC_EN_final.doc; PEC scoring key.doc; Profile of Emotional Competence_Validation Article.pdf;

Dear Joanna,

Please find the PEC and its scoring key attached for research purposes.

If you would like your students to take the test and receive automatic feedback (totally free for the three global scores, which are the most relevant), you can give them the following

link: <https://emotional-competence.co/en>.

Note that they will receive the feedback, not you; so you could not use those data for research purpose.

Kind regards,

Moira

On Fri, Aug 17, 2018 at 2:08 PM, Joanna Holmes <joanna.holmes@strath.ac.uk> wrote:

Dear Moira,

I would like to request a scoring key for the The Profile of Emotional Competence (PEC); the 50 question long version.

I am currently a teaching fellow at the University of Strathclyde whilst also undertaking my Doctoral studies (with a specialism in Educational Leadership).

My thesis is focused on leadership preparation and development where I plan to explore the importance of EI in leadership identity formation. I believe your instrument would be the most suitable for my purposes.

Best wishes

Joanna

Joanna Holmes
Course Leader MEd in Educational Leadership
School of Education
University of Strathclyde
LH519, Level 5, Lord Hope Building
141 St James Road
Glasgow
G4 0LN
Tel: 0141 444 8006

Appendix C

Participant Information Sheet and Consent Form

Participant Information Sheet for Leadership development in Education

Name of department: School of Education, HaSS

Title of the study: Leadership development in education

Introduction

My name is Joanna Holmes and I am a Teaching Fellow in the School of Education at the University of Strathclyde. I am in the process of completing my Doctor of Education in Educational leadership. My contact details are as follows:

School of Education
University of Strathclyde
LH519, Level 5, Lord Hope Building
141 St James Road
Glasgow
G4 0LN
Tel: 0141 444 8006
email: joanna.holmes@strath.ac.uk

What is the purpose of this investigation?

This research study will focus on exploring the development of educational leaders as they progress through a formal masters course. The aim will be to ultimately gain knowledge to better inform leadership preparation courses/experiences, whilst considering how leadership is developed.

Do you have to take part?

You do not have to take part in this research, it is no way linked to any outcomes for the course you are studying; participation is voluntary. You have the right to withdraw from this study at any time. You do not need to share with any other student on the course that you are participating.

What will you do in the project?

The study will take place over a period of 2 academic years (Sept 2018 to June 2020). During this time you will be contacted by email to complete two different questionnaires, this will be requested on three occasions during the period of the study. All communication will be electronic and you will not have to discuss any of this with course staff unless you wish to. If you choose to withdraw at any point during the 2 years all data collected from you previously, will be destroyed.

Why have you been invited to take part?

As a student studying leadership and potentially looking to develop your own leadership skills you will be a rich source of information in terms of how your experiences are helping you progress in any aspirations you have.

What are the potential risks to you in taking part?

Your returned questionnaires will be stored using a coded number so if accessed by any other party you will not be identifiable.

What happens to the information in the project?

As participants must be tracked through the data collection phase in order to allow comparisons, anonymity will not be possible during the data collection phase; however confidentiality will be ensured. All participants will be given a participant number which will only be known by the member of staff supporting the data collection (David Roxburgh: David is not involved in any teaching or assessment on your course of study.) This information will be stored on the University server in a password protected document. I will only have access to the anonymised questionnaires.

Returns will also be stored in a different area (to the participant numbers) of the University server (password protected files). These areas and passwords will be known only to Joanna Holmes and David Roxburgh. All email returns will be deleted (and cleared from trash area) as data is downloaded and filed. Email access for returns is only possible by David Roxburgh.

I will be using the returned questionnaires to consider aspects of emotional competences and identity formation as participants progress through their studies. This I hope will give me insight into how and why people develop their leadership identities. All outcomes shared from the study will be fully anonymised.

The data will be stored in a series of password protected files on the University server. This data will be stored for a period of ten years and deleted thereafter.

Thank you for reading this information – please ask any questions if you are unsure about what is written here.

What happens next?

You will be contacted via your University email on three occasions during the study, at this point you will again confirm you are happy to take part (via a consent form) and will complete and return the questionnaires.

If you do not wish to take part you can ignore the email or if you wish to withdraw any previous data please specify this by contacting David Roxburgh (david.roxburgh@strath.ac.uk).

You will be able to receive personal feedback on your questionnaires after the completion of the data collection. If you wish receive this feedback or to discuss this feedback then please contact David Roxburgh.

A briefing document containing overall findings from this study will be sent to all participants on completion, this will be fully anonymised.

Researcher contact details:

Joanna Holmes
School of Education
University of Strathclyde
LH519, Level 5, Lord Hope Building

141 St James Road
Glasgow
G4 0LN
Tel: 0141 444 8006
email: joanna.holmes@strath.ac.uk

Chief Investigator details:

Eugenie Samier
School of Education
University of Strathclyde
Level 5, Lord Hope Building
141 St James Road
Glasgow
G4 0LN
Tel: 0141 444 8091
Email: eugenie.samier@strath.ac.uk

This investigation was granted ethical approval by the University of Strathclyde Ethics Committee.

