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Secondary Administrators' Perceptions of the Blended Coaching Model on Their Development as Transformational Leaders

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Secondary Administrators' Perceptions of the Blended Coaching Model

on Their Development as Transformational Leaders

A Dissertation by

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Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

February 2015

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February 2015

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DEDICATION

I dedicate this dissertation in memory of my son, Brandon. One night a couple of weeks before he passed, as we were saying our goodbyes from a dinner he had prepared for the family, he wrapped his arms around my shoulder and said, "I'm so proud of you, Mom!" I have replayed those words and the warmth of that hug a thousand times during this doctoral journey. Indeed, that precious moment resonates most brilliantly today!

ABSTRACT

Secondary Administrators' Perceptions of the Blended Coaching Model

on Their Development as Transformational Leaders

by Janine Y. Ezaki

School principals are expected to lead the major changes and intense curricular work of

implementing Common Core State Standards at their school sites. In addition to existing

administrative duties and instructional responsibilities, this calls for site administrators to

possess transformational leadership skills and attributes in order to lead effectively and

purposefully through change in the 21st century. Since education has begun to value

leadership coaching for school administrators, this study examined the coaching model as

a viable means of support for novice administrators in their development as

transformational leaders. The purpose of this ethnographic research was to study the

culture and experiences of secondary administrators (principals and assistant principals)

who had been coached in the blended coaching model in a job-embedded coaching

program. This study explored the context and processes of the coaching experience of

secondary administrators that enhanced transformational leadership skills through the

lens of the 10 domains of transformational leadership. The methodology consisted of a

qualitative approach utilizing an ethnographic design. The qualitative protocols included

individual interviews consisting of open-ended questions, observations, and artifact

analysis. The results of the Transformational Leadership Skills Inventory (TLSi) were

utilized to triangulate the data. Analysis of the data revealed that secondary

administrators who participated in the blended coaching model focused on the

development of transformational leadership skills. Coachees perceive these domain areas

as most important to address within the coaching process. The secondary administrators who participated in the blended coaching model focused on the development of transformational leadership skills that harness the potential of others to seek solutions and build a vision of change for the future. In addition, because the coaching experience was responsive to each administrator's job-related challenges and responsibilities at his or her school site, the coaching experience focused on real-time, job-embedded problem solving and decision making. Recommendations for future research to deepen the knowledge of leadership coaching and the development of transformational leadership skills are offered.

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PREFACE

This research study focused on leadership coaching and the perceptions of secondary administrators on their development of transformational leadership skills. As a former secondary administrator, I shared a common interest with two other doctoral students regarding leadership coaching as professional development that supports the development of transformational leadership skills of aspiring administrators.

The resulting thematic research study explored the perceptions of the coach and the coachee/administrator at different grade levels who had participated in the blended coaching model. I studied the perceptions of secondary administrators (principals and assistant principals) who participated in the coaching program. Karla Wells studied the perceptions of coaches who coached aspiring principals in the coaching program. Alma Noche studied the perceptions of elementary administrators who participated in the coaching program. The three of us are referred to as *peer researchers* within the context of this study.

CHAPTER I: INTRODUCTION

Momentum has been gaining over the last 2 years, as California public schools sit on the precipice of the implementation of Common Core State Standards in Fall 2014. According to the Partnership for 21st Century Skills (2011), this new curriculum reform addresses both core academic knowledge and the 21st-century *super skills* of critical thinking, creativity, communication, and collaboration. Schools will need strong leadership to navigate this major change in teaching and learning, and it will be the site administrators who will "guide, support and lead the transition from the Common Core into the 21st century" (Greenstein, 2012, p. 37). As Bob Blackney (personal communication, October 25, 2013) of the Association of California School Administrators (ACSA) reported, "The Common Core is not just a shift, but a transformation of teaching and learning." Therefore, this calls for site administrators to be transformational leaders who can lead effectively and purposefully through change in the 21st century.

Globalization and the technology revolution have brought about dramatic changes in the 21st century (Friedman & Mandelbaum, 2011; Hacker, 2012; Houle, 2007; Levy & Murnane, 2004; Sener, 2012; Wagner, 2012). In his book *The Inclusion Paradox*, Andres T. Tapia (2013) shared that the world in which people have worked in past decades greatly differs from the challenges and the work of today. Friedman and Mandelbaum (2011) stated, "It is changing everything—every job, every industry, every service, every hierarchical institution" (p. 54), as U.S. citizens compete on the international stage for jobs in a competitive job market with "jobs outsourced globally [becoming] increasingly sophisticated" (Tapia, 2013, p. 39). In addition, international test results, such as those

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found through the Trends in International Mathematics and Science Study (TIMSS), indicate that American students in 2011, although scoring slightly above the international average in math and science and showing significant gains since 1995, still lagged in performance as compared to the top-performing students from Singapore, Japan, Korea, Hong Kong, and Finland (National Center for Education Statistics, 2013).

It is imperative for the United States to prepare its students for the rapidly changing global society in which they will work and live. To be prepared for this 21st-century workforce, Darling-Hammond and Barron (as cited in Rice, 2011) said that "education must help students learn how to learn in powerful ways, so they can manage the demands of changing information, technologies, jobs and social conditions" (p. 1). Specifically for this nation's K-12 classrooms, this means in addition to teaching core academic knowledge, schools must also foster the 21st-century super skills of critical thinking, creativity, collaboration, and communication, which will support students with the critical skills to be successful in college and career in the 21st-century. For the first time across the nation, 40 states have agreed to a common baseline curriculum in college and career readiness skills and have begun the work of implementing Common Core State Standards (CCSS).

These global trends and national changes in education entail daunting tasks for site administrators who will implement programs where these changes impact students the most, which is in the classrooms of their local schools. Site administrators, especially new principals, will more than ever need to be transformational leaders as they are charged with transforming teaching and learning at their schools with the implementation of CCSS. Therefore, it would behoove the state and districts to support their site

administrators in developing the transformational leadership skills necessary to be able to motivate their teachers, resulting in greater productivity in the implementation of CCSS. Bloom, Castagna, Moir, and Warren (2005) wrote, "Our research indicates that school leaders who have the benefit of quality leadership coaching are more likely to have a positive impact on student achievement than school leaders lacking such support" (p. 117). Indeed, due to the current state of flux with the introduction of CCSS being placed on an already heavy plate for school administrators, the instructional and never-ending managerial demands resulting in extremely long hours, and the responsibility to set their schools' vision and culture, it is imperative that they are well-supported if administrative preparation programs and school districts are to develop and sustain administrators. Therefore, this study examined leadership coaching as a viable means to support principals, assistant principals, and district leaders to become transformational leaders capable of creating systemic change toward breakthrough results in achievement.

Background

This section contains a review of literature that provides relevant background to this research study. The review begins with an overview of the impact of global trends on educational changes in the United States. In the second section, the review focuses on the challenges that school leaders face and the role of school leaders in leading change at their schools. Next, transformational change and transformational leadership skills are described, using Larick and White's (2012) 10 domains of transformational leadership. The fourth section of this review synthesizes the literature regarding leadership coaching, particularly the blended coaching model, and its impact on preparing school leaders in

developing their transformational leadership skills and their ability to effectively lead school change.

Impact of Global Trends on Educational Change in the United States

Due to the changing global economy and rapid advancements in technology, the world is advancing at an exponential rate, and there is serious concern that American students continue to lag behind students in other industrialized countries in international benchmarks in math and science. This has caused a sense of urgency that American students will not have the capabilities to compete in this global arena. Therefore, U.S. educators, from pre-K-12 to higher education, have taken on the formidable task of reforming the U.S. education system in order to prepare students for a globally complex and technologically connected world and to be prepared for the global and digital economy (Friedman & Mandelbaum, 2011; Greenstein, 2012; Loveless, 2013; National Center for Education Statistics, 2013; Zhao, 2009).

The response at the national and state levels to this state of urgency has been to define the 21st-century skills that students need to succeed, which focus on critical thinking, creativity, communication, and collaboration. These skills require a blend of content knowledge with specific skills, expertise, and literacies in innovation, research, media, and technology (Partnership for 21st Century Skills, 2011). At the state level, the CCSS for English language arts (ELA), math, and social studies, along with the Local Control Funding Formula (LCFF), California's new funding formula that greatly simplifies state funding to the local level, are being implemented during the 2014-2015 academic year to address the future of California's students. Friedman and Mandelbaum (2011) reported that the state of California, once known for its prosperity, is now ranked

as having the worst financial condition among the 15 largest states in the nation, and in 2011 its education system was ranked among the country's weakest. CCSS, along with budget allocations to support the curriculum restructuring at the site level, is a timely and critical program for California students' needs.

Principals as Change Leaders

The implementation of CCSS, involving a comprehensive reformation of teaching and learning, adds to principals' already complex list of challenges and responsibilities. The principal is the person who will shape the school's learning environment by leading his or her faculty and students and ensuring that mechanisms are in place to drive change effectively. According to Friedman and Mandelbaum (2011), "Achieving universally high outcomes is only possible by putting in place mechanisms to ensure that schools deliver high quality instruction to every child" (p. 111). In addition, the responsibility for the principal to inspire and to bring out the best in teachers and students is enormous, especially during a time of intense change. D. Anderson and Anderson (2010) asserted,

> The pursuit of breakthrough results requires full attention to both the external
> content and the internal dynamics of people and culture, specifically stating that
> change leaders must help transform organizational, team, and relational systems
> and culture, as well as individual mindset and behavior to succeed. (p. 81)

Without a doubt, principals must be transformational leaders who are able to lead purposefully and inspire others.

Transformational Change and Transformational Leadership

The need is great for California principals to be transformational leaders who see the implementation of the new curriculum and pedagogy of CCSS as an opportunity for

transformational change. Therefore, principals will need to know how to build individual

capacity and organizational culture that leads to second-order change and breakthrough

results (Crowley, 2011; Harvey & Drolet, 2005; Kouzes & Posner, 2012; Reiss, 2007).

