Chapter 20
Switzerland: The School Leadership Research Base in Switzerland

Stephan Gerhard Huber

Over the years, education and school research have rarely focused on themes such as school leadership and leadership practices in Switzerland. Research that explicitly focuses on school leadership and school leadership practices has just started over the last couple of years (with some exceptions one decade ago).

The Swiss cantons seek appropriate governing models through which the goals of the education systems can be achieved more effectively and efficiently. Numerous efforts are aimed at redesigning the governance of schools with its various levels and their interrelationships. The result of these efforts is a process of reconfiguring the leadership and management structures and processes across the macro-, meso- and micro-level of school governance. Some cantons change faster than others towards new public management ideas. At the macro-level, it is the cantonal education authority; at the meso-level, it is the municipal council and the governing body of the school; and on the micro-level, it is the school leadership (principal[ship] and site principal[ship]) and its senior management team (Huber 2011). In Switzerland, the conceptualisation of the principal as school leader is fairly young. School leadership with teachers becoming the principal has been implemented only recently at various times within the last 10 years and varies from canton to canton and from municipality to municipality, also according to the size and type of school. Hence, school leadership research is also a relatively new endeavour.

S.G. Huber (✉)
Institute for the Management and Economics of Education (IBB),
University of Teacher Education Zug, Zug, Switzerland
e-mail: stephan.huber@phzg.ch

The Swiss School Systems

The Swiss education system has a federal structure, with responsibility for the school system lying with the 26 cantons (Criblez 2007a). Federal law relating to education is very limited and mainly refers to vocational education (Stöckling 2006). There are therefore 26 education systems in Switzerland. Moreover, the cantons vary according to size and number of schools. Some have 20 schools; others have more than 400 schools.

The cantons have laid out their own public school systems and established their own school laws. A number of cantons choose to pass on the duty of establishing and maintaining kindergartens and compulsory schools (first to ninth grade) to the local municipalities (see, e.g. Fend 1992). In these cases, the municipalities have a considerable degree of autonomy with decision-making power. This autonomy might, however, in some cases be limited by financial and legal stipulations. There is no singular governmental unit, such as a federal ministry or department of education. However, the 26 cantonal ministers of education constitute a political body (called the "Conférence suisse des directeurs cantonaux de l'instruction publique", CDIP) that carries out the work that the confederation is charged with, for example, launching inter-cantonal projects. The work of the CDIP is based on a group of legally binding, inter-cantonal agreements (known as concordats).

It is important to note that in Switzerland, the term "school" has different meanings. Many so-called schools have several sites. A school can be the organisational unit attached to a site (with a site principal, Schulhausleiter) but also to the community of sites that are linked together and governed by the same municipality as well as the same governing body (with an overall principal).

In May 2006, the Swiss population voted massively in favour of modifying the Constitution so as to oblige the Confederation and the cantons to coordinate their actions and collaborate more closely in the field of education from primary school to university. One key aspect was the will to align the duration of each level of education and the specific objectives to be attained by pupils at the end of each level (educa 2010).

In each canton, there is a different level of political decision-making (Rhyn 1998; Rhyn et al. 2002; Oelkers 2004, 2009; Trachsler 2004; Roos 2006; Büeler 2007; Criblez 2008). The canton-run school system is administered by the canton parliament with the government (in Swiss-German: Regierungsrat). In some cantons, a council of education (Bildungsrat or Erziehungsrat), which is elected by the canton parliament, has more specific responsibilities. All cantons have an education authority (Direktion für Bildung/Erziehung) with various offices for different school types (such as Amt für Volksschule for primary education). In most of the cantons, school inspections are being established, sometimes as part of the education authority and sometimes as a separate unit operating independently of the education authority.

At the meso-level, the municipality, it is the governing body (Schulpflege or Schulkommission or Schulrat), comprising local representatives and typically not professionals in education, that is responsible for the supervision of a single local

school or several schools belonging to the municipality in most cases. The members of the governing body in several cantons are assigned to their positions via democratic elections; in others they are appointed by the municipal council, and they work as honorary members. At the micro-level, the idea of having principals in charge of schools is relatively new in Switzerland. It has been implemented with varying paces and degrees of intensity in different cantons and types of school. Principals and principalship (as explicit job positions) were established fairly recently, within the last 5–15 years. Even now there are a few schools without a principal, and one canton still does not have principals at all. The status of school leaders (principals and site principals and their deputies or sometimes senior management teams) varies considerably. In some cantons, the municipalities have a central school governance function, while the individual schools within those municipalities only have a school governing body, but no principal. This situation is changing now, but still, in Switzerland, the role of principalship varies strongly (Maag-Merki and Büeler 2002; Criblez 2007b; Altrichter and Maag Merki 2010; Huber and Wehrli 2011).