If you have any questions/concerns, during or after the investigation, or wish to contact an independent person to whom any questions may be directed or further information may be sought from, please contact:

Secretary to the University Ethics Committee
Research & Knowledge Exchange Services
University of Strathclyde
Graham Hills Building
50 George Street
Glasgow
G1 1QE

Telephone: 0141 548 3707
Email: ethics@strath.ac.uk

Consent Form for Leadership development in Education

Name of department: School of Education, HaSS

Title of the study: Leadership development in education: The intersection of emotional intelligence and identity formation

- I confirm that I have read and understood the information sheet for the above project and the researcher has answered any queries to my satisfaction.
- I understand that my participation is voluntary and that I am free to withdraw from the project at any time, up to the point of completion, without having to give a reason and without any consequences. If I exercise my right to withdraw and I don't want my data to be used, any data which have been collected from me will be destroyed.
- I understand that I can withdraw from the study any personal data (i.e. data which identify me personally) at any time.
- I understand that anonymised data (i.e. .data which do not identify me personally) cannot be withdrawn once they have been included in the study.
- I understand that any information recorded in the investigation will remain confidential and no information that identifies me will be made publicly available.
- I consent to being a participant in the project

(PRINT NAME)	
Signature of Participant:	Date:

Appendix D

Data Collection 2

Personalised data collection instruments for data collection 2 (June 2019)

Participant name:

Please provide an email we may contact you on when you have completed the course, (this will only be used by David Roxburgh for the purposes of this data collection when you no longer have a student email):

Has your role changed since completion of the previous data collection in October/November 2018? If so please explain:

Below is a copy of the question and your answers from the first data collection. Thinking back to the incident you described, I would like you to respond to the additional questions posed in the right hand column.

Reminder of what you had been asked to do: For this part please think carefully about an incident that has happened that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.) This need not be dramatic but simply a typical example.

Additional questions

(Please type your response after each question; please do not feel you have to write lengthy comments; the boxes will expand as you type if required)

<p>1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?</p>	<p>(A) Can you give an/some example(s) of the change influences that you feel impacted on this team?</p>
<p>2. Give a brief description of the incident, who was involved?</p>	<p>(D) You seem to have given a thorough explanation as to why the circumstances were difficult; do you feel this was taken on-board?</p>
<p>3. What were you thinking at the time of the incident? How did this influence your responses or behaviour?</p>	<p>(A) Why do you think they appeared to not be accepting your answers?</p>
<p>4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?</p>	<p>(C) Why do you described yourself as “defensive”, what did you do or say? (D) Where do you think the “us and them” attitude came or comes from, is it down to individuals or wider concerns? (B) Has the team’s behaviour influenced how you view yourself as a leader?</p>
<p>5. How were your behaviour or responses influenced by the people and/or environment involved?</p>	<p>(C) Explain how went about being “mindful to answer carefully”?</p>
<p>6. Why do you believe this incident is typical of the work you undertake as a leader?</p>	<p>(A) Can you give an/some example(s) of typical challenges and problems staff bring to you?</p>
<p>7. Did this incident confirm the way you view yourself as a leader or did it change your view of yourself as a leader? Please explain your answer.</p>	<p>(B) How did you manage to get to the bottom of the situation with the PT (in finding out how the PT actually felt)? (D) How do you feel your relationships have changed, why do you think they have changed?</p>
<p>8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way? Please explain your answer.</p>	<p>(D) How have you managed to employ this reflection in terms of being mindful and considering feelings? Has this has any impact on your professional context?</p>

--	--

Participant name:

Please provide an email we may contact you on when you have completed the course, (this will only be used by David Roxburgh for the purposes of this data collection when you no longer have a student email):
--

Has your role changed since completion of the previous data collection in October/November 2018? If so please explain:

Below is a copy of the question and your answers from the first data collection. Thinking back to the incident you described, I would like you to respond to the additional questions posed in the right hand column.

<i>Reminder of what you had been asked to do: For this part please think carefully about an incident that has happened that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.) This need not be dramatic but simply a typical example.</i>	Additional questions (Please type your response after each question; please do not feel you have to write lengthy comments; the boxes will expand as you type if required)
<i>1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?</i>	<i>(A) Can you give a little more information about your professional context?</i>
<i>2. Give a brief description of the incident, who was involved?</i>	<i>(A) Why did you choose to speak to your line manager about this?</i> <i>(A) How did the class teacher behave?</i>
<i>3. What were you thinking at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(B) Why were you so keen to make the call?</i> <i>(B) Why did you worry so much about the class teacher reaction?</i>
<i>4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(B) Did you explain your reasons for making the call reasons to the class teacher? If so did she accept them? Why do you think that is?</i>

<p>5. How were your behaviour or responses influenced by the people and/or environment involved?</p>	<p>(C) Why do you think the teacher did not want you to make the call? (D) Why do you think it was so important for you to make the call?</p>
<p>6. Why do you believe this incident is typical of the work you undertake as a leader?</p>	<p>(D) How do you try to ensure that relationships with parents are respectful?</p>
<p>7. Did this incident confirm the way you view yourself as a leader or did it change your view of yourself as a leader? Please explain your answer.</p>	<p>(B) Why do you think you felt “Sad and anxious”? Why do you think this changed?</p>
<p>8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way? Please explain your answer.</p>	<p>(C) Do you find yourself doing this often; apologising when actually you perhaps had a valid reason for your actions?</p>

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Has your role changed since completion of the previous data collection in October/November 2018? If so please explain:

Below is a copy of the question and your answers from the first data collection. Thinking back to the incident you described, I would like you to respond to the additional questions posed in the right hand column.