This second-order change, in which the current processes of instruction and learning

transform into a new method by which teachers instruct, is designed to lead to

breakthrough results in the way students learn. In order to accomplish these

breakthrough results, principals will need to be courageous, visionary, and innovative

leaders who utilize the opportunity for change to empower those they lead (Drucker,

2008; Kotter, 2012). According to Moolenaar, Daly, and Sleegers (2010),

transformational leadership is a leader's ability to increase organizational members'

commitment, capacity, and engagement in meeting goals. Therefore, principals will need

to be able to effectively articulate a shared vision to increase teachers' self-efficacy,

increase their commitment to the new standards, and develop their capacity to work

collaboratively to reach these ambitious goals (Harvey & Drolet, 2005; Kouzes & Posner,

2012; Robinson, Lloyd, & Rowe, 2008). Leithwood and Sun (2012) stated that

transformational theory, knowledge, and skills can help school leaders to motivate and

inspire others in committing to values and reaching important new goals.

     Larick and White (2012) identified 10 domains of transformational leadership

skills based on theory and research. These 10 domains of transformation define a holistic

framework that includes skills, attributes, and strategies that support transformational

leadership.

     Character and integrity. As ethical agents of change, transformational leaders

mobilize stakeholders to transform the organization (Larick & White, 2012).

Collaboration. Transformational leaders build a culture of trusting relationships and purposeful involvement where problem solving and decision making occur through effective communication and conflict resolution (Larick & White, 2012).

Communication. Transformational leaders foster open communication where ideas, solutions, and problems are freely discussed and are supported by transformational leaders inside and outside the organization (Larick & White, 2012).

Creativity and sustained innovation. Transformational leaders harness the potential of stakeholders to transform the organization by developing a culture of divergent thinking and risk taking (Larick & White, 2012).

Diversity. By integrating individual strengths and cultural differences, transformational leaders create an equitable, respectful, and morally responsible organization (Larick & White, 2012).

Personal and interpersonal skills. Likeable and approachable, transformational leaders demonstrate high emotional intelligence in motivating others toward excellence (Larick & White, 2012).

Political intelligence. Transformational leaders generate organizational influence to ethically advocate and advance initiatives, changes, and the mission/vision of the organization (Larick & White, 2012).

Problem solving and decision making. Transformational leaders share ideas and provide opportunities to engage in shared decision making (Moolenaar et al., 2010).

Team building. Transformational leaders are able to build effective teams by creating and encouraging a cooperative atmosphere, collaborative interaction, and constructive conflict (Larick & White, 2012).

Visionary leadership. By creating a vision of the future as ethical agents of change, transformational leaders mobilize stakeholders to transform the organization (Larick & White, 2012).

The question then is how can principals learn to lead their schools through the breadth and depth of the change involved in the implementation of CCSS, which has been added to their existing load of stressful challenges and responsibilities? Leadership coaching for administrators may offer a solution that will provide precise support to develop and apply essential job skills and to "help leaders change behaviors, build confidence, and find courage" to lead (Psencik, 2011, p. 13). Leadership coaching programs for administrators can address the unevenness in the quality of supports of previous administrative programs resulting in criticism of administrative training and development in general (Gentilucci & Muto, 2007; Guterman, 2007).

Leadership Coaching for Administrators

In 2014, California's Commission on Teacher Credentialing (CTC) revised the clear administrative services credential program standards to exclusively be an induction process to a clear administrative credential. The ACSA has been providing a CTC-approved induction program for the past 10 years utilizing the blended coaching model developed at the New Teacher Center (NTC) at the University of California at Santa Cruz (Bloom et al., 2005). This blended coaching model draws upon a number of coaching strategies and acknowledges that "effective coaches apply and meld a variety of strategies" (Bloom et al., 2005, p. 54). Skilled coaches move between a variety of coaching strategies during the coaching process—instructional, consultative, collaborative, facilitative, and transformational—through a collegial coaching

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relationship that provides reflective thinking, feedback questions, and instruction. The

intent is "to support the emergence of self-actualized leaders who have built internal

capacity—self reflective practitioners who take responsibility for their own professional

growth" (Bloom et al., 2005, p. 89). More information is needed to determine if the

blended coaching model helps principals and assistant principals cope with the challenges

that come with the position and assists them in leading their faculty through the

transformational process of implementing CCSS curriculum.

Statement of the Research Problem

California schools and districts have begun the challenging work of implementing

CCSS, which represents a change of enormous breadth and depth for educators (Killion,

Harrison, Bryan, & Clifton, 2012). Consequently, district leadership expects site

administrators to lead the transformation of all aspects of the instructional program.

Administrators will need to utilize leadership skills and strategies to be able to effectively

lead their faculty through the change process of "alignment, integration and

implementation of CCSS for English language arts (ELA) and mathematics," including

"intensive curricular redesign work" (Partnership for 21st Century Skills, 2011, p. 2).

This massive conversion in curricular implementation requires that administrators

possess the complex leadership skills to motivate classroom teachers and students

through transformational change.

Although strong research exists on leadership coaching in business, research is

just emerging on the effectiveness of leadership coaching in education. Moreover, very

little research has been conducted with new administrators and leadership coaches about

their perceptions of the impact of coaching on building transformational leadership skills.

More information is needed to determine the impact of the blended coaching model on administrative participants. Has it assisted them in developing the skills they need to serve as transformational agents of change? There is also a gap in the research regarding knowledge that could guide the design of a coaching model that would utilize the most effective strategies to promote growth of secondary administrators as a transformational leader. Therefore, there is a need to collect and analyze a variety of data, through sources such as interviews, artifacts, surveys, and observations, to investigate this topic.

Purpose Statement

The purpose of this ethnographic research was to study the culture and experiences of secondary administrators, both principals and assistant principals, who were coached in the blended coaching model. This qualitative study explored the context and processes of the coaching experience of secondary administrators that enhanced transformational leadership skills, through the lens of the 10 domains of transformational leadership.

Research Question

What is the experience of secondary administrators who participated in the blended coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Significance of the Problem

Globalization and rapid advancements in technology have brought about dramatic changes in American education, which involve daunting tasks for principals, who are already overwhelmed with complex challenges and responsibilities of leading their schools. Additionally, research exists on the need for principals to be well-supported in

order to knowledgeably lead and sustain change that leading a school in the 21st century entails (Darling-Hammond, Meyerson, LaPointe, & Orr, 2010; Fullan, 2014; Grissom & Harrington, 2010; Kelsen, 2011; Orozco & Oliver, 2001; Reiss, 2007; Wise, 2010). Determining how new administrators perceive their coaching experience is significant in order to understand how administrators can be best supported in building leadership skills to be able to lead and sustain change effectively in the 21st century.

This study fills the gaps in the literature by determining the perceived impact of the blended coaching model on developing the transformational leadership skills of secondary administrators. Determining what administrators perceive as the most important aspects of coaching in the development of their transformational leadership skills contributes to understanding which specific coaching strategies are most effective in supporting administrators.

The CTC may gain valuable information to determine if the blended coaching design is the most effective process to serve as the requirement for a Professional Clear Administrative Services Credential. Further, the contributions of this study may be of interest to the California State Board of Education in determining if the LCFF is aligned with allocating resources to support administrator coaching. District leadership may want to know if coaching supports continuous improvement of site administrators who would be better equipped to lead the kind of transformational change required of schools today, such as CCSS implementation. Since the ACSA and the NTC developed the blended coaching model of leadership development, the results of this study may assist them in continuing to improve their coaching preparation program to build the capacity of their coaches.

Understanding how administrators perceive the coaching process in developing transformational leadership skills will help to determine the value of coaching strategies in supporting administrators in their ability to lead effectively through the demands of continual change of today's educational landscape. Finally, as more coaches will be needed for aspiring administrators to clear the coaching requirements for their credential, the results of this study will help coaches to know what coaching tools and strategies are most effective in preparing the next generation of educational leaders.

Definitions

21st-century skills. The skills, knowledge, and expertise that students must master to succeed in work and life. These skills blend content knowledge, specific skills, expertise, and literacies, including learning and innovation, life and career skills and information, common media, and technological skills (Partnership for 21st Century Skills, 2011).

Association of California School Administrators (ACSA). The ACSA is an organization for school leaders in California. ACSA, along with the NTC, offers certification training for coaches who provide individualized induction support for the clear administrative credential (ACSA, 2008).

Blended coaching model. Individualized professional development system designed to enhance leadership capacity in school administrators that draws upon a number of coaching strategies and acknowledges that "effective coaches apply and meld a variety of strategies" (Bloom et al., 2005, p. 54). Skilled coaches move between several coaching strategies during the coaching process—instructional, consultative,

collaborative, facilitative, and transformational—through a collegial coaching relationship that provides reflective thinking, feedback questions, and instruction.

Build capacity. Expanding the leaders' skills, knowledge, mindset, and disposition to accomplish goals (Hargrove, 2008).

California Network of School Leadership Coaches (CNET). An organization that trains and provides support to leadership coaches (ACSA, 2008).

California Professional Standards for Educational Leaders (CPSEL). Adopted by the CTC (2014a), the CPSEL lay out quality standards for site and district leaders, providing an overview of what successful leaders do. Achievement of these standards is required for licensure as an administrator in California (CTC, 2014a).

Change. There are three types of change: developmental, transitional, and transformational. Developmental change occurs when an existing practice is improved upon, transitional change occurs when the old practice is dismantled and replaced with a new practice, and transformational change occurs when there is a shift in mindset, behavior, and culture, resulting in a new direction for the organization (D. Anderson & Anderson, 2010).

Clear administrative credential. The CTC (2014a) defined the primary focus of the clear administrative services program as job-embedded, real-life experiences of educational leaders. The clear credential program is a coaching-based professional induction process contextualized for whatever job the administrator currently holds while continuing to develop candidates for future leadership positions (CTC, 2014a).

Coach. For the purpose of this study, a coach is a former, successful principal/ administrator who has been trained in the blended coaching model and certified through

the ACSA/NTC leadership coaching program to coach new administrators in obtaining their clear administrative credential.

Coachee. For the purpose of this study, a coachee is a novice administrator (principal or assistant principal) in an initial administrative assignment seeking a clear administrative credential by completing a 2-year individualized, job-embedded, coaching-based program that provides multiple opportunities for the candidate to demonstrate growth and competence as a leader (CTC, 2014a).

Coaching. For this study, coaching refers to the purposeful support that one person gives another to help him or her achieve goals (Bloom et al., 2005).

Coaching skills. For the purpose of this study, coaching skills involve guiding the coachee by active listening, questioning, observing, constructively challenging, holding to account, seeing different perspectives, encouraging, supporting, trusting, and using intuition.

Common Core State Standards (CCSS). Educational standards that describe what students should know and be able to do in each subject in each grade level. The CCSS, adopted in 2010, were created by state governors and leaders in education to develop a set of rigorous standards for K-12 education that will prepare students to be college and career ready and able to compete in the global economy. The CCSS are expected to be fully implemented in the 2014-2015 academic school year (California Department of Education, 2014).