The Principalship in Switzerland

The status of school leaders with principals and site principals varies to a great extent in Switzerland. Some cantons have an established strategy for school leadership; some have had it for 30 years, whereas other cantons have only recently begun to establish school leadership as it is known internationally, i.e. as an exclusive position focused on managing and developing the school. In large schools, school leadership has been known for a longer time, whereas in small rural communities decisive school leadership functions have been taken over either by the governing body or by staff in a primus inter pares role or not at all.

Furthermore, there appear to be major cultural differences between the German-speaking region of Switzerland and the French-speaking region. Western Switzerland is characterised by the French tradition, which is rather directorial and where school leaders have a rather high social standing (they are addressed as "monsieur le directeur" or "madame la directrice"). In the German-speaking region, the tradition is characterised by a Germanic rationality. People tend to have less respect for school leadership, at least in terms of etiquette. This characteristic can be traced back to the old tradition of teacher autonomy (the concept of pedagogical freedom, granting teachers a great deal of autonomy when it comes to their professionalism). The establishment of school leadership was therefore not well received by some teachers; many feared of the new school leaders would lack the necessary competences and that this development would bring bureaucratic problems and result in a loss of educational quality.

Yet, over the last two decades, school leadership has been established. As is often the case with pioneers, this first generation of newly established school leaders had to make do without role models. The new leaders prudently often focused first on

administrative tasks, thus taking over work that the teachers used to do and making their job easier. Having gained acceptance through this, they gradually expanded their roles and increasingly took on organisational and educational leadership functions.

Roughly over the last decade, schools have been granted further liberties in designing their internal organisation. School leaders and teaching staff then usually work together in developing the school's profile; they acquire a higher standard of quality awareness and begin to develop a process of self-evaluation (Szaday et al. 1996). The existence of a site principal is supposed to have a great impact on the development processes of individual schools (Bildungsplanung Zentralschweiz 2000).

The school leadership is now responsible for administration and resources, in particular for the management of the staff. These are tasks that were traditionally conducted by the governing body (Rhyn 1998). In some of the cantons, the governing body may delegate some of these tasks to the school leadership or may negotiate with the school leadership who is going to perform these tasks.

The establishment and enhanced status of school leadership in Switzerland have become readily apparent. In local school development, the school leadership has been emphasised at the organisational level. In efforts towards professionalisation, school leaders join groups that represent their interests and are offered school leadership training and development opportunities. Recently master's programmes at universities for aspiring and (newly) established school leaders (principals and site principals) have been developed. Due to these restructuring processes, a number of tensions and frictions have emerged between the different actors (Huber 2013b).

Review Methods

In order to evaluate the state of research in the German-speaking countries, numerous sources have been used. The literature survey by Huber (2003) served thereby as a basic starting point. To gain an overview of studies from 2003 onwards, various relevant German-speaking databases such as GESIS and FORS were consulted. Additionally, various internet search engines as well as associated tools such as "Google Scholar" and "Google Books" were searched.

The results provided by "Google Books" were examined in the online catalogue of the research library in Erfurt/Gotha (Germany). Additional sources referenced by relevant journals were added to the research findings as well. Additionally, programs of conferences in the German-speaking countries over the last decade were researched, and findings (projects with explicit reference to school leadership) were included in the research overview.

Furthermore, relevant seminars and lectures of master's courses in Germany regarding leadership development possibilities within the field of education management were taken into account. Relevant studies presented during the school leadership symposia, organised by Huber in the years 2004, 2005, 2006 and 2009 (see www.Edulead.com and www.Schulleitungssymposium.net) were also included.

Finally, around 40 colleagues working in the fields of school effectiveness, school improvement and school management were contacted in order to identify relevant studies in German-speaking context.

There may be further (theoretical and empirical) studies and also further evaluation studies; however, if they are not listed below, we were unable to identify them using the research methods described above.

Nevertheless, there are numerous studies in the field of education research that deal with school leadership (implicitly or explicitly), be it exclusively or along with other topics. Usually in empirical research about comprehensive schools or about specific school development projects, e.g. all-day schools, variables directly or indirectly linked to school leadership are collected, but they have not often been analysed with regard to a specific research question about school leadership (e.g. by Holtappels, see Holtappels 2004, 2007; Holtappels et al. 2008). Such studies have not been included in this survey.

Numerous smaller research projects about school leadership have been conducted in the context of master's courses for school leaders. Moreover, during other study courses at universities, several research-based papers (diploma theses, bachelor theses) have been written. These papers have not been included either, even though they may serve as a basis for PhD theses.

In this review, the studies are not presented in terms of a juxtaposition. Such a presentation following the criteria, (a) aim/research question, (b) methodological approach/design and (c) selected results, can be found on: www.Bildungsmanagement. net/SL-Research. Instead, this review is structured according to several subjects deemed as central to the field of educational leadership research.