<i>Reminder of what you had been asked to do: For this part please think carefully about an incident that has happened that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.) This need not be dramatic but simply a typical example.</i>	Additional questions (Please type your response after each question; please do not feel you have to write lengthy comments; the boxes will expand as you type if required)
<i>1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?</i>	<i>(A) Can you give an/some example(s) of the challenge/ influences you feel impact on your role?</i>
<i>2. Give a brief description of the incident, who was involved?</i>	<i>(A) How long have these issues been having an impact on your ability to manage your resources? How has this impacted on you?</i>
<i>3. What were you thinking at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(C) Were you showing others how frustrated you were with the situation? If so how?</i> <i>(B) Do you feel your frustrations were acknowledged?</i> <i>(D) How did your HT react to your emotion?</i>

<p>4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?</p>	<p>(C) Did you use the email approach as you thought any emotional display to your HT would be inappropriate? If so why? If not what do you think was gained by using this approach? (B) Why do you think the HT did not respond to your email?</p>
<p>5. How were your behaviour or responses influenced by the people and/or environment involved?</p>	<p>(D) Why do you think your HT responds in this different way to you sharing personal and then professional challenges?</p>
<p>6. Why do you believe this incident is typical of the work you undertake as a leader?</p>	<p>(A) Can you give some specific examples of when you feel you have had to simply “carry out instructions”? (A) Do you have any explanation/thoughts on why your HT shut you down?</p>
<p>7. Did this incident confirm the way you view yourself as a leader or did it change your view of yourself as a leader? Please explain your answer.</p>	<p>(B) Where are the messages that you can’t do your job properly coming from? (D) How do your perceptions on inequalities in finance affect your ability to lead?</p>
<p>8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way? Please explain your answer.</p>	<p>(D) How have you managed to employ this reflection in terms of finance? Has this has any impact on your professional context?</p>

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<i>Reminder of what you had been asked to do: For this part please think carefully about an incident that has happened that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.) This need not be dramatic but simply a typical example.</i>	Additional questions (Please type your response after each question; please do not feel you have to write lengthy comments; the boxes will expand as you type if required)
<i>1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?</i>	<i>(A) Can you give a little more information about your professional context and the challenges you face?</i>
<i>2. Give a brief description of the incident, who was involved?</i>	<i>(A) How did the class rep approach this discussion (e.g. were they nervous, confident)?</i>
<i>3. What were you thinking at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(C) Why were you defensive, who did you feel you needed to defend and why?</i>
<i>4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(A) Why were you surprised? (A) Why were you frustrated?</i>

5. How were your behaviour or responses influenced by the people and/or environment involved?	(D) As you began to change your point of view what were your actions?
6. Why do you believe this incident is typical of the work you undertake as a leader?	(D) How does taking a view of the learner at the centre change how you operate?
7. Did this incident confirm the way you view yourself as a leader or did it change your view of yourself as a leader? Please explain your answer.	(C) What influences your behaviour in your role as a leader?
8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way? Please explain your answer.	(D) How have you managed to employ this reflection in terms of gaining students views?

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Has your role changed since completion of the previous data collection in October/November 2018? If so please explain:

Below is a copy of the question and your answers from the first data collection. Thinking back to the incident you described, I would like you to respond to the additional questions posed in the right hand column.

<p><i>Reminder of what you had been asked to do: For this part please think carefully about an incident that has happened that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.) This need not be dramatic but simply a typical example.</i></p>	<p>Additional questions (Please type your response after each question; please do not feel you have to write lengthy comments; the boxes will expand as you type if required)</p>
<p><i>1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?</i></p>	<p><i>(A) How were you aware that this incident had been building? Where there any wider influences?</i></p>
<p><i>2. Give a brief description of the incident, who was involved?</i></p>	<p><i>(A) How did you feel about staff 1's behaviour? How did you manage this?</i> <i>(C) What influenced you to remain calm? What were you thinking?</i> <i>(C) How had you prepared yourself for this conversation?</i> <i>(D) Can you give examples of how you observed a more positive relationship between the teachers?</i></p>

3. What were you thinking at the time of the incident? How did this influence your responses or behaviour?	(C) Why do you think this was so important in terms of your role?
4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?	(A&D) How difficult was it to remain impartial?
5. How were your behaviour or responses influenced by the people and/or environment involved?	(B) You say "had to appear" how were you really feeling?
6. Why do you believe this incident is typical of the work you undertake as a leader?	(D) How does this impact on your work environment?
7. Did this incident confirm the way you view yourself as a leader or did it change your view of yourself as a leader? Please explain your answer.	(B&C) How difficult to you find it to deal with the people aspect, why?
8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way? Please explain your answer.	(D) Have you had to apply your strategy here to any other situations?

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Has your role changed since completion of the previous data collection in October/November 2018? If so please explain:

Below is a copy of the question and your answers from the first data collection. Thinking back to the incident you described, I would like you to respond to the additional questions posed in the right hand column.