Fixed mindset. A fixed mindset assumes that one's character, intelligence, and creative ability are static and success is the affirmation of inherent intelligence (Dweck, 2006).

Globalization. For the purpose of this study, globalization refers to the process enabling business organizations and markets to compete internationally due to advancements in communication, collaboration, and technology.

Growth mindset. A growth mindset creates the motivation for success and accomplishment through dedication and hard work, not just intelligence and hard work (Dweck, 2006).

Mindset. A view a person adopts for him- or herself (Dweck, 2006).

New Teacher Center (NTC). The blended coaching model was based on research conducted at the NTC at the University of California at Santa Cruz. The NTC, in partnership with ACSA, developed the certification training for coaches using the blended coaching model to certify coaches for the clear administrative credential. The NTC was founded by teachers in 1998 and operates as an independent nonprofit. The center generates revenue through fee-for-service contracts and support from philanthropic organizations (B. Warren, personal communication, April 15, 2014).

Transformational leadership. For the purpose of this study, transformational leadership refers to the leader's ability to increase organizational members' commitment, capacity, and engagement in achieving breakthrough results (Moolenaar et al., 2010).

Transformational Leadership Skills Inventory (TLSi). A 360-degree feedback instrument used for self-exploration and improvement, developed by Keith Larick and Patricia Clark-White, that consists of 10 domains of leadership and 80 skills attributed to successful transformational leadership.

Delimitations

This study was delimited to 22 secondary administrators (principals and assistant principals) who completed the ACSA/NTC coaching program using the blended coaching model within the last 7 years. Secondary administrators who volunteered to participate in the study were identified from a list of potential participants requested from the 15 coordinators of the ACSA/NTC leadership coaching local program affiliates and from a list that ACSA provided of administrators who had completed the 2-year, job-embedded coaching program since 2012.

Organization of the Study

The remainder of this study is organized into four chapters. Chapter II offers a comprehensive review of relevant literature on global and national changes in education, transformational leadership, principal leadership, and leadership coaching. Chapter III restates the purpose of the study and research question, discusses the methodology used, and describes the population and sample, instrumentation, data analysis, and limitations. The results and analyses of the research question findings are presented and discussed in Chapter IV. The study concludes with Chapter V, presenting a synthesis of the major findings, conclusions, and implications and recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

In this study, leadership coaching was examined through the lens of transformational leadership. The literature review begins with the global and national changes and trends that impact new demands on principals and the nature of transformational leadership for 21st-century principals. Once an understanding of the change drivers is established, the new set of demands that principals in the 21st century face are explored. These demands, as the review of literature shows, neatly align with the attributes and skills of a transformational leader and the effect of leadership coaching on the leadership development of administrators.

Impact of Global and National Changes in Education

Currently, much attention is focused on the changing global workplace due to globalization and technology, which are driving significant changes in education. These changes in education are designed to help students navigate a globally complex and technologically interconnected world and succeed in a digital economy (Bush, 2009; Friedman & Mandelbaum, 2011; Greenstein, 2012; Kotter, 2012; Loveless, 2013; Sener, 2012; Tapia, 2013). Houle (2007) stated that the last 30 years represent a time of incredible change, and 2010-2020 could be "one of the single most transformative decades in history" (Introduction, para. 6). These technological transformations in the way people "communicate, socialize, network, inform and learn" have become central to daily lives (Sener, 2012, Chapter 1, Cyberize, para. 2). Collectively, these global and technological changes have also influenced education (Friedman & Mandelbaum, 2011; Houle, 2007, 2010; Levy & Murnane, 2004; Wagner, 2008, 2012). These facts evidence

the imperative nature of comprehending the global changes that impact education so principals can adapt, address, and implement these changes effectively.

Impact of Technology on Education

These ongoing rapid advancements in technology and global connectedness have engendered major concern that the U.S. education system must address these swiftly expanding changes to prepare American students with the knowledge and skills necessary to live successfully in this global arena (Friedman & Mandelbaum, 2011; Houle, 2007; Larson & Miller, 2011; Riedel, 2014; Zhao, 2009). Specifically, advancements in technology are fueling the transformation of education in two major ways: an exponential increase in the amount of knowledge that is available instantly and a change in the way people work and learn.

Knowledge. According to Sener (2012), technology has exponentially increased knowledge production and "the very nature of knowledge itself: where it resides and how it's produced, categorized, transmitted, shared and mediated" (Chapter 1, In Cloud We Trust: Cybersymbiosis and the Futures of Cyberized Education, para. 1; see also Wagner, 2012; Zhao, 2009). Additionally, Houle (2010) asserted, "'Search' is a fundamental aspect of education and the acquisition of knowledge and the attainment of understanding" (Connectivity, para. 5). Consequently, instead of content mastery, students will need to become adept at both locating and properly applying information, which no longer exists solely in schools and libraries but also online at the click of a mouse (Carroll, 2014; Friedman & Mandelbaum, 2011; Fullan, 2014; Levy & Murnane, 2004; Sener, 2012; Wagner, 2008).

Learning and working. Fullan (2014) averred that technology is the "accelerator and deepener of learning in the skills required for living and learning" (p. 146). Accordingly, educators need to address the way students learn in order to effectively prepare them for changes in the global workplace (Barshegian, 2011; DeRosa & Lepsinger, 2010; Friedman & Mandelbaum, 2011; Riedel, 2014; Wagner, 2012). Specifically, these changes in the way students learn and the way people now work have placed a demand on collaborative and innovative skills. Houle (2010) explained that educators must "embrace the collaborative experiences that connectivity offers both in and out of the classroom," which amplify "human interaction and knowledge" (Connectivity, para. 2). Both students and teachers are connecting with each other online to collaborate, for example, through social media to gauge others' opinions and to share ideas (Barshegian, 2011). Therefore, educators need to provide learning experiences for students to engage in meaningful work and master collaborating digitally with others in order to be competitive in the global workforce (Barshegian, 2011; Fullan, 2014; Houle, 2010). In addition, digital connectivity allows both students and teachers to work in ways that generate creative collaboration and innovative learning, because "the world can be brought into the classroom" (Houle, 2010, Connectivity, para. 3). Educators must also develop curricula that "[foster] innovation as a fundamental aspect and process of life" (Houle, 2010, Curriculum, para. 1) in order to produce innovators who are able to solve new problems in different ways (Wagner, 2012).

The Academic Performance Gap

American educators also face the urgent challenge to raise students' academic performance so that they can be prepared for college and can compete in the global and

economic workplace (Friedman & Mandelbaum, 2011; Greenstein, 2012; Kirtman, 2014; Loveless, 2013; National Center for Education Statistics, 2013; Zhao, 2009). Friedman and Mandelbaum (2011) explained that a dangerous gap exists "between the average American student and the average students in many industrial countries that we consider collaborators and competitors" (p. 107), and they also expressed that about one third of first-year college students take at least one remedial course in reading, writing, or math. On the latest international assessment that measured student learning in math and science, the Trends in International Mathematics and Science Study (TIMSS) reported that American students performed at an average level when U.S. state academic performance was compared to international benchmarks (National Center for Education Statistics, 2013). According to the McKinsey report *Education to Employment: Designing a System That Works* (Mourshed, Farrell, & Barton, 2013), the paradox of the millions of youth who are unemployed and businesses that have millions of job vacancies because they are unable to find potential employees who possess the skills for entry-level vacancies represents a crisis. Therefore, U.S. education must address these wide gulfs between American and international performance and also between education and employability in order to restructure the U.S. education system and prepare American students with the skills to be successful in the global workplace.

National and State Initiatives

National and state-level responses to address this state of urgency have involved defining skills that 21st-century students will need to be college ready and to thrive in the 21st-century workplace (Carroll, 2008; Friedman & Mandelbaum, 2011; Houle, 2007; Zhao, 2009). The release of the Common Core State Standards (CCSS) in 2010

represented the culmination of a 20-year effort by U.S. organizations to set standards that adequately address the skills that all students will need to be prepared for college and to succeed in the 21st century (Alliance for Excellent Education, 2013; Greenstein, 2012; Henck, 2014; Larson & Miller, 2011; Partnership for 21st Century Skills, 2011). For the first time, over 40 states have agreed on common standards that address not only core academic knowledge but also complex thinking and learning skills. As a result, an unprecedented level of activity existed in 2014 as districts and schools "have begun the challenging work of alignment, integration and implementation of CCSS for English language arts (ELA) and mathematics," including "intensive curricular redesign work" (Partnership for 21st Century Skills, 2011, p. 2).

Principals to Lead the Change

Principals must understand the new and complex challenges they face in the 21st century in order to effectively lead change in the current educational climate.

Principals' Roles

At the school-site level, it is the school principal who is charged with the task of leading the implementation of CCSS's significant curricular changes, which involves considerable reforms to the ways in which teachers instruct and students learn in order to prepare students to live and work successfully in a globally complex and technologically interconnected world (Friedman & Mandelbaum, 2011; Greenstein, 2012; Loveless, 2013; Sener, 2012; Tapia, 2013). However, scant research has investigated how to actually implement CCSS, as California schools and districts have just begun the process of (a) creating new curriculum materials; (b) providing professional development in instructional strategies that address critical thinking, creativity, communication, and

collaboration; and (c) developing and revising new assessment tools and protocols. Fullan (2014) reported that in addition to the challenges produced by these complex demands, there are unclear implications regarding CCSS implementation that cannot yet be envisioned, and therefore, "when the system does not necessarily know what it is doing, principals have enormous responsibilities" (p. 160; see also Greenstein, 2012). Psencik (2011) also attested to the plethora of responsibilities that principals have:

> Principals are expected to ensure every student's success, manage facilities and staffs, implement district innovations and keep multiple constituencies happy. A principal might find the district is simultaneously changing curriculum in several content areas; purchasing new materials for multiple content areas; implementing new and challenging instructional strategies . . . and even more—leaving the principal to incorporate all of these into a school work plan and implement the ideas successfully and quickly. (p. 29)

Manager to instructional leader. In the last 2 decades, the role of the principal has changed significantly from a manager to an instructional leader (Dhuey & Smith, 2012; Kirtman, 2014; Lovely, 2004; Orozco & Oliver, 2001; Stronge, Richard, & Catano, 2008; The Wallace Foundation, 2013). As administrative managers, principals are expected to (a) run a smooth school; (b) manage discipline and safety; (c) manage facilities; (d) supervise the budget; (e) create and supervise master schedules and calendars; (f) manage personnel; (g) build public relations/communication protocols; (h) supervise school governance and special programs; and (i) administer various legal, contractual, and policy initiatives (Darling-Hammond et al., 2010; Fullan, 2014; Lynch, 2012; National Education Association, 2008; Stronge et al., 2008). Concurrently, as

instructional leaders, principals are expected to (a) supervise instruction and curriculum, (b) close learning gaps, (c) monitor data and assessments, (d) differentiate instruction and provide intervention protocols for students, (e) observe instruction in classrooms, (f) evaluate teachers, and (g) be accountable for student achievement (Darling-Hammond et al., 2010; Duncan, Range, & Scherz, 2011; Greenstein, 2012; Lynch, 2012; National Education Association, 2008; Williams, Kirst, & Haertel, 2005). In addition to these instructional and curricular responsibilities, current accountability demands and reform agendas intensify stakeholders' expectations of principals (Darling-Hammond et al., 2010; Drago-Severson, 2012).