Research Base in Switzerland

Role, Functions, Tasks, Self-Concept, Attributes, Attitudes and the Workload of School Leadership

In Switzerland, there have only been few studies about the role, functions, tasks, attributes and attitudes of school leadership so far. Dal Gobbo and Peyer-Siegrist (2000), for example, looked at the school leadership practices of public schools (elementary and secondary I level) in the German-speaking Swiss cantons. Dätwyler (2005) studied the leadership structures in the interactions between selected school leaderships and school boards in the Swiss cantons of Berne, Aargau and Luzern. As part of the international research project "Personnel Development as a Management Task of School Leaders", surveys of school leaders were conducted in Switzerland, Germany and Austria. The first sets of data have been collected in St. Gallen (Switzerland) and published by Vogt and Appius (2011). Maurizia et al. (2006) analysed the data from the Swiss study: "Data collection of relevant leadership issues in the context of the school as an organisation."

In an explorative study, Hildebrandt (2008) examined the attitudes, actions and action sets of school leaders with regard to the learning processes of teachers over the course of their professional careers. Stemmer (2011) collected data about the professional self-concept and perception of leadership of school leaders in the canton of Aargau.

A few papers about the stress and pressure on school leaders have emerged recently: at the Institute of Education of the University of Berne, the pressure on school leaders has been analysis research endeavour since 1998. Zaugg and Blum (2002) presented a model for the evaluation of work and for the gathering of resources to assist school leaders. Furthermore, they presented a strategy for the practical implementation of this model. Binder et al. (2003) evaluated the temporary implementation of recommendations for school leaders' workloads and compensation in the canton of St. Gallen. Nido et al. (2008) investigated working conditions, stress and resources of teachers and school leaders in the canton of Aargau (BKS).

In many Swiss cantons, schools used to have no principals but a governing body instead, as stated above. Wehner et al. (2008) examined in their study of schools with a new leadership structures, establishing school leadership at school level (in Swiss-German: "Geleitete Schule") the correlations between the tasks and workload of leaders with possible stress factors including the size of the school, team conflicts, etc. Donzallaz (2002) evaluated, in the context of the project "School leadership as quality development of kindergarten and primary schools of the canton of Fribourg", institutions which are on their way to becoming a "Geleitete Schule" ("managed school", a school with a school leadership). Kerle (2002) studied schools with school leadership in the canton of Grisons. Wehner et al. (2008) investigated this transformation and its internal coherence in the canton of Zurich. In the evaluation of the project "Schulen mit Profil" ("Schools with a Profile"), Büeler et al. (2005) concluded that self-managed schools demonstrate improved effectiveness. This last study will be presented in the next section as one of the exemplary projects described in more detail. Further studies on "Geleitete Schulen" were done by Aregger-Brunschweiler et al. (2012), Halter et al. (2006), Brühlmann (2006) and Brühlmann and Widmer (2004).

In its report on school leadership and health in the public schools of the canton of Aargau, Dorsemagen et al. (2013) presented the results of an extensive literature research on occupational health situation of school principals. They summed up the results from their research in 19 key findings.

The education directorate of the canton of Berne (2010) authorised a pre-analysis of the strengthening of the school leadership. Bucher (2010) reported on the project "stress and relief in the educational context". In their school leadership study in the German-speaking countries, Huber (2013a), Huber and Reinhardt (2011) and Huber et al. (2013b) are currently analysing the work situation of school leaders in the German-speaking part of Switzerland as well as in Germany. This German-speaking school leadership study in particular analyses person-related professional biographical as well as job context information, general aspects of stress as well as what school leaders like and what they experience as a burden. With a subsample,

data about daily activities are gathered using an experience sampling approach with an end-of-day-log.

School Leadership and the Effectiveness and Improvement of Schools

Since the turn of the century, research interests have turned towards the impact of school leadership on school effectiveness and improvement. In his investigation about the importance of school leadership in the design of school innovation processes, Capaul (2002) distinguished several innovation profiles of school leaders.

Bucher et al. (2003) wrote a report regarding the regional collaboration in quality evaluation. Schäfer (2004) analysed survey data of the public schools of the canton of Berne with respect to the effectiveness of the leadership behaviour for organisational learning. The results supported the connection between transformational leadership and innovative arrangements of the school.

In their theoretical contribution, Seitz and Capul (2005) maintained that the dimensions of curriculum development, development vision and the elaboration and evaluation of action plans are interconnected. They suggested that the school has to be regarded as a social system with its own identity. Here, management processes, core processes and support processes merge, for which the school leadership provides strategic guidance.