<i>Reminder</i> of what you had been asked to do: For this part please think carefully about an incident that has happened that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.) This need not be dramatic but simply a typical example.	Additional questions (Please type your response after each question; please do not feel you have to write lengthy comments; the boxes will expand as you type if required)
<i>1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?</i>	<i>(A) What power/influence do you have with cluster staff?</i>
<i>2. Give a brief description of the incident, who was involved?</i>	<i>(A) What other challenges might the staff involved be facing? (B&D) What impact do you feel the conversations have had on you and the staff involved?</i>
<i>3. What were you thinking at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(C) How did you use this optimism to your advantage?</i>
<i>4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(C) How did you express or hide how you were feeling? (D) How do you ensure you are positive?</i>

5. How were your behaviour or responses influenced by the people and/or environment involved?	(A) Why do you think staff behave like this?
6. Why do you believe this incident is typical of the work you undertake as a leader?	(D) How do you as a leader get people on board?
7. Did this incident confirm the way you view yourself as a leader or did it change your view of yourself as a leader? Please explain your answer.	(C) How did people's reaction to you make you feel as a leader?
8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way? Please explain your answer.	(D) How do you think your behaviour (staying positive) has an impact on the context you are working in?

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Has your role changed since completion of the previous data collection in October/November 2018? If so please explain:

Below is a copy of the question and your answers from the first data collection. Thinking back to the incident you described, I would like you to respond to the additional questions posed in the right hand column.

<i>Reminder of what you had been asked to do: For this part please think carefully about an incident that has happened that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.) This need not be dramatic but simply a typical example.</i>	Additional questions (Please type your response after each question; please do not feel you have to write lengthy comments; the boxes will expand as you type if required)
<i>1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?</i>	<i>(A) Can you tell us a little more about your school environment and what influences it?</i>
<i>2. Give a brief description of the incident, who was involved?</i>	<i>(D) How do you know he was annoyed? Why did you feel the need to intervene?</i>
<i>3. What were you thinking at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(C) How do you see your actions as a leader influences your environment?</i>
<i>4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?</i>	<i>(B&C) Why did you feel you had to hide your emotions?</i>
<i>5. How were your behaviour or responses influenced by the people and/or environment involved?</i>	<i>(A) Why did their presence not influence your behaviour? Have there been any times when a particular colleague's presence has influenced how you behave?</i>

<p>6. Why do you believe this incident is typical of the work you undertake as a leader?</p>	<p>(D) Why do you think this is part of the role of a leader?</p>
<p>7. Did this incident confirm the way you view yourself as a leader or did it change your view of yourself as a leader? Please explain your answer.</p>	<p>(B&C) Can you describe a time where you felt your emotions had blurred your judgement? (B)How did this make you feel as a leader?</p>
<p>8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way? Please explain your answer.</p>	<p>(C) Why do you think this is such an important issue for you?</p>

Appendix E

Data Collection 3

For this final part please think carefully about a recent incident that you feel is typical of the work you undertake as a leader, particularly when interacting with others (this could be staff, parents, etc.). The boxes will expand as you type, please do not feel you have to write a great deal, however please do try to respond to each question and sub-question.

<p>1. Where did this incident happen, describe the environment, the professional context and any previous related issues you feel influenced what happened?</p> <p>Are there any wider pressures that you feel may have influenced how you or the other involved behaved or felt about what happened?</p> <p>A</p>
<p>2. Give a brief description of the incident, who was involved?</p> <p>How do you think the others involved felt during the incident and how might this have influenced what happened?</p> <p>A/D</p>
<p>3. What were you thinking at the time of the incident?</p> <p>B/C</p>
<p>4. What feelings did you have at the time of the incident? How did this influence your responses or behaviour?</p> <p>B/C</p>
<p>5. How were your behaviour or responses influenced by the people and/or environment involved?</p> <p>How did you influence the others involved?</p> <p>A/B</p>
<p>6. Why do you believe this incident is typical of the work you undertake as a leader?</p> <p>Where the feelings you experienced typical or otherwise; please explain?</p> <p>C/D</p>
<p>7. Did this incident confirm the way you view yourself as a leader</p>

or did it change your view of yourself as a leader? Please explain your answer.

B

8. Would you do anything differently if faced with this situation again or do you believe you would behave in the same way?

How did you feel about the incident now? Please explain your answer.

B/C

Appendix F

Examples of coding to emotion words and their synonyms (step 3 as described in section 3.5.2)