Principals as change leaders. According to Kotter (2011b), management entails coping with complexity, while leadership involves coping with change. Current literature reports that principals' responsibilities have increased enormously over the last 20 years, and thus, they are overwhelmed by the increasing overflow of tasks and hefty demands brought on by continual change and accountability with too few assets (Bush, 2009; Darling-Hammond et al., 2010; Duncan et al., 2011; Fullan, 2014; Greenstein, 2012; Grissom & Harrington, 2010; James-Ward, 2011; Kelsen, 2011; Lovely, 2004; Lynch, 2012; National Education Association, 2008; Orozco & Oliver, 2001; Reiss, 2007; Stewart, 2013; Stronge et al., 2008; Wise, 2010). In addition to their roles as administrative managers and instructional leaders, principals are now charged with the challenging set of demands of implementing CCSS in which principals are told, "While you're at it, challenge and change basic belief systems about teaching, accountability and learning" (Bossi, 2007, p. 33). Therefore, the responsibility of implementing the new

CCSS curriculum will intensify the demands and stressors of the principalship, "because so much more will be expected of schools and their principals" (Fullan, 2014, p. 6).

Challenges Facing Principals

Rapidly escalating responsibilities and expectations to be managers and instructional leaders have resulted in principals' having to cope with the mounting stressors that accompany being all-encompassing leaders (Darling-Hammond et al., 2010; James-Ward, 2011). This is especially evident in secondary schools, as principals are "asked to do more with less time and fewer resources" (Lovely, 2004, p. 2). In one study, secondary principals conveyed a sense of powerlessness about mounting demands on secondary educators and frustration with contradictory messages about learning versus performance on standardized tests (Ayars, 2009). Fullan (2014) presented some pertinent statistics:

> 75 percent of principals feel that their job has become too complex, half of all principals feel under great stress "several days a week," and the percentage who say they are satisfied in their work has dropped from 68 to 59 since 2008. (p. 5)

Due to the considerable increase in responsibilities and accountability pressures facing principals today, and in light of reports that districts are experiencing a growing decline in the number of qualified school leaders across the nation, it is critical that principals have the skills necessary to lead the changes stemming from CCSS mandates (Bloom et al., 2005; Darling-Hammond et al., 2010; Fullan, 2014; Grissom & Harrington, 2010; Hesselgrave, 2006; Kelsen, 2011; Orozco & Oliver, 2001; Reiss, 2007). These stressors have resulted in global, national, and state crises in both the declining number of qualified candidates entering programs and high turnover in the existing pool (Branch,

Hanushek, & Rivkin, 2009; Darling-Hammond et al., 2010; Drago-Severson, 2012; Goleman, 2011; Grissom & Harrington, 2010; Guterman, 2007; Lovely, 2004; Mendels & Mitgang, 2013; Psencik, 2011; Romney, 2012; The Wallace Foundation, 2013). Fullan (2014) elaborated on the extremely dire nature of these crises by asserting that the new CCSS curriculum will increase the stressors that school leaders face to a level at which only a few will succeed, because schools and their principals will be levied with even more expectations:

> CCSS is blanketing most of the United States with a very complex set of demands, and technology is running wild. Both of these phenomena represent great opportunities within themselves, but they are also very challenging and in many ways have unclear implications for implementation. (p. 12)

Whitaker (2012) expressed the importance of schools and districts having capable principals to meet these demands: "Leading change can be a daunting task, but the best school leaders understand how to navigate the change dynamic" and lead their teachers and students through change (Chapter 9, Never Even See the "Before," para. 3). Therefore, implementing CCSS and teaching students the necessary skills to thrive in the 21st century requires California administrators to be visionaries and courageous, innovative, transformational leaders who see change as an opportunity to empower those they lead. Principals will be expected to oversee a "new pedagogy by which students and teachers become learning partners (between and among each other), with students more in charge of their own learning, and teachers as agents of change" (Fullan, 2014, p. 146). Globally minded transformational leaders must be prepared for this complex and important role (Easley & Tulowitzki, 2013). More specifically, school principals need to

develop the skills and qualities of transformational leadership to lead the kind of change that will yield breakthrough results.

Transformational Leadership

Principals must understand change theory to be effective transformational leaders. Out of various theories on change and leadership, transformational leadership has been advocated as the favored style of leadership for principals in the 21st century (Breaker, 2009; Darling-Hammond et al., 2010; Marzano, Waters, & McNulty, 2005).

When describing transformational change, D. Anderson and Anderson (2010) emphasized that "leading transformation calls for a deeper understanding of change and a new set of leadership skills and strategies" (p. 3). Therefore, it is not only the educational programs that will meaningfully impact student learning, but more importantly, the leader who both understands and implements transformational change will positively sway student learning (Evans, Thornton, & Usinger, 2012). By possessing a strong understanding of the complexities of change theory, principals can facilitate meaningful and transformational student and school growth.

Transformational Change

Types of changes. Transformational change is both a state and a process. D. L. Anderson (2012) defined transformational change as a *second-order change*, which is a fundamental shift from one state of being (old state) to another transformed state. This differs from *developmental change* and *transitional change*, which are *first-order changes*. Developmental change consists of improving the existing way of operating. It neither requires people to radically change their existing way of operating, nor does it affect the organization's culture. Transitional change alters the way of operating by

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replacing the old system with a new system, but it does not require the organization to significantly change the culture, behavior, and mindset of its people (L. A. Anderson & Anderson, 2010).

Other researchers have identified organizational change in terms of leadership. Based on Burns's seminal work in 1978, Bass (1999) further developed the theory of *transactional* leadership as the exchange of services or resources between leaders and members to meet their own self-interests within a culture of informal or formal contractual exchanges. Constructive or corrective transactions are contingent on a reward-for-a-product agreement. Therefore, transactional change is a first-order change, because it does not encourage followers' individual development and does not produce a direct or long-term impact on the organization's culture (Darling-Hammond et al., 2010). Likewise, Bass (1999) described transactional leadership as functioning within the existing culture and transformational leadership as changing the organizational culture.

Heifetz and Linsky (2002) identified change in terms of two types of challenges: *technical* versus *adaptive*. Technical challenges are first-order changes that have known solutions and exist in the current organization, while adaptive challenges require leaders who can mobilize people by changing priorities and behavior and generating a new capacity to thrive. Furthermore, Ayars (2009) recognized *incremental* change as another first-order change. Incremental change may involve a change in behavior to achieve better results in the new process or technology, but it requires neither a change in the belief system nor a change in organizational members' assumptions. Finally, Argyris (1997) defined change in terms of organizational learning: *single-loop learning*, *double-loop learning*, and *deutero-learning*. Single-loop learning is a change process that

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focuses on correcting errors, and it does not impact the organization's beliefs and core values. Double-loop learning changes organizations at their core because their beliefs and core values shift. Deutero-learning relies on the individual as the key to organizational learning, and thus, leadership establishes structures and systems that support organizational learning (Argyris, 1997).

In summation, all of the above change theorists agreed that both first-order and second-order changes are valued processes in organizations such as today's schools. Therefore, school leaders must employ both first-order and second-order change efforts to lead effectively. Table 1 captures the essential points from each change theory.

Breakthrough results. Transformational change is so significant that it requires far more radical content changes than developmental or transitional changes require (L. A. Anderson & Anderson, 2010). In addition to changing the organization's operations significantly, a paradigm shift occurs in the organization's culture, in individuals' mindsets, in people's behavior, and in relationships in order to implement and sustain the transformation successfully (Reiss, 2007). Therefore, transformational change produces second-order change in performance and development described as beyond expectations, breakthrough results, and extraordinary outcomes (D. Anderson & Anderson, 2010; Bass & Riggio, 2006; Breaker, 2009; Reiss, 2007).

The unpredictable process. L. A. Anderson and Anderson (2010) defined the process of transformational change as involving how the organization (a) makes decisions, (b) takes action steps, (c) governs the effort, (d) course corrects, and (e) monitors communication and engagement toward the possible outcome. As with all

Table 1

The Different Types of Change Theories

Change level	Change theory	Researcher
First-order change	*Developmental:* The improvement of the existing way of operating and does not require people to radically change their existing way of operating or affect the organization's culture.	L. A. Anderson & Anderson, 2010
	Transitional: Does alter the existing way of operating by replacing the old system with a new system; does not require the organization to significantly change the culture, behavior, and mindset of its people.	L. A. Anderson & Anderson, 2010
	Transactional: A process in which the exchange of services or resources between leaders and members meet their own self-interests within a culture of social or formal contractual exchanges. Constructive or corrective transactions are contingent on a reward-for-a-product agreement. Does not encourage followers' individual development and does not have a direct or long-term impact on the culture of the organization.	Avolio & Bass, 1993
	Technical: Challenges that have known solutions and exist in the current organization through the organization's existing structures and culture.	Heifetz & Linsky, 2002
	Incremental: A change in behavior is all that is required for better results. It does not involve a change in beliefs or assumptions about the new process or technology.	Ayars, 2009
	Single-loop: A learning process that focuses on the correction of errors and does not impact the organization's beliefs and core values.	Argyris, 1997
Second-order change	*Transformational:* A fundamental shift from one state of being (old state) to another transformed state involving a shift in mindset, behavior, and culture, resulting in a new direction for the organization.	D. Anderson & Anderson, 2010; Avolio & Bass, 1993; Breaker, 2009; Darling-Hammond et al., 2010; Heifetz & Linsky, 2002; Kotter, 2011a; MacKie, 2014; Reiss, 2007
	Adaptive: Challenges that take leaders who can mobilize people by changing priorities and behavior and generating a new capacity to thrive. Progress involves discovery, mobilizing the people, shedding the old way of operating, and developing capacity.	Heifetz & Linsky, 2002

Table 1 (continued)

Change level	Change theory	Researcher
Second-order change	*Triple-loop:* Organizational learning that changes the organization at its core, as the beliefs and core values of the organization shift.	Argyris, 1997
	Deutero-learning: Learning that relies on the individual as the key to organizational learning, and thus, leadership sets up structures and systems that support organizational learning.	Argyris, 1997

second-order changes, the transformational change process can sometimes be unpredictably messy, and the end product is unknown when the change process begins (L. A. Anderson & Anderson, 2010; Fullan, 1993; Stronge et al., 2008). Fullan (1993) explained how to navigate through the unpredictability of the change process:

> The more accustomed one becomes to dealing with the unknown, the more one understands that creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial and stress; followed by periods of excitement, and growing confidence as one pursues purposeful change, or copes with unwanted change. (p. 17)

L. A. Anderson and Anderson (2010) added that as the process of operating in new ways unfolds, leaders must be alert to figure out how to adapt and course correct by shifting the process or content as the organization moves toward a new reality. Accordingly, principals need to understand the complex components of a change process in order to lead purposefully and capably through the uncertain process.