Pekruhl et al. (2006) analysed the employee evaluation and performance bonus system in cantonal schools in the Swiss canton of Solothurn. They stated that the development and usage of different instruments for employee evaluation and quality assurance showed positive effects in all schools.

Over the last years, international studies in the domain of educational research have been seen as increasingly important. Huber and Muijs (2010) analysed school leader effectiveness within the context of international studies.

Professionalisation of School Leadership: Leadership Development and Selection

There has been no specific research on the development and training of school leaders for a long time. Without current and concrete research about school leadership development, it is hardly possible to formulate well-grounded statements that can be used as a basis for creating programs that meet current school leadership development needs, let alone provide the basis for necessary modifications.

Huber (2003, 2004) focused, in a comparative study, on the development of school leaders in 15 countries in Europe, Asia, Australia and North America. He identified changes across nations, tendencies of development and trends. From the

analysis of the data, Huber generated a set of basic requirements for a development program and provided recommendations for the design of future programs.

Influenced by this prior research, conceptions of an ongoing professionalisation of educational leaders in schools, amongst others in Saxony, Saxony-Anhalt, Thuringia and Bremen as well as in the master's course school management at the University of Teacher Education of Zug (PH Zug) have been created. These conceptions include measurements for the short-, medium- and long-term recruiting of new personnel as well as measurements of development and support for both newly appointed and experienced school leaders.

On behalf of the Swiss Federal Office for Professional Education and Technology, Schratz (2003) analysed school management qualification courses, their philosophy and their functions related to training courses in all Swiss cantons.

Because studies show that school leadership is important for a decentralised development of the individual schools, the professionalisation of school leaders has become a key issue of educational politics. The OECD study Improving School Leadership took this aspect into account and organised national studies for the member states. Based on these reports, two extensive publications by the OECD in the form of a meta-analysis emerged. Austria took part in this study, Germany and Switzerland did not participate at that time. Huber functioned as an international expert for the study as a whole (Improving School Leadership, Volume 1: Policy and Practice) and worked on the case study about England (Huber et al. 2008a, b: Improving School Leadership, Volume 2: Case Studies on System Leadership).

The criteria for the selection of school leadership personnel have barely been analysed at all in Switzerland up to this point.

Huber and Hiltmann (2007, 2010) developed an online self-assessment tool for educational leaders (Competence Profile School Management, CPSM) based on psychological tests and conduct research about the instrument (e.g. social validity; Huber and Hiltmann 2011) as well as with the data generated through the implementation of the instrument (i.e. the data generated by school leaders participating in CPSM). The aim of CPSM is to offer a potential analysis for school leadership which serves as an orientation for teachers who are interested in school leadership tasks or as a basis for clarifying personal strengths and weaknesses for newly appointed and experienced members of school leadership teams. This study will be presented in the next section as one of the exemplary projects described in more detail. In close connection to the competence profile stands the interest-focused questionnaire by Huber and Zois (2011) and Huber et al. (2011c) for future school leaders.

An evaluation study about the qualifications of school leaders of the association for Swiss school leaders (AEB-LCH) was published by Abächerli and Kopp (1997). Abächerli (1997, 1999) also published further evaluation studies. Kramis-Aebischer (1998) analysed the management training for school leadership, school organisation and school development. Maag Merki (2003) concluded in the evaluation of the development of school leaders in the canton of Zurich that there is a need for further development and support in the fields of personnel development and team building as well as communication.

Rhyner (2004) evaluated a development program for future school leaders in the canton of Zurich. The participants of the evaluation rated above all the small group work within the group design as positive for achieving their learning objectives. Landert (2004) evaluated the basic and further development of school leaders (AFS) in Bern and concluded that school leaders effectively work in the fields of public relations, structure formation, personnel introduction, organisational administration and school culture.

Rindlisbacher et al. (2008) evaluated school leadership development in Basle city and Basle Land (SLBB). Huber (2008a, 2009a) evaluated, in cooperation with the academy for adult education, the master's course school management of the University of Teacher Education Central Switzerland (PHZ) from the participants' perspective.

Huber and Bender (2013) evaluated and researched training and development opportunities in North-West Switzerland, using the theoretical framework which is also used in some of the German Länder (Huber 2009b; Huber and Radisch 2010). Besides the participants' point of view, it also includes the opinions of the trainers (organisers, training staff) and the people responsible. The quality of teaching and learning arrangements are thus evaluated, as are individual learning processes and the transfer into practice.

Hartmann (forthcoming) is presently researching school leadership qualifications outside the German-speaking countries, and specifically the professionalisation of school leaders in the Canadian province of Ontario.