Emotion	Common words and examples of expressions
Love	<p>Most common words was <i>reassure</i> I also wanted to reassure the parent a well-tempered way is peaceful, respectful like love reassure She spoke to me as if I was on the same level as her and I felt confident about the decision I had made I was being compassionate and empathetic to the team</p>
Joy	<p>Most common words was <i>happy</i> This make me feel more efficient as a leader. she was happy with the decision I made. she was happy with my decision I began to relax more This then fuelled the belief I have in myself, as a leader I feel quite happy to manage situations like that</p>
Surprise	<p>No common word began to realise I always try and give reasons why we need to do something and how we can go about changing things. The message may have taken her by surprise honestly did not think it would be a major issue changing it Unfortunately I suspect the HT was hoping because of our past that I would be more lenient. I was taken aback at first at the HTs tone however I feel this is a common response of someone who is</p>

	feeling the way she was.
Anger	<p>Most common words were <i>annoyed and frustrated</i></p> <p>also knew that she might be annoyed as I just went ahead she still seemed a bit annoyed. had inadvertently did something wrong to offend another teacher. he was annoyed when I saw his face and his expressions find it particularly frustrating when I see be hundreds of thousands we are spending elsewhere think I was showing frustration but I was probably playing it down didn't seem pleased stressed and started shaking her head she seemed quite angry she was annoyed PT got stressed very negative and openly chastising went into a bit of a rant she would reconsider and calm down I was really frustrated heat out the situation initially. the HT became very defensive and emotional about it they were upset with the parent's behaviour. find a solution and calm the parent down.</p>
Sadness	<p>Most common words were <i>difficult and defensive</i></p> <p>knew she might not have liked the idea many feel dejected within the I can feel deflated oh I don't want to moan about it. obviously more selfish felt bad for the acting PT because she was obviously stressed out because of a decision I made. I also felt guilty she wouldn't be feeling guilty</p>

	<p>I feel are particularly negative anyway so I initially felt quite upset but then I developed more tenacity difficult to discuss thought I was letting them down. became very defensive visibly upset when I was giving my feedback upset with the parent's behaviour. I understood immediately what was wrong but I felt quite sad defensive that change was a criticism of them would let them see the reasons why they were not getting what they wanted as the conversation continued I was probably a bit defensive. concerns I was also disappointed it was my own disappointment sorry we couldn't them give them the level of time they wanted</p>
Fear	<p>Most common words were <i>pressured and uncomfortable</i> so I was just covering myself. The fact that she is a close friend also meant I worried more about her reaction. I tend to worry a lot about what people think I was worried I looked stupid appreciative of staffs concerns unsure concerned panicked I then, suddenly, felt I did the wrong thing and that I'd be in trouble because of it I felt scared that I had done something wrong and didn't think about the consequences of the decision I then felt sick because I had a feeling of dread confused because was paranoid that it was about me student could be feeling anxious</p>

	<p>anxiety I felt my anxiety I still felt uneasy a little time later as a result of the way the acting PT was behaving with me I still feel a bit uncomfortable also feel uneasy about the acting PT speaking with I don't challenge things often enough as I can feel uncomfortable in conflict situations. I was feeling really pressured – pressured to give an accurate portrayal of what I had seen by the team I did feel I was being pressured</p>
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Appendix G

Examples of coding to categories of the PEC (Brasseur et al, 2013) (step 4 as described in section 3.5.2)

Emotional competency	Examples of comments
<p>Identification of own emotions IOWE (i.e. being able to perceive an emotion when it appears and identify it in oneself)</p>	<p>I tend to worry a lot about what people think and if they agree with the actions I take</p> <p>Because my feelings at the time were more like reflex and they lasted just a few seconds</p> <p>I find it particularly frustrating.</p> <p>The anxiety I felt when the acting PT went off to phone I initially felt quite upset but then I developed more tenacity in my approach</p> <p>I was really frustrated by the situation as I felt I knew my member of staff really well and that I was able to predict how they'd behave.</p> <p>this was difficult to discuss with the SLT</p> <p>Initially I just felt that I should answer their questions but actually as the conversation continued, I was probably a bit defensive.</p> <p>The negativity that they displayed (although actually fair) was also very typical and I was frustrated because at that time it seemed they were complaining about everything.</p> <p>it was my own disappointment that the changes I had made in the team had turned out not to be sustainable</p> <p>Whilst I felt sad and anxious initially, it boosted my confidence as a leader</p>

	<p>Frustrated and upset by my own failure at a part of my job.</p> <p>I feel I'm being penalised for it</p> <p>I had to not allow myself to get annoyed or angry with the comments being made. I had to be impartial and remain calm.</p> <p>I felt very good about myself as a leader after this event.</p> <p>I was optimistic that staff would be receptive</p> <p>I was frustrated and slightly flustered that I was presenting to a large group of people My feelings at the time were surprise and frustration and this could have influenced my response with a defensive attitude.</p>
<p>Identification of others' emotions IOTE (i.e. being able to perceive an emotion when it appears and identify it in others)</p>	<p>she seemed quite angry and didn't seem to understand why I had called her</p> <p>she still seemed a bit annoyed.</p> <p>some students feel left out, annoyed at the learning pace.</p> <p>The class rep was confident</p> <p>was annoyed when I saw his face and his expressions.</p> <p>a lot of people were stressed and unsure of the situation</p> <p>stressed and started shaking her head</p> <p>the HT became very defensive and emotional about it,</p>