Common Themes in the Literature About Principal Transformational Leadership

Principals need to understand best practices (skills and attributes) of transformational leadership to lead change effectively amid the complex demands facing

schools in the 21st century. Transformational leadership is a leader's ability to increase

the commitment and capacity of the members by engaging them toward meeting common

goals (Leithwood & Louis, 2012; Marks & Printy, 2003; Moolenaar et al., 2010).

Transformational leadership motivates followers to accomplish more than they originally

expected and often even more than they thought possible, resulting in extra effort and

greater productivity (Marzano et al., 2005).

Research probing the impact of transformational leadership that fundamentally

changes school organizations is now surfacing (Dumay & Galand, 2012). A number of

researchers have recently highlighted transformational leadership strategies as a preferred

approach for school leadership (Ayars, 2009; Bass & Riggio, 2006; Carnes, 2007;

Darling-Hammond et al., 2010; Fullan, 2014; Harvey & Drolet, 2005; Kouzes & Posner,

2012; Leithwood & Sun, 2012; Marzano et al., 2005; Torres, 2009; Triller, 2011). Four

common themes addressing transformational leadership practices in schools emerged

during the review of literature and were identified and analyzed as critical components of

transformational change in school organizations: (a) setting the direction by articulating a

shared vision, (b) cultivating a growth culture and mindset, (c) empowering the people

infrastructure, and (d) understanding the role of principal as change leader.

Setting the Direction by Articulating a Shared Vision

Amid the constant deluge of external mandates along with the internal daily

complexities of operating a school site, the principal must be able to keep the vision for

the school and change agenda consistently clear to all stakeholders (Darling-Hammond et

al., 2010). The first standard of the Interstate School Leaders Licensure Consortium

(ISLLC) states, "An education leader promotes the success of every student by

facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders" (Canole & Young, 2013, p. 154). This aligns with what principals as transformational leaders must do by establishing "meaningfulness in the hearts and minds of the employees by sharing the vision and communicating the importance of their roles in the overall success of the vision" (Triller, 2011, p. 12). Moreover, Muhammad (2012) echoed similar sentiments: "If the leader can paint a clear picture of what the challenges are and what the vision for the school is, it becomes a lot easier to motivate people to learn because they see it in the proper context" (p. 18). Similarly, Kouzes and Posner (2012) averred that transformational leaders must be able to articulate a compelling vision by inspiring others, creating a sense of urgency, and articulating a future state of excellence and exciting possibilities beyond the current condition. This passionate call to shared aspirations will enlist members in a shared vision of a higher purpose beyond their self-interests (Bass & Riggio, 2006; Leithwood & Sun, 2012; Marzano et al., 2005; Senge et al., 2012; The Wallace Foundation, 2012).

It is imperative that school leaders accomplish "a connection and consistency between teachers' perceptions of transformational leader's ability to articulate a vision, job satisfaction, portrayal of a congenial school climate that fosters collaborative support, group goals, and a focus on high expectations" (Carnes, 2007, p. 2). Principals must be able to clearly articulate their schools' vision, goals, and objectives in order to build trust so that stakeholders can identify with the mission and become engaged in the change process and excited to commit to the team effort, change initiatives, and challenges (Breaker, 2009; Kirtman, 2014). Therefore, school leaders are responsible for

maintaining constant access to and exchange of information during the transformation process and thus fostering open communication to inspire change and encourage the faculty toward accomplishing their schools' vision and goals (Marzano et al., 2005; Torres, 2009; Triller, 2011).

Creating a Growth Culture and Mindset

   Change culture. Culture is the driving force of transformation, and change is culture dependent (L. A. Anderson & Anderson, 2010; Whitaker, 2012). Therefore, a principal who shapes a school's culture is vital to supporting the evolving nature of the school's change agenda and profoundly impacts student achievement (Bambrick-Santoyo, 2012; Bickman, Goldring, De Andrade, Breda, & Goff, 2012; Kissane-Long, 2012; Leithwood, Louis, Anderson, & Wahlstrom, 2004; National Education Association, 2008; Shanker & Sayeed, 2012). Lucas and Valentine's (2002) study (as cited in Lazzaro, 2009) revealed a strong predictive relationship between principals' transformational leadership qualities and the effectiveness of shaping school culture: "When principals are acting in transformational ways, they become facilitative and influential via purposes, goals, networks and structures that exist in the school culture" (p. 8). Principals ensure a strong school culture by building a sense of community, cocreating purpose and shared beliefs, developing strong relationships, and encouraging positive, collaborative processes (Kouzes & Posner, 2012; Marzano et al., 2005; Wiseman, 2010). In creating such a culture, teachers stay motivated to exert energy at work and are more willing to be accountable for their work performance (Bambrick-Santoyo, 2012; Kouzes & Posner, 2012). Ayars (2009) asserted, "Changing culture

requires a change in assumptions and beliefs," which "is by its very nature a transformational change" (Chapter 2, Incremental and Transformational Change, para. 5).

Commitment from followers. According to Bass and Riggio (2006), research has shown that transformational leaders are able to generate strong commitment from their followers. D. Anderson and Anderson (2010) also affirmed that "significant transformation cannot happen without the simultaneous transformation of a critical mass of leaders' and employees' mindsets and behavior and the organization's culture" (p. 49). As transformational leaders, principals must understand how to shape individuals and school culture. As the culture is transformed into the desired state, it undergoes major changes and experiences development in new ways of behaving and improved processes or systems (Bass & Riggio, 2006; Kotter, 2012; Kouzes & Posner, 2012; Senge et al., 2012). Even during this potentially tumultuous process, principals who are transformational leaders are able to set the school's direction and raise subordinates' level of commitment by increasing motivation, capacity, and engagement in meeting goals as well as by aligning the values and goals of individuals, the group, the leader, and the school so they are in agreement (Aydin, Sarier, & Uysal, 2013; Bass & Riggio, 2006; Kouzes & Posner, 2012; Moolenaar et al., 2010). A school climate of trust fosters a greater level of commitment among staff and generates a greater degree of productivity and collegial success, which is imperative during the change process (Breaker, 2009; Carnes, 2007; Darling-Hammond et al., 2010).

A learning culture of creativity and innovation. According to Kammeyer (2010), principals as transformational leaders are the driving forces of reform, especially when "introducing innovation and shaping organizational culture" (p. 26). Principals

who transform their schools challenge the schools' processes and current practices to ameliorate student achievement by pooling the knowledge, expertise, and skills of followers in a culture that promotes risk taking (Fullan, 2014; Kirtman, 2014; Kouzes & Posner, 2012; Moolenaar et al., 2010). Senge et al. (2012) explained that these components occupy a central position in creating a healthy organizational culture, where "learning—and the acceptance of uncertainty that is always part of learning—are part of the culture" (Chapter 1, Leading Learning, para. 4). A learning culture unsatisfied with the status quo embraces a spirit of innovation and risk taking, which creates schools that where leaders seek their members' creative ideas and talents to realize the new possibilities of 21st-century schooling (Hess, 2013; Ibarra & Hansen, 2013; Senge et al., 2012). All of these factors culminate in a safe climate in which individuals and groups can innovate, take risks, learn from their mistakes, and grow (Torres, 2009).

Empowering the People Infrastructure

Transformational leadership motivates followers to accomplish more than they originally expected and often even more than they thought possible, resulting in extra effort and greater productivity (Bass & Riggio, 2006; Van der Voet, 2013). The role of transformational leaders in today's schools, then, entails purposefully leading and inspiring followers in order to achieve breakthrough results in student learning by motivating the most important resource, the people infrastructure (Harvey & Drolet, 2005). In speaking about breakthrough results, D. Anderson and Anderson (2010) declared,

> The pursuit of breakthrough results requires full attention to both the external
>
> content and the internal dynamics of people and culture, specifically stating that

change leaders must help transform organizational, team, and relational systems

and culture, as well as individual mindset and behavior to succeed. (p. 81)

Accordingly, to achieve breakthrough results, principals must the external content and the

internal dynamics (a) support the development of individuals directly and indirectly,

(b) involve and enable everyone to carry out the vision, and (c) recognize and affirm

those employees who contribute to performance improvements (Kouzes & Posner, 2012).

Successful schools employ leaders who promote shared decision making and

involve staff in major decisions (Torres, 2009). Hence, principals support individual

teachers in their professional growth and leadership development while also enabling

collaboration so that teachers can participate in significant program decisions that lead to

collective success (Carnes, 2007; Fullan, 2014; Fullan & Hargreaves, 2012; Leithwood et

al., 2004; The Wallace Foundation, 2012). Carnes (2007) explained, "Teachers that are

empowered in schools are indicative of the transformational model, personify purposeful

learning engagement, and acknowledge the need for teachers to be a part of the decision

making" (p. 11). This results in follower satisfaction and leads followers to feel more

efficacious, which contributes to great follower commitment and group performance

(Bass & Riggio, 2006).