Exemplary Projects in More Detail

Project "Schools with a Profile (Schulen mit Profil, SmP)"

The network "Schools with a Profile" (SmS) was launched in 1998 with 11 schools from 9 communities in the canton of Lucerne and was subsequently continuously developed. The canton transfers to the communities the competence to design their school according to local needs. So, each school gives itself its own profile. For the sake of quality assurance, the framework is determined by the canton. Teachers of a school see themselves as a team and part of a teaching and learning community together with parents and authorities, sharing the responsibility for the education of the community's children and youths. The job profile of teachers is redefined and explicitly includes not only teaching and education but also team work, tasks for the school community, collaboration with external partners and their own professional development. In the framework for SmP, school leadership is introduced – rather new in Switzerland at that time. School leadership is exercised by an individual or a team, who had received a specific training. The school team carries out periodical self-evaluations of the school's work. The local school authorities and the cantonal school inspectorate examine the implementation of this evaluation and conduct their own assessments.

The evaluation of SmP was conducted by Büeler et al. (2005). Hess and Roos did a final evaluation in 2006. Teachers, school leaders, governing bodies, education authorities, municipal councils and funding bodies were interviewed via online questionnaires, parents via semi-structured telephone interviews and students by a text with a given content structure. All in all, a combination of qualitative and quantitative methods was used. On the basis of data from previous evaluations (from the years 1997, 2000 and 2003), a longitudinal section over a time period about 9 years was calculated to show changes over time.

In the following, the results of the evaluation concerning the school leadership will be summarised. A dominant majority of teachers and school leaders found the project SmP basically useful and enriching. SmP enabled a more transparent, more individual, more effective and more efficient development process at the individual schools. The benevolent attitude towards the project schools referred primarily to the acceptance of the school leadership and its impact in terms of quality management and team development. However, between the governing bodies, municipal councils and school leaders, there seemed to be role conflicts to be solved. Parallel to the teachers, the school leaders hoped for a slightly more moderate speed of reform.

Almost all of the school leaders indicated that the school leadership training and development that they had received helped them in their work. The school leaders as well as the governing bodies assessed the quality of their cooperation as high, and they mutually seemed to accept the function of one another. An exception was the appraisal of the working conditions for school leaders. Only 39 % of the school leaders rated their working conditions as adequate, whereas 84 % of the governing bodies felt that the working conditions of school leaders were satisfactory. It is not surprising that the governing bodies do not see the whole range of tasks of and strains on the school leaders. The school leaders expressed their dissatisfaction in their responses to open questions.

The heads of governing bodies gave the school leaders a very good evaluation. They agreed to 99 % that the school leaders administrated their operational tasks in full. Moreover, more than 90 % of heads of governing bodies reported that a member of the governing body annually conducts an appraisal interview and that the governing body checked the work of the school leaders regularly. A slightly lower percentage, but still 90 % of heads of governing bodies judged, that the governing body leads by setting aims and giving direction. In the overall view, these are extremely valuable requirements for an effective strategic leadership of the school.

In order to illustrate trends in time, the data were analysed in longitudinal section over the period between 1997 and 2006. In this longitudinal section, the focus was on two superordinate topics: the readiness for innovation and the leadership of school. Each dimension is thereby composed of three subscales. The scale "readiness for innovation" contains the subscales project identification, endeavour of cooperation and tendencies to openness. The scale "school leadership" includes the subscales social leadership, operational leadership and leading by concrete assistance. The subscales of "readiness for innovation" reached their peaks in the year 2003. Between the years 2003 and 2006, all scales of the dimension "readiness for innovation" recorded decreasing trends. In the leadership scales, a clearly measurable

increase between 1997 and 2000 can be observed. In subsequent years, the scores of the corresponding subscales remained constant at a relatively high level.

The teachers experienced the school leadership as a real support, and they perceived their introduction as an important and necessary step in the school's development. Although the teachers appreciated the school leadership, they were more skeptical about their educational effectiveness. Thus, they stated explicitly that the school leaders carried out their roles not professionally enough. The teachers expressed themselves in this regard more skeptically than the school leaders themselves. The teachers criticised that the classroom visits by school leaders were rather unsatisfactory. Another school leadership task is to advise the teachers in issues of professional development. In this regard, the teachers felt partly well supported and partly not supported at all.

The various agents felt that the school leadership laid the basis for a satisfactory quality assurance, school development and a professional staff management and therefore was profitable. The government bodies recognised the relief of their own strain by the school leaders. They could thus focus on the strategic management of the school, they believed. Overall, the school leaders had been able to expand and deepen their network of relationships with the various stakeholders within the school and their environment. The cooperation with the governing body, education authority, municipal council and the parents was professionalised. In addition, the municipal councils, the education authority and the members of the governing body indicated that the school leaders were their most important school-based source of information and that they had a good rapport with them.