	<p>became visibly upset</p> <p>I understood that they were frustrated and feeling overwhelmed.</p> <p>The negativity that they displayed (although actually fair) was also very typical and I was frustrated because at that time it seemed they were complaining about everything.</p> <p>I am also much more careful to consider what people are feeling when they are talking to me.</p> <p>concerns and comments to be open and honest, stressing now was their time to get them into the open without any worry about escalation or calls of unprofessionalism on their part.</p> <p>body language and voice became more animated and louder.</p>
<p>Expression of own emotions EOWE (i.e. being able to express emotions in an accurate, genuine, socially accepted manner)</p>	<p>the presence of my colleagues could influence my behaviour,</p> <p>I always hide assiduously my emotions.</p> <p>Initially I just felt that I should answer their questions but actually as the conversation continued I was probably a bit defensive.</p> <p>I had assumed that by sending this email he would see how frustrated I was</p> <p>I became quite emotional in my verbal response to him –</p> <p>FHs are not listened to and are only expected to carry out instruction as opposed to challenge or question new initiatives. It has exacerbated an earlier incident from last week where I had tried to raise a point at a management meeting but was shut down promptly by the HT before I had a chance to explain my point.</p>

	<p>Keep calm and listen. If you react you'll lose control of this and the relationship will be unrepairable,</p> <p>It is difficult to maintain my professionalism</p> <p>I was frustrated and slightly flustered that I was presenting to a large group of people</p> <p>I was defensive and trying to explain the justification for the approach taken and suggesting that I was already providing a positive experience along with the other lecturers on the team based on the goals set by the learners.</p> <p>My feelings at the time were surprise and frustration and this could have influenced my response with a defensive attitude.</p>
<p>Listening to others' emotions LOTE (i.e. being able to identify expressed emotions accurately and as genuine)</p>	<p>she seemed quite angry and didn't seem to understand why I had called her.</p> <p>some students feel left out, annoyed at the learning pace.</p> <p>that the students were annoyed and felt that they were not given structured teaching approaches and it felt like they didn't not want to explore their learner abilities and opportunities.</p> <p>many feel dejected within the profession and are no longer as eager to take on new initiatives or try something else.</p> <p>it was a lack of confidence in classroom management and organisation</p> <p>she didn't seem pleased and stated that we couldn't look after kids from other schools because that's why their staff</p>

	<p>the HT became very defensive and emotional about it, going back to previous Q.I. activities I had been involved in in that setting and why could I not just put it down to nerves from the practitioners.</p> <p>Whilst I felt pressured by the HT to be more lenient, the HT was also under intense scrutiny from the VSE team which would have caused her to be very defensive. I think typical, you will always have people who are emotionally invested in something and I needed to find middle ground that both myself and the HT felt comfortable working at.</p> <p>I used to manage the team as a faculty head and knew they found change difficult and were defensive that change was a criticism of them rather than a criticism of systems or processes.</p> <p>the PT I was talking to felt that I was dismissing her complains and minimising the difficulties she felt she was having. I absolutely did not intend her to feel that way. The truth is I didn't really HEAR what she was trying to tell me. I heard her questions and I answered them but that was not actually what she wanted me to do.</p> <p>I didn't realise she was ACTUALLY complaining – I thought she was just 'everyday' complaining.</p> <p>although my intentions were good, my listening wasn't active enough. We weren't just shooting the breeze as colleagues – she was asking for my help as SLT and I didn't realise it.</p> <p>The phone call went very well and the parent was just expressing her disappointment in her child's behaviour. The class teacher, however, felt that I had gone "above her head" to speak to management about calling the parent back.</p>
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	<p>one member clearly believed they were superior to the other and was very open with comments and suggestions regarding the other's teaching ability.</p> <p>have expressed that they are not finding the learning and teaching experience meets their needs</p> <p>I began to realise that with a diverse group of learners there are different opinions of a learning environment and experiences.</p> <p>I am mindful of this position and the challenges that I need to be aware of.</p> <p>I would have listened more to the class rep at the beginning of the meeting taking notes and asking more leading questions to gain a deeper understanding of the issues.</p>
<p>Utilisation of own emotions TOWE (i.e. being able to use emotions to improve reflection, decisions and actions in oneself).</p>	<p>I will always feel driven to challenge myself</p> <p>and I can feel deflated however there are moments like when one of your worst critics ends up adopting your approach</p> <p>my colleagues did not influence my behaviour</p> <p>one I knew I would get upset if I spoke about it to him face to face and two because I wanted a record of me asking for assistance.</p> <p>It's funny reading this now as I'd say the complete opposite now.</p> <p>Again, I don't feel like this anymore. I feel more confident in many areas of my job and the finance thing has not sorted itself however I don't feel like it the overriding issue any more.</p> <p>I felt I could then speak to the acting PT, and the children, with more confidence now as I</p>