Understanding the Principal's Role in Securing Follower Commitment

Effective principals possess the stamina and expertise to lead faculty and staff on

three different levels: individual, group, and organizational. Torres (2009) explained, "At

the individual level, leaders act as mentors or coaches, and motivate staff; at the group

level, leaders build teams and resolve conflicts; and at the organizational level, leaders

[build] culture" (p. 11). Because the role of transformational leaders is multileveled and multifaceted, it is critical to be both purposeful and consistent.

Principals as transformational leaders understand the complexities of moving people under challenging circumstances (Carnes, 2007; DuFour & Marzano, 2011; Fullan, 2014; Heifetz & Linsky, 2002; Senge et al., 2012; Wiseman, 2010). If teachers are going to trustingly respond to a principal's call to follow a vision for change, they must have positive perceptions of the principal to begin the initial change effort as well as maintain the ongoing phases of change. Bogler (1999, as cited in Lazzaro, 2009) explored transformational leadership practices and found that teacher satisfaction increases when principals are perceived as transformational. Additionally, Jantzi and Leithwood (as cited in Lazzaro, 2009) identified that teacher perceptions of leadership are important because they are an indicator of the extent to which teachers will consent to be led. Leaders who demonstrate transformational qualities by modeling the expected behavior and values will be able to increase commitment and capacity of the individuals who work within their organizations (D. Anderson & Anderson, 2011; Kouzes & Posner, 2012). Transformational leaders, then, set the example for their followers by aligning their daily actions with expressed values (L. A. Anderson & Anderson, 2010; Fullan, 2014; Harvey & Drolet, 2005; Kotter, 2011b; Stronge et al., 2008).

Transformational Leadership Skills Inventory (TLSi)

Research points to a multitude of definitions for transformational leadership, but they are all bound by common dimensions of "new thinking, new behavior, and new culture" (K. Larick, personal communication, September 1, 2012). Larick and White (2012) identified 10 domains of transformational leadership based on theory and

research. Because the experiences of principals were analyzed in this study through the 10 domains of the TLSi, it is necessary to understand what the research says about each domain. These 10 domains of transformational leadership define a holistic framework that includes skills, attributes, and strategies that support transformational leadership.

Character and Integrity

Larick and White (2012) stated that a transformational leader develops trust and credibility with team members by "creating an emotional[ly] intelligent organization whose members know themselves and know how to deal respectfully and understand others" (p. 5). Building a culture founded on trust enables transformational leaders to foster collaboration and commitment toward a shared purpose that goes beyond self-interests and achieves organizational goals and breakthrough results (Adler, Heckscher, & Prusack, 2013; Bass & Riggio, 2006; Bickman et al., 2012; Collins, 2011; Kouzes & Posner, 2012). Furthermore, research has illustrated that transformational leaders accept responsibility for actions and decisions, even when results are poor (L. A. Anderson & Anderson, 2010; Bennis & Thomas, 2011; Collins, 2011; Drucker, 2011b; Kirtman, 2014; Kouzes & Posner, 2012). Transformational leaders are considerate of members and treat them with respect, dignity, and gratitude for their contributions to the organization's success (L. A. Anderson & Anderson, 2010; Goleman & Boyatzis, 2013). The consistency between transformational leaders' words and actions is modeled by aligning agreed-upon actions with shared values (L. A. Anderson & Anderson, 2010; Bass & Riggio, 2006; Fullan, 2014; Harvey & Drolet, 2005; Kotter, 2011a; Kouzes & Posner, 2012; Sayeed & Shanker, 2009). Transformational leaders are emotionally

intelligent and possess the ability to control how they react by responding calmly in tense or disagreeable situations (Bambrick-Santoyo, 2012; Collins, 2011; Goleman, 2011).

Collaboration

Transformational leaders build a culture of trusting relationships and purposeful involvement where problem solving and decision making occur through effective communication and conflict resolution (Breaker, 2009; Darling-Hammond et al., 2010; Larick & White, 2012; Slater, 2008). Leaders must foster an environment of collaboration and manage unproductive team behavior that may sabotage the team's process and outcomes (Abele, 2013; L. A. Anderson & Anderson, 2010; Ibarra & Hansen, 2013). Transformational leaders inspire followers toward a collective mission by encouraging open dialogue, delegating authority to team members to accomplish tasks, and giving feedback in which contributions are valued (Adler et al., 2013). Transformational leaders facilitate decision making by empowering others and clearly outlining the decision-making process with lucid decision rights and responsibilities (L. A. Anderson & Anderson, 2010; Ibarra & Hansen, 2013; Lovely, 2004; National Education Association, 2008).

Communication

Open communication occurs when ideas, solutions, and problems are freely discussed and are supported by transformational leaders inside and outside the organization (Larick & White, 2012; Leithwood et al., 2004). Dobbs (2010) stressed the preeminence of open communication: "Clear, consistent, and comprehensive communication represents the single-most powerful tool for a transformational leader" (p. 1). Strong leaders possess critical communication skills in order to initiate change,

build trust, inspire staff, and clarify communication norms (L. A. Anderson & Anderson, 2010; Drucker, 2011b; Fullan, 2014; Torres, 2009). Communication is crucial to an organization's success, and the leader is responsible for cultivating an inclusive and deep pool of information that supports inclusive, open lines of communication (Harvey & Drolet, 2005; Kotter, 2011b; Torres, 2009). A constant two-way exchange of current and accurate information and knowledge of process, experience, and training is paramount when an organization is undergoing a transformation process (L. A. Anderson & Anderson, 2010; Bass & Riggio, 2006; Levy & Murnane, 2004; Triller, 2011). Effective leaders must be able to communicate verbal and nonverbal information in different directions and at many levels to guide a successful corporation transformation.

Creativity and Sustained Innovation

Transformational leaders harness the potential of stakeholders to transform the organization by developing a culture of divergent thinking and risk taking (D. Anderson & Anderson, 2011; Kanter, 2011; Kotter, 2011a; Larick & White, 2012). Similarly, Bass and Riggio (2006) previously contended, "Transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways" (Chapter 1, Components of Transformational Leadership, para. 8). Additionally, Moolenaar et al. (2010) discovered that transformational leaders spur innovation and creativity by bringing together followers' knowledge, expertise, and skills in a culture that honors and promotes risk taking. They also enable their members to generate new ideas and solutions by providing supporting resources (Breaker, 2009; Carter, 2013; Sayeed & Shanker, 2009; *Thinking Strategically*, 2010), and they challenge the status quo by taking a courageous stand for

the larger interest of the organization and set clear expectations (Fullan, 2014; Kouzes & Posner, 2012; Sayeed & Shanker, 2009).

Diversity

By integrating individual strengths and cultural differences, transformational leaders create an equitable, respectful, and morally responsible organization (Larick & White, 2012). Transformational leaders build personal relationships by recognizing and respecting cultural differences and appreciating individual contributions (Bass & Riggio, 2006; Kouzes & Posner, 2012). They are morally and ethically committed to fairness and equity, valuing members' unique talents and expertise (Bass, 1999; Bass & Riggio, 2006; Hammond, 1998; Lazzaro, 2009). Transformational leaders encourage diverse followers to become true partners in a joint effort to create a culture that is morally driven for the greater good of the organization (Aguilar, 2013; Bass & Riggio, 2006; Cheliotes & Reilly, 2010; Drucker, 2011a; Hu, Wang, Liden, & Sun, 2011; Shanker & Sayeed, 2012).

Personal and Interpersonal Skills

Likeable and approachable, transformational leaders demonstrate high emotional intelligence in motivating others toward excellence (Bradberry & Greaves, 2009; Harvey & Drolet, 2005; Kirtman, 2014; Larick & White, 2012). They motivate those they lead by raising followers' awareness of the most important organizational goals and by inspiring followers to work for the good of the organization (Marks & Printy, 2003). Lazzaro's (2009) study continued in a similar vein to that of Marks and Printy (2003), uncovering that transformational leaders facilitate followers' participation in the process of developing goals, thus motivating them and creating ownership in the direction of the organization. They are also able to influence members to set aside self-interest and work

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in support of the overall organizational goals and priorities (Moolenaar et al., 2010).

Ayars (2009) presented another interpersonal skill that transformational leaders possess: "Leaders [who] build strong, trusting relationships are the ones that realize the extraordinary results the transformational change was designed to deliver" (Chapter 3, Being a Transformational Change Leader, para. 21; see also Drucker, 2011a). Providing feedback that is free of criticism, transformational leaders are sought for mentorship and support. They motivate others to think differently about the organization's current method of accomplishing goals and how it could be improved to achieve better results (Shanker & Sayeed, 2012). Because organizations cannot achieve breakthrough results without change, transformational leaders must also be able to anticipate and handle conflict and resistance (L. A. Anderson & Anderson, 2010; Fullan, 2014; Kirtman, 2014). In addition, transformational leaders provide extensive training to their followers to deepen their personal development, individual skills, and knowledge (Bass & Riggio, 2006; Lazzaro, 2009).

Political Intelligence

White, Harvey, and Kemper (2007) defined a politically intelligent leader as "one who uses a moral compass to lead the organization in the right direction while considering the wants, needs, values, motivations, and emotions of followers and stakeholders" (p. 4). Transformational leaders generate organizational influence to ethically advocate and advance initiatives, changes, and the mission/vision of the organization (Larick & White, 2012). L. A. Anderson and Anderson (2010) attested the influence of political factors in an organization: "Some of the most powerful forces occurring in change are the political dynamics created by the introduction of a direction"

(p. 138). In light of this, transformational leaders must be able to utilize strategies on behalf of the organization's vision to proactively build support for initiatives by anticipating obstacles, engaging others in dialogue, and networking to build coalitions (L. A. Anderson & Anderson, 2010; Bolman & Deal, 2010; Fullan, 2014; Johnson, 2013; Kirtman, 2014; Kotter, 2011a; Larick & White, 2012; *Thinking Strategically*, 2010).

Problem Solving and Decision Making

Leaders manage decisions decisively by clearly setting goals, clarifying new tasks, and organizing people and existing resources (Bass & Riggio, 2006; City, 2013; Larick & White, 2012). Providing opportunities for staff to plan and engage in shared decision making empowers others and turns resistance and opposition into commitment to a collective mission (Adler et al., 2013; L. A. Anderson & Anderson, 2010; Fullan, 2014; Johnson, 2013; Larick & White, 2012; Leithwood et al., 2004; Moolenaar et al., 2010). Additionally, healthy organizations bring conflict out into the open so it can be discussed and resolved (L. A. Anderson & Anderson, 2010; Larick & White, 2012; Weiss & Hughes, 2013).