Project "Competence Profile School Management (CPSM) – An Inventory for the Self-Assessment of School Leadership: Social Validity – The Participants' Perspective"

The Competence Profile School Management CPSM (German: KompetenzProfil SchulManagement; KPSM) is the first online-based self-assessment in the German language which has been designed to fit the school context and is based on psychometric principles. It offers participants the possibility to reflect their strengths and learning needs in different competence areas of school leadership and to compare their individual results with those of peers from the same professional context. Thus, they gain valuable information on their individual profiles when planning their professional development and their professional careers.

The tool was developed in cooperation with eligo, experts in web-based aptitude testing, led by Wottawa. Using the competences needed for educational leadership positions as a base, suitable testing scales were chosen from the eligo portfolio of existing test scales. If necessary, items were reworded to fit the school leadership context; new items were added to broaden or adapt concepts. In the end, 30 test scales made it into the pilot study, which was conducted in Germany in the fall of 2007.

The scales underwent various pre-tests with experts and potential users in three different ways, one in paper version, e.g. with selected scales to improve them, one as a cognitive interview to see what the participant is thinking during the test and finally one that mimicked the actual testing scenario, where the participant did the web-based test and was asked to write down notes on a spare sheet for a feedback after the testing.

After analysis of the pilot data, the second version of the tool (CPSM 2.0) has been reduced to 24 job competence dimensions (test scales) grouped into six job competences areas. We integrated achievement tests to focus on various forms of cognitive ability as well as different personality measurements (questionnaire format and motive grid). A fuller description of the inventory including results of the pilot study, the standardisation and the psychometric data analysis of the first version of CPSM (CPSM 1.0) is provided by Huber and Hiltmann (2011).

The results are organised around 19 dimensions that are the subcomponents of six key influences on work behaviour, and the "scores" reported indicate in each case the proportion of the reference group whose scores in a particular dimension were lower than your own.

Immediately after finishing the self-assessment, the participant receives an email on how to download the personal feedback report (password protected). The feedback report comprises extensive feedback on all of the 6 competence areas with the 24 competence dimensions (scales).

On a voluntary basis, a workshop linked to CPSM is offered, which addresses participants who have completed the self-assessment. This workshop is taken by nearly 100% of the participants of CPSM. Here, results of the Evaluation Studies of CPSM 1.0 and 2.0 are summarised, which focused on the participants' perspectives (social validity).

For both studies, the evaluation was conducted via a standardised online questionnaire mainly with closed questions but also including some open ones. The questionnaire comprises items covering the different stages of the self-assessment process: there are items regarding prior information about CPSM, regarding the conduction, regarding the feedback report, regarding the workshop and moreover items regarding the overall evaluation of CPSM. Obviously, also the personal situation and professional background are of interest, and therefore demographic information about the participants is gathered as well.

All the persons that had participated in the self-assessment were explicitly invited via email to provide feedback on their perception of the self-assessment ($N = 1075$). The data collection was conducted in two phases. The first evaluation study focused on CPSM 1.0 and the second on CPSM 2.0. The response rates are both satisfying; the drop-out rates were small (for instance, for CPSM 2.0, 315 participants of the 492 invited participants started the evaluation; 305 participants finished it).

In the following, the emphasis is put on the evaluation results of the second study. The findings of the first study are reported on by Huber and Hiltmann (2010, 2011). Detailed findings of the second study are presented by Huber (2013a). At the end, results from the second study are briefly compared with those of the first study.

The participants taking part in the evaluation exactly represent the distribution of these demographic variables of participants having taken CPSM.

As to the expectations before and after taking part in the self-assessment: Half of the participants (50.8 %) expect an improved assessment of their personal strengths. 69.5 % expect to find out to what extent their personal strengths fit a leadership position. 18 % claim to have taken part out of curiosity. Thus, participants mention expectations which completely correspond to the tool's aims and formative purpose. On account of CPSM, participants have a better assessment of their own strengths (73.4 %), and furthermore they can estimate their individual person-leadership fit better (58.4 %). For almost a third (27.9 %), the self-assessment satisfied their curiosity. Hence, participants' expectations are met. As the data of the evaluation shows, the expectations and benefits of CPSM do correspond. Furthermore, when asked if their expectations had been fulfilled, 86 % of the participants respond in a positive way.

The overall impression is very positive across the various items in this index. Over 90 % of the participants agree that they would advise other colleagues to participate in the self-assessment. 94.7 % agree that they generally think it's rather positive to do the self-assessment. Benefits from participating in the self-assessment are quite high for 76.4 % of the participants. 96.0 % of the participants found that participating in the self-assessment was interesting. The expectations of the self-assessment were fulfilled by about 87.0 % of the participants.