	<p>felt my decision had been validated.</p> <p>This then fuelled the belief I have in myself, as a leader, and made me realise that I can't be responsible for how other people react to me,</p> <p>I initially felt quite upset but then I developed more tenacity in my approach and realised I need to stand up for myself more in these situations – on reflection in my leadership I can be a little too agreeing in some things and accepting things that are a bit below par from staff if I know there might be a fight to make it better.</p> <p>I don't challenge things often enough as I can feel uncomfortable in conflict situations. I need to learn how to have healthy and productive conflict (disagreements?) with staff so we can move forward as I realise now that polite discordance is actually more disruptive than healthy disagreements.</p> <p>I was feeling really pressured – pressured to give an accurate portrayal of what I had seen by the team and then equally pressured by the HT to give a more positive reflection.</p> <p>It would have been easier for me to have given staff the benefit of the doubt to make the dialogue with the SLT easier but I know I would have left the school that day feeling like I had let myself down and not stuck to my own values.</p> <p>However, I didn't feel upset or angry at all and of course this didn't influence my attitude towards the parent.</p> <p>To be honest, those challenges are very useful for me and my improvement as a leader, thus, I feel quite happy to manage situations like that – I don't know if that sounds very weird and awkward – but this is the way I feel!</p> <p>I was very reassuring on the phone to the parent about the fact that her child had apologised and had taken full responsibility over her behaviour. This influenced me to be</p>
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	<p>calmer about the incident.</p> <p>Whilst I felt sad and anxious initially, it boosted my confidence as a leader as I was able to make a decision and stand by it. The more I reflected on it, the more I realised that I was only trying to do the right thing in the situation.</p> <p>I was really frustrated by the situation as it's one that I had been trying to work with other members of the school to resolve and one that at the time I had persistently raised concerns about the viability of it.</p> <p>I kept my voice low and body language relaxed.</p> <p>Keep calm and listen. If you react you'll lose control of this and the relationship with be unrepairable,</p>
<p>Utilisation of others' emotions TOTE (i.e. being able to use emotions to improve reflection, decisions and actions in others).</p>	<p>though it turned out she was fully supportive of what had happened).</p> <p>perhaps she didn't understand why I felt it was important to contact the parent sooner rather than later</p> <p>By keeping parents in the loop, regarding incidents that may happen at school and acknowledging their concerns/point of view and how it may differ to mine.</p> <p>Staff are more likely to take forward any initiative that I have suggested as a result of the knowledge I have of effective pedagogies but I do feel that this approach can mean people are more receptive to building relationships this way and that is essential in bringing people onboard.</p> <p>I knew that negative attitudes and overcoming difficult staff were all part of the role</p> <p>Because he will have thought I should have had the confidence and professionalism to speak</p>

	<p>to him face to face at the time.</p> <p>I felt that the HT was beginning to try and use my position in the team as the link between the team and the school to her advantage and influence what I was saying so I was conscious of sticking to the facts.</p> <p>I believe that my willingness to solve the problem and the friendly way that I approached the parent played a crucial role to find a solution and calm the parent down.</p> <p>I tried to give answers that would let them see the reasons why they were not getting what they wanted in terms of time out of class.</p> <p>I was very reassuring on the phone to the parent about the fact that her child had apologised and had taken full responsibility over her behaviour.</p> <p>I believe I was able to help teacher 1 go through the emotions they had to and then calm down.</p>
<p>Understanding of own emotions UOWE (i.e. being able to understand the causes and consequences of emotions, and to distinguish triggering factors from causes in oneself)</p>	<p>I tend to worry a lot about what people think and if they agree with the actions I take.</p> <p>I would be aware of my internal thoughts and feelings and try to become less judgemental and more objective.</p> <p>It can be hard to always maintain a professional 'mask' don't want the rest of my career to be tarnished by a negative attitude.</p> <p>Granted there are times when I question if the higher salary is worth the hassle...</p> <p>Because my feelings at the time were more like reflex and they lasted just a few seconds</p>

	<p>Again, reading this back it reads like a massive issue but I feel like I'm really over it and have moved on from it and how it made me feel about my job.</p> <p>my anxiety was heightened because I could sense by her reaction that she was annoyed with the way the acting PT had spoken to her</p> <p>critical parts of the job – especially in an unprecedented situation where collaboration and cooperation are essential. I know I have a tendency to overthink situations that I feel are particularly negative anyway so, for me, the feelings I experienced were typical.</p> <p>Pressure of teaching in lockdown, dealing with things in isolation (both myself and the class teacher) – not having colleagues on hand to rationalise the situation with and it's not the same over electronic communication.</p> <p>I felt I was under intense scrutiny from both the VSE team and the school's SLT to ensure I accurately explained my position but it was difficult when I have worked very closely with the staff before and I had really hoped that this would not have been the outcome of the day.</p> <p>I did feel I was being pressured by the VSE team as I was new to this role and I had not been part of many processes like this. I had to use the relationship I had with the HT to talk them down and see that whilst this process had not been as positive as we had hoped,</p> <p>If I am honest I was also disappointed that the team I led for 3 years seemed like they were reverting back to the 'we're put upon' attitude that they had when I first arrived in the school.</p> <p>I was really frustrated by the situation as it's one that I had been trying to work with other members of the school to resolve and one that at the time I had persistently raised concerns</p>
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	<p>about the viability of it.</p> <p>FHs are not listened to and are only expected to carry out instruction as opposed to challenge or question new initiatives. It has exacerbated an earlier incident from last week where I had tried to raise a point at a management meeting but was shut down promptly by the HT before I had a chance to explain my point.</p> <p>I was frustrated and slightly flustered that I was presenting to a large group of people</p>
<p>Understanding of others' emotions UOTE (i.e. being able to understand the causes and consequences of emotions, and to distinguish triggering factors from causes in others)</p>	<p>Because I knew the background history of the parent and knew she might not have liked the idea that her child got into trouble</p> <p>However, I also knew that she might be annoyed as I just went ahead and did what I thought the right thing to do was,</p> <p>would understand students who are struggling with finances and mental health issues</p> <p>many feel dejected within the profession and are no longer as eager to take on new initiatives or try something else.</p> <p>I often think it is a power issue for them, often to hide their insecurities over their own professional knowledge and understanding.</p> <p>envious at times of those in promoted posts It causes unnecessary conflict between me and my staff</p> <p>a lot of people were stressed and unsure of the situation we were in and some of the health and safety implications of the pandemic.</p> <p>PT panicked because she was in charge and if something "went wrong" then it would be her</p>