Team Building

Transformational leaders are able to build effective teams by creating and encouraging a cooperative atmosphere, collaborative interaction, and constructive conflict (Goleman, 2011; Kouzes & Posner, 2012; Larick & White, 2012). Transformational leaders establish a culture of trust, open communication, relational systems, and collective efficacy (L. A. Anderson & Anderson, 2010; Bass & Riggio, 2006; Kirtman, 2014; Moolenaar et al., 2010). They also encourage strong teams to be successful and challenge and support divergent thinking (Bolman & Deal, 2010; Dobbs,

2010; Goleman & Boyatzis, 2013; Harvey & Drolet, 2005; Ibarra & Hansen, 2013; Marzano et al., 2005; Rooke & Torbert, 2011). Fullan (2014) averred the importance of team building, positing that groups of people working together in teams in purposeful ways will produce greater learning outcomes for students.

Visionary Leadership

By creating visions of the future as ethical agents of change, transformational leaders mobilize stakeholders to transform the organization (Larick & White, 2012). Transformational leaders inspire their followers to achieve higher results through new levels of energy, commitment, and a moral purpose toward reaching a shared vision and shared purpose (Bass & Riggio, 2006; Hesselgrave, 2006; Kotter, 2011b; Larick & White, 2012; Robinson et al., 2008). Leaders effectively communicate a vision for the organization by articulating exciting plans for the future and strategically mobilizing others to join for the common good (L. A. Anderson & Anderson, 2010; Dobbs, 2010; Kouzes & Posner, 2012; Sayeed & Shanker, 2009; *Thinking Strategically*, 2010). The shared vision motivates followers by increasing their self-efficacy and commitment to the organization's mission and core values and develops the organization's capacity to work collaboratively to reach ambitious goals (Adler et al., 2013; Harvey & Drolet, 2005; Kouzes & Posner, 2012; Robinson et al., 2008). In addition, transformational leaders distinguish themselves by clearly committing to the vision so that followers internalize that successfully enacting their leaders' vision becomes not just a job but a means toward personal fulfillment to grow and drive their own futures (Dobbs, 2010; Kotter, 2011b; Mannarelli, 2006).

In order to effectively lead their faculty through complex changes of education in the 21st century, today's principals are called to be transformational leaders. This is especially important when looking forward to the trends in education from a global and national perspective. Therefore, there is a critical need for pertinent and specific professional development that supports principals in conjunction with their complex job responsibilities.

Leadership Coaching

Transformational leadership is the preferred model for principal leadership in the 21st century (Breaker, 2009; Darling-Hammond et al., 2010; Marzano et al., 2005). Marks and Printy (2003) asserted that when transformational leadership co-occurs with instructional leadership, the influence on school performance is substantial. Therefore, understanding the ways in which leadership coaching can directly support principals in their development as transformational leaders is critical.

The Chapman University Leatherby Libraries online electronic databases were employed for this literature review: EBSCO, ProQuest, Discover!, and JSTOR. The criteria used for selection were based on three focus areas of the research question: (a) coaching, (b) transformational leadership, and (c) secondary principals. Key descriptors, used alone and/or in ordered sets, were applied to search various databases of the online Leatherby Libraries: leadership coaching, blended coaching model, school administrators, principals, secondary principals, middle school principals, high school principals, and transformational leadership.

Abundant research has probed coaching and leadership outside the context of educational leadership, especially relating to executive coaching in the business arena.

Understanding these studies provides a relevant framework for understanding the significance of transformational leadership skills and coaching notwithstanding their being conducted outside of the principal context.

Background of Leadership Coaching

      Definition of leadership coaching. According to Wahl, Scriber, and Bloomfield (2013), the definition of leadership coaching is not clearly articulated, as various formal and informal definitions exist. Reiss (2007) defined leadership coaching as being "all about change" (Chapter 1, Coaching Defined, para. 1-3) and entailing a coach helping people reach higher levels of competence in their professional and personal lives by strengthening their leadership skills and building organizational capacity to achieve results. Hargrove (2008) reached a similar conclusion, postulating that leadership coaching involves transformational leadership in which leaders develop in the process of producing extraordinary results.

      The International Coach Federation (ICF, n.d.), which comprises over 20,000 members worldwide, also proposed a definition on its website:

> Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in today's uncertain and complex environment. Coaches honor the client as the expert in his or her life and work and believe every client is creative, resourceful and whole. Standing on this foundation, the coach's responsibility is to:
>
> - Discover, clarify, and align with what the client wants to achieve
> - Encourage client self-discovery

- Elicit client-generated solutions and strategies

- Hold the client responsible and accountable

This process helps clients dramatically improve their outlook on work and life, while improving their leadership skills and unlocking their potential. (What is professional coaching?, para. 1)

During this review of literature, leadership coaching was also referred to as executive coaching or professional coaching. For the purpose of this study, leadership coaching is defined as a developmental process involving a one-on-one relationship between a coach and coachee (client) who is seeking to develop and improve his or her leadership skills, knowledge, and mindset in order to effectively lead his or her organization.

Coaching versus mentoring. Although both coaching and mentoring provide valuable professional support for organizational leaders, it is important to differentiate between the two terms. The term *mentor* can be traced to Socrates, who questioned and "guided younger, less knowledgeable learners through self-discovery in order to learn about the world around them" (Hammack, 2010, p. 4). Mentors are experienced people from inside the organization who speak from their own experiences and give advice, but coaches are specifically trained in leadership from outside the organization (Allison, 2011; Bloom, Castagna, & Warren, 2003). Reiss (2007) proposed that sharing what has worked for another person from his or her own past experience constitutes the heart of mentoring, but coaching is a learning process that the coach facilitates by employing inquiry and discovery, creating new possibilities. Whitmore (2009) also propounded that coaching does not rely on a more experienced individual passing down knowledge, but

instead coaching requires expertise in coaching, not in the subject. In addition, Fox

(2009) reported that mentoring by a veteran administrator who is co-employed in the

district with the principal poses limitations in professional assistance because of the

potential to limit reflective and candid conversations and to pose an obstacle to common

meeting times during the workday.

For the purpose of this study, mentoring is considered a more informal process

than coaching, which, depending on its approach, follows a defined process and specific

learning of skills over time. Table 2 displays a comparison between the roles of a mentor

and a coach as well as a summary of differences between mentoring and coaching in

general based on the work of Bloom et al. (2005).

Table 2

Comparison of Coaching and Mentoring

Mentor/mentoring	Coach/coaching
Organizational insider	From outside the organization, outsider perspective with no stake in the status quo
Senior expert who supports a novice	Not necessarily a senior—in age or depth of experience
Typically voluntary and informal	A professional practice
May be for a specific project on an as-needed basis	Continuing support for a set period of time that is safe and confidential
The goal is to share knowledge, expertise, and experience	The goal is significant personal, professional, and institutional growth through a process that unfolds over time

History of leadership (executive) coaching. The beginnings of coaching can be

traced back over 2,000 years ago to Socrates and his use of questions to bring about

discovery through Socratic dialogue (Wahl et al., 2013). Coaching was also emphasized

in sports in the 1970s, which emphasized performance coaching in order to maximize

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player performance (Hammack, 2010; Wahl et al., 2013; Whitmore, 2009). The business arena has utilized leadership coaching for decades to address the complexities of leading and managing companies and organizations (Fox, 2009; Kelsen, 2011; Kissane-Long, 2012; Loving, 2011; MacKie, 2014). Leadership coaching is used in businesses in an individual or team coaching format at all levels of management, from CEOs to midlevel management, and is delivered by internal or external professionally trained coaches (Reiss, 2007). The coaching relationship provides feedback, support, and problem solving in a confidential setting, which has helped it become increasingly popular in the business world.

In the business world, a number of leadership coaching models and approaches have emerged from a number of fields, including (a) psychotherapy, (b) behavioral psychology, (c) humanistic psychological principles, (d) transpersonal psychology, (e) counseling and cognitive behavioral therapy, (f) developmental psychology, (g) business management, (h) adult education, and (i) spirituality. Subsequently, these models and approaches have "blended with consulting practices and organizational and personal development training trends" (Reiss, 2007, Chapter 1, Coaching Defined, para. 1-3; see also Whitmore, 2009). A few of the leadership coaching approaches developed over the last 30 years are listed below:

- *Transpersonal coaching* identifies the coach as a *facilitator of learning* instead of an *expert*. The model focuses on transformation through transpersonal coaching toward building personal responsibility (Whitmore, 2009).

- *Co-active coaching* emphasizes the collaborative relationship between the coach and client in moving the client toward action (Whitworth, Kimsey-House, Kimsey-House, & Sandahl, 2009).

- *Masterful coaching* builds skills and empowers leaders' capacity to act boldly in order to make a difference with individuals, organizations, and their world by realizing a vision of transformation (Hargrove, 2008).

- *Transformational coaching* is the process in which the client's core identity and deep assumptions about him- or herself are addressed in order to lead from an authentic core (Aguilar, 2013; Wahl et al., 2013).

Purpose of leadership coaching in the 21st century. Regardless of which leadership coaching approach is selected, the focus is on assisting the leader by providing support for the changing nature of effective leadership. Rapid changes in globalization and technology have made the world evermore complex and unpredictable, and likewise, the process of leading the organization through change is also extremely complex, dynamic, unpredictable, and messy. In light of these factors, Reiss (2007) posited that transformational leadership, with its emphasis on specific skills and strategies for inspiring a change vision and empowering followers, represents the best model for current leaders of businesses and governments to deal with the mounting pressures of the continually changing business arena. Leadership coaching, therefore, becomes critical because it assists leaders in developing the transformational skills that will help them effectively lead the processes of transformational change (Bass & Riggio, 2006; Goldsmith & Lyons, 2006; Lovely, 2004; MacKie, 2014; Reiss, 2007).