From 2013 onwards, the competence model will be extended by job-related competences. The competences of the inventory will then be organised in two main areas:

1. General Education Leadership Competences which incorporate 19 disposition dimensions (motives, attitudes, skills) relevant to all leadership activities. These 19 dimensions are Achievement Motivation, Avoidance Motivation, Work Engagement, Planning Skills, Problem-Solving Capacity, Stress Resistance, Self-Efficacy, Power Motivation, Tolerance of Ambiguity, Active Pursuit of Innovation, Affiliation Motive, Team Orientation, Empathy, Feedback Orientation, Leadership Motivation, Avoiding Influence from Others, Enthusiasm, Assertiveness, The Need for Social Acceptance and Recognising Limits of Feasibility.
2. Task-Specific Education Leadership Competences which incorporate nine leadership activity dimensions (based on concrete job-related activities by education leaders in central fields of school management). The nine dimensions are Teaching and Instruction, Education and Guidance, Human Resource Management, Organisation and Administration, Quality Assurance, Quality Development, Collaboration within School, Collaboration with External Partners and Representing the School in the Community.

Besides, in 2013 an international project started with 12 countries co-financed by the EU Comenius, Multilateral Projects. The project consortium partners are: Switzerland (coordinating partner), Germany, Austria, Czech Republic, Cyprus, Denmark, England, Norway and Spain, the USA, Sweden and Australia (Queensland).

This project has both a development strand and also an evaluation strand: it aims to develop, adapt and pilot the self-assessment with a modified inventory and link it to an associated coaching programme in nine different country contexts; it also researches the participants' experiences and various impacts.

During the first year of the project, the consortium partners have concentrated on the development of the project materials. Important outcomes so far are (1) the finalised inventory which exists in eight language versions (Czech, Danish, English, German, Greek, Norwegian, Spanish and Swedish), (2) coaching module activities and (3) structures and contents for a train-the-trainer workshop for the coaches. At the current stage of the project, all countries are piloting the inventory and the coaching module. During this period, different types of data-gathering methods will be used to explore and document the experiences and the impact of feedback and group coaching on professional reflections and learning.

Conclusion

Research in the field of school leadership has a relatively young tradition in Switzerland as in all German-speaking countries (as it does in many other countries, too). Since 2000, the research base has improved. In particular, the research team of the IBB has published several studies on school leadership. Most of the studies have been undertaken by researchers who only did one study as a qualification study. Unfortunately, groups who could use an interdisciplinary approach, such as research consortia, for example, seem rather scarce in the German-speaking countries.

However, a certain degree of internationality can be seen, and the international literature is increasingly being used to inform research into school leadership in Switzerland. It is also noticeable that funding for research programs with a focus on school leadership/school management is extremely scarce or not existing at all.

This article is based on a literature review in all German-speaking countries, which showed 119 studies. For this review, 42 studies from Switzerland were used (see also Table 20.1). Apart from these studies, there are further studies with different research questions, which along with their primary focus either implicitly or explicitly include school leadership. As stated before, such studies have not been included in this article.

In Switzerland, school leadership has been implemented within the past; the prevailing topics of research seem to be issues such as the role of this newly established institution of school leadership for the development of schools, the workload and health of school leadership and the satisfaction of school leaders with the training and development opportunities that they are provided with.

Studies in New Public Management, the relationship of school leadership and the traditional non-professional school governing bodies (in Swiss-German: Schulpflege) and the school inspection have been missing so far, as well as research on the acceptance of school leadership within the respective organisation, the effectiveness of school leadership with regard to the quality of school and instruction/

Table 20.1 Areas of School Leadership Research and Number of Studies

Area	Number of Studies
Role, functions, tasks, self-concept, attributes, attitudes and the workload of school leadership	20
School leadership and the effectiveness and improvement of schools	6
Professionalisation of school leadership: leadership development and selection	19

teaching and its potential impact on student achievement, moderated by the staff's job satisfaction. Another issue in the Swiss context that needs research is the leadership time that school leaders have at their disposal. Besides, leadership models such as cooperative leadership and system leadership and the impact of school leaders on the school's environment should be looked at much more closely, as well as the differences among the cantons. Leadership in small schools should also constitute an area of research as most of the Swiss schools are quite small ones.

Topics such as the role and self-concept of school leaders cannot be found in Switzerland. The Swiss scientific research base might have made use of some. This may be due to the fact that school leadership is still a relatively young domain in Switzerland. Compared to other German-speaking countries, a relatively high number of studies in school leadership-related topics have been conducted in Switzerland (with regard to its size).

Detailed analyses of the profiles and requirements for effective school leaders in Switzerland are difficult projects to undertake as the federal structure makes for a rather heterogeneous research context. Many cantons have individual requirements and conceptions of school leadership, in some cases the municipalities have their own say in this matter. Any research project attempting to research this subject closer would therefore need to be well funded and national and at the same time local in scope.