	<p>that would be held accountable.</p> <p>she was obviously stressed out because of a decision I made.</p> <p>student could be feeling anxious as a result of being in an unfamiliar environment with unfamiliar children (similarly with the high school student who was in the class already).</p> <p>So, probably the parent was under extreme pressure and that affected his behaviour and blurred his judgement.</p> <p>Other colleagues of mine understood the situation but initially they were upset with the parent's behaviour.</p> <p>I knew from rumour that they felt they had a lot of work on. I used to manage the team as a faculty head and knew they found change difficult and were defensive that change was a criticism of them rather than a criticism of systems or processes.</p> <p>I was genuinely mindful to answer carefully. I knew they felt under pressure and I wanted them to see that I understood that and was sorry we couldn't them give them the level of time they wanted</p> <p>I didn't realise she was ACTUALLY complaining – I thought she was just 'everyday' complaining.</p> <p>I have realised often people are not just talking to me but rather are talking to a DHT and that makes a difference to how I should respond. I am more mindful about what staff are trying to say to me in both of these contexts. I am also much more careful to consider what people are feeling when they are talking to me.</p> <p>one member clearly believed they were superior to the other and was very open with</p>
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	<p>comments and suggestions regarding the other’s teaching ability.</p> <p>I began to realise that with a diverse group of learners there are different opinions of a learning environment and experiences.</p>
<p>Regulation of own emotions regulating ROWE (i.e. being able to regulate stress or emotions when they are not appropriate to the context)</p>	<p>I would be aware of my internal thoughts and feelings and try to become less judgemental and more objective.</p> <p>I am able to see beyond staff negativity and see the positive impact it will have on young people.</p> <p>It can be hard to always maintain a professional ‘mask’</p> <p>I believe positivity is a major factor in that.</p> <p>help keep your faith.</p> <p>I think I was showing frustration but I was probably playing it down because I did the classic, oh I don’t want to moan about it.</p> <p>I was trying to be really clear with what I was saying, ensuring I was being compassionate and empathetic to the team.</p> <p>I was feeling really pressured – pressured to give an accurate portrayal of what I had seen by the team and then equally pressured by the HT to give a more positive reflection.</p> <p>It confirmed it for me, I want to be a leader who has integrity but I also want to be a leader who shows compassion and empathy and works with people to support them in taking things forward</p>

	<p>I knew that the parent was wrong and in a friendly way I explained him the situation, we solved the problem and the pupil is doing proper lesson since then.</p> <p>My initial sadness didn't influence my attitude. I understand that this covid-19 pandemic is a very difficult situation and people are under extreme pressure...I am trying to be calm, though.</p> <p>I was genuinely mindful to answer carefully. I knew they felt under pressure and I wanted them to see that I understood that and was sorry we couldn't them give them the level of time they wanted</p> <p>I emailed him as I was feeling so upset by the whole thing I couldn't regulate my emotions enough to talk professionally to him about it face to face.</p> <p>Keep calm and listen. If you react you'll lose control of this and the relationship with be unrepairable,</p> <p>I had to not allow myself to get annoyed or angry with the comments being made. I had to be impartial and remain calm.</p> <p>more relax and non-judgemental I had to appear.</p> <p>I was able to respond to their queries and even their criticisms of the intervention.</p> <p>This means that I can feel on edge at times, waiting for the inevitable negativity.</p> <p>For a moment I felt anger but that was just a couple of seconds. Then I felt empathy and very sorry for being a witness to this incident. I hid both my feelings thought and I started speaking to the students. I did leave my feelings to motivate my actions.</p>
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	hide my feelings and my emotions.
Regulation of others' emotions ROTE (i.e. supporting others to regulate stress or emotions when they are not appropriate to the context)	<p>I also wanted to reassure the parent that whilst their child did something unacceptable, they were very mature in dealing with it..</p> <p>As a result, the relationship with this member of staff has become more positive as they can see that I am there within a supportive role too.</p> <p>I know she might grumble a bit as she often does but she generally then complies.</p> <p>for example I might have been better just giving her a ring first and then discussing it over the phone with her.</p> <p>I think the SLT were unable to separate the facts from the emotional investment in the inspection process.</p> <p>I knew that the parent was wrong and in a friendly way I explained him the situation, we solved the problem and the pupil is doing proper lesson since then.</p> <p>I said I knew they would appreciate the help and if any cover was available the DHT knew they could do with the support.</p> <p>I tried to give answers that would let them see the reasons why they were not getting what they wanted in terms of time out of class.</p> <p>I was genuinely mindful to answer carefully. I knew they felt under pressure and I wanted them to see that I understood that and was sorry we couldn't them give them the level of time they wanted</p> <p>I believe I was able to help teacher 1 go through the emotions they had to and then calm</p>

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