Research on school leadership started one or two decades after research on school leadership was conducted in Germany. Swiss researches built on this research base from Germany in the 1990s.

What has been stated in the article on School leadership research in Germany also holds true for research in Switzerland. Research desiderata are:

> As it also holds true for all German-speaking countries, the research base could be stronger. However, compared to the other German-speaking countries, relatively speaking, the research base is stronger just given the number of research publications. However, as to the research data we have so far, there is a strong overreliance of self-report in leadership studies in the German-speaking countries, where the most common form of research design is either a survey or interviews, usually of a limited number of school leaders. Studies are almost always post hoc, trying to work backwards with a retrospective view on the research object. This practice is clearly limited. Both survey- and interview-based methodologies, while highly useful, have some severe limitations, when used as the sole means of data collection. Post hoc interviews are heavily prone to attributional bias (the tendency to attribute to ourselves positive outcomes, while negative outcomes are externally attributed, Weiner 1980), as well as to self-presentation bias and interviewer expectancy effects (the tendency to give those answers that might be expected by the interviewer).

Survey questionnaires are likewise limited, especially where they are cross-sectional, as only correlational data can be collected. The issues of expectancy effects and bias exist here as well, as does attributional bias, for example. These limitations mean it is often hard to make strong statements either about impact or about processes.

The quantitative methodologies used need to be longitudinal more often and to take advantage of quasi-experimental designs and even of field trials of new leadership methods. Moreover, there is a need to gather data not only from the school leaders but also from teachers and others (to add additional views from an external perception to the self-reports from a self-perception).

Additionally, observations, although cost intensive and not easy to implement as they most often intervene with the day-to-day practice which should be observed, might help the research move towards multi-perspectivity and triangulation.

Qualitative approaches likewise need to be more multi-perspective and longitudinal. They need to employ methods and instruments that allow more in-depth interrogation of processes such as ethnographic studies and genuine long-term case studies as well as the methods currently being used.

Researchers have recently begun developing mixed methods designs. Combining different approaches can in many ways be fruitful either in an explanative or in an explanatory way. Firstly, it is clear that researchers and scholars within the field of educational leadership need to be more explicit about the theories applied and the constructs used and to have a conceptual awareness, meaning that the underlying assumptions guiding the research are identified. What is obvious is that the complexity of leadership processes and their impact requires the use of research designs which take this complexity into account. The research needs to be conducted in a coherent way, integrating research questions, conceptual framework, methods, analysis and conclusions and critically engaging in a discussion of the research results, including the limitations of the study conducted and the implications for leadership practice (see Yanchar and Williams 2006).

It is also interesting to see how alternative data-gathering methods might illuminate the complexity of organisation and leadership context, as, e.g. Huber (2008b, 2009c) uses social network analysis and life curve analysis, such as pictures and metaphors.

In addition to more complex data-gathering methods, there is also a need for more refined methods of data analysis such as multi-level, growth models, structure equation modelling.

Moreover, research that takes the context and the contingency into account needs to be undertaken. However, these expected pieces of research imply high demands. There are obvious contextual differences in terms of leadership such as the extent of autonomy school leaders have within the educational system, their appointment and selection criteria and many other less easily accessible cultural differences. It is about the culture of organisations and systems and the more general professional and general culture of a field and of countries. Carefully designed comparisons with other fields and other countries between the German-speaking countries as well as between other European and non-European countries would be very illuminating.

This means that the tendency to move straight to prescription becomes potentially even more harmful where the research base is from an entirely different (cultural) context, where school leadership will operate under different circumstances and conditions.

To sum this article up, while leadership research has made important contributions to the field of education, which have had practical benefits, if we are genuinely to move both research and practice forward, we need to perform more rigorous quantitative and qualitative research, aimed at both measuring impact and exploring processes, taking into account the complexity of schools as organisations and refraining from an overly prescriptive approach that, on the basis of very limited research, posits absolute truths about good practice. Last but not least, we need to create better "fits" of theories, empirical research and experienced practice. Hence, besides all methodological and methodical questions and desired modified research practice, there is also a need to refine theoretical models and theories (whether with a very focused or with a broader approach). Empirical research should lead to further developed theories, and theoretical assumptions should guide further empirical work.

Obviously, feasibility is also restricting the research (our own and that and of our colleagues), and therefore the research designs should have the appropriate funding to make new kinds of research possible. Proper funding for research is an important aspect. There is a need to have research grants which are large enough to allow cooperative research arrangements to develop more sophisticated multi-perspective and longitudinal research designs.

National and international experiences should be considered and integrated, and international research co-operations should be promoted. As a basis for this, national and international networks should be further developed. In these networks, educationalists and practitioners should have a forum for the exchange of ideas and for cooperation.

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