Leadership Coaching in Education

      Leadership coaching for administrators' professional development. In the climate of rapid educational change in the current educational arena, it is evident that today's principals need professional development in facing the rapidly developing demands and complex challenges of the 21st century. However, not all methods of administrative professional development provided in conjunction with job responsibilities have helped principals and assistant principals to be effective leaders. Since education has recently begun to value leadership coaching for its district-level and school-site administrators, understanding the coaching model that will best support and prepare novice administrators for the principalship is critical (Bloom et al., 2003; Lovely, 2004). Grissom and Harrington (2010) also asserted the importance of leadership coaching, stating that research has shown a "significant positive association between principal participation in formal mentoring and coaching and principal effectiveness" (p. 585), more so than the effectiveness of professional development involving principals who invest in university coursework and principal networking. Coaching thus provides the precise support through reflection and learning that develops the necessary skills for administrators to address the plethora of demands and complex challenges that they face (Allison, 2011; Farver, 2014; Neufeld & Roper, 2003; Psencik, 2011; The Wallace Foundation, 2009).

      Leadership coaching in California. In February 2014, the California Commission on Teacher Credentialing (CTC, 2014a) adopted new Clear Induction Program Standards for meeting the requirements of the second tier of the state's two-tier administrative credential structure. The California Professional Standards for

Educational Leaders (CPSEL), as adopted by the CTC, lay out standards for site and district leaders, providing an overview of what successful leaders do. Achieving these standards is required for licensure as an administrator in California (CTC, 2014a).

The central structure of the new induction program is the "coaching experience" (CTC, 2014a, p. 23; see also CTC, 2014b). During this job-embedded induction program, new administrators are assigned a certified, trained coach for the first 2 years of their administrative careers aimed at directly supporting the principals in implementing the CPSEL. The novice administrators receive coaching that is "on-the-job, in real-time, and contextualized to the candidate's unique school, district and community circumstances" (CTC, 2014a, p. 23), provided by coaches who receive specialized training toward CTC-approved certification that equips them to work collaboratively with candidates in developing professional practice.

Figure 1 illustrates the coaching component in the administrator induction program. CTC is now in the process of accepting program proposals from organizations for the new Administrative Services Clear Induction Program that incorporate the coaching model, and all approved programs will need to transition by July 1, 2015 (CTC, 2014b).

The ACSA/NTC program. CTC has already approved several private and public organizations to provide an alternative clear administrative credential program that implements a coaching model, which have included (a) public and private universities, (b) county offices of education, and (c) public and private organizations, such as Pivot Learning, WestEd, and the Association of California School Administrators (ACSA) in
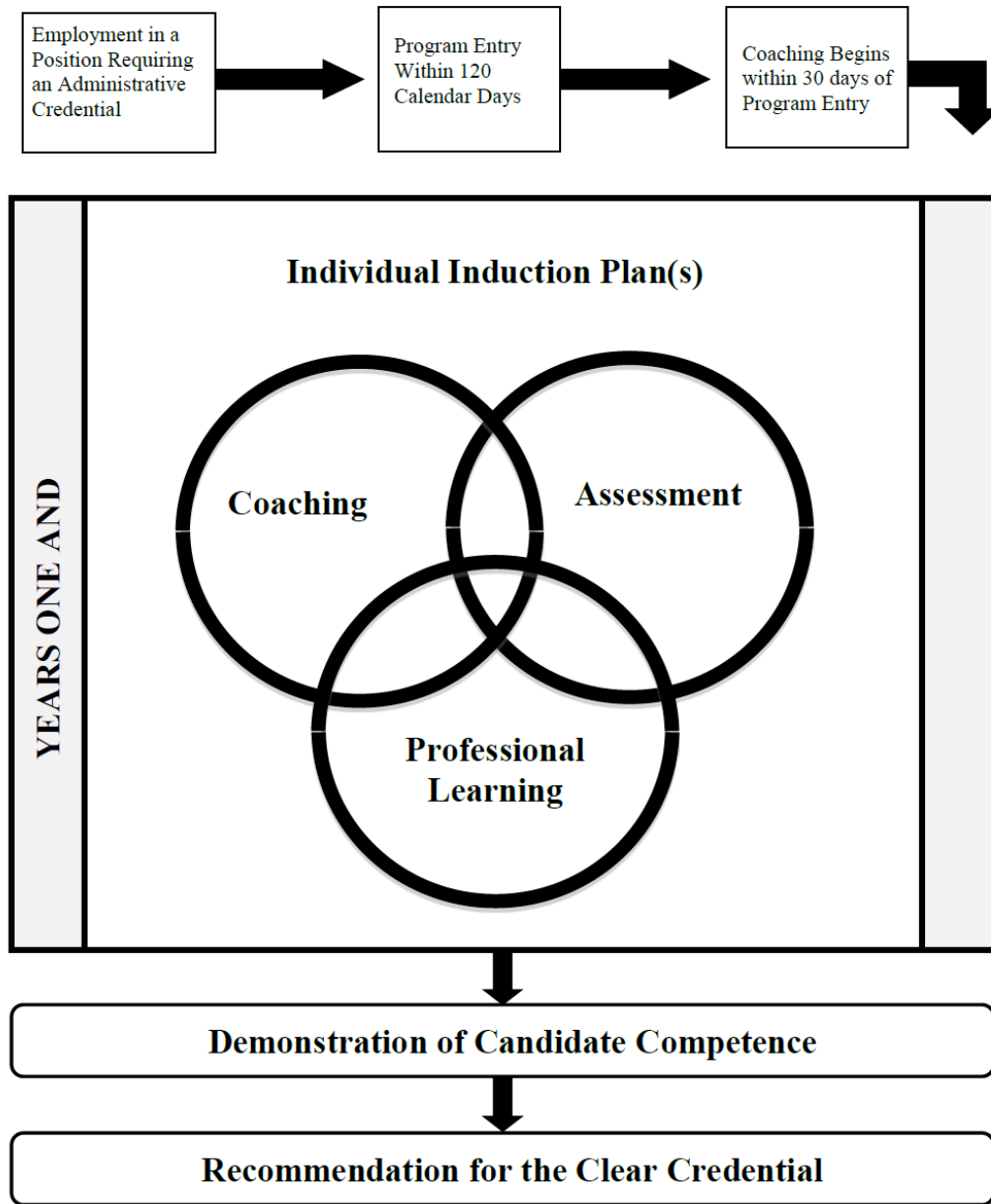
Figure 1. Flowchart of California's administrator induction program. From *Administrative Services Credential Program Standards*, by Commission on Teacher Credentialing, 2014a, p. 24, retrieved from http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf.

partnership with the New Teacher Center (NTC) of the University of California at Santa

Cruz (Wise, 2010). This ACSA/NTC Alternative Clear Credential Program (ACCP),

based on the blended coaching model, has been recognized by CTC as the "gold

standard" ("Leadership Coaching an LCAP Ally," 2014, p. 9) and was used as the basis

of the new Clear Induction Program. ACSA/NTC's program is California's largest Tier-2 coaching-based induction program, with over 160 candidates in the 2014 program and 242 new administrators having been processed between 2009 and 2014 (J. Ruzic, personal communication, July 22, 2014; "Leadership Coaching an LCAP Ally," 2014).

Coach training. NTC, in collaboration with ACSA and with support from the Stupski Family Foundation, has developed a professional development program for leadership coaching, Coaching Leaders to Attain Student Success (CLASS; B. Warren, personal communication, April 15, 2014; Bloom et al., 2003; New Teacher Center [NTC], 2013). The training uses the blended coaching model and California's Beginning Teachers Support and Assessment program to train experienced professionals in one-to-one support with novice educators (Fox, 2009; Hammack, 2010; Kissane-Long, 2012). Hammack (2010) explained,

> ACSA and the NTC offer five similar reasons why coaches are acquired to assist novice administrators: 1. Many challenges face the new leaders of California schools, 2. Building leadership capacity is paramount, 3. The role of the principal has been redefined, 4. Current administrative development programs do not adequately prepare the leaders of today for tomorrow, and 5. Coaching is supported by research as an effective means of leadership development. (p. 15)

CLASS is specifically "designed around the challenges that principals face and upon the needs they bring to the coaching relationship" (Bloom et al., 2003, p. 22). Based on research and experience in supporting new leaders and utilizing the blended coaching model developed by Gary Bloom, Claire Castagna, Ellen Moir, and Betsy Warren at the NTC at the University of California at Santa Cruz, the CLASS program prepares coaches

to support the specific complex and challenging needs of principals and assistant principals while building their capacity to transform their schools. An important distinction in the CLASS training is that evaluation and coaching are separate functions, and therefore, coaching is more productive with a coach who is not evaluating the coachee (Tschannen-Moran & Tschannen-Moran, 2011).

Besides assisting novice principals and assistant principals in developing professional knowledge and skills in many areas, coaches must also be prepared to address issues of emotional intelligence (EI). Goleman (2011) defined EI for leaders as a group of five skills that maximize their own and their followers' performance: (a) self-awareness—knowing one's strengths, weaknesses, drives, values, and impact on others; (b) self-regulation—controlling or redirecting disruptive impulses and moods; (c) motivation—relishing achievement for its own sake; (d) empathy—understanding other people's emotional makeup; and (e) social skill—building rapport with others to move them in desired directions. Principals are responsible for developing and sustaining healthy school cultures by demonstrating leadership and emotional acumen in nurturing relationships and dealing with the political landscape within the school community (Hesselgrave, 2006; Kissane-Long, 2012; Reeves & Allison, 2009; White et al., 2007). Therefore, coaches must be able to strengthen novice administrators' EI skills to effectively empower the people infrastructure toward building and sustaining change.

The Blended Coaching Model

The blended coaching model was based on research conducted at the NTC at the University of California at Santa Cruz in developing coaching strategies that build skills for developing school principals. The NTC, in partnership with ACSA, developed the

certification training for coaches using the blended coaching model to certify coaches for the clear administrative credential (B. Warren, personal communication, April 15, 2014). Since the CTC has approved the blended coaching model for the Clear Administrative Services Credential program, it is important to understand the model's framework to best analyze novice administrators' experiences through the lens of the TLSi.

In the blended coaching model utilized in the CLASS program, a coach is a former, successful principal/administrator who has been trained in the model and certified as an ACSA/NTC leadership coaching program graduate to coach new administrators in obtaining their clear administrative credential. A *coachee* is a novice administrator in an initial administrative assignment seeking a clear administrative credential by completing a 2-year individualized, job-embedded, coaching-based program that provides multiple opportunities for the candidate to demonstrate growth and competence as a leader (CTC, 2014a). The coach utilizes the following coaching skills: (a) active listening, (b) questioning, (c) observing, (d) constructively challenging, (e) holding to account, (f) seeing different perspectives, (g) encouraging, (h) supporting, (i) trusting, and (j) using intuition in a collaborative and trusting relationship with the coachee (Bloom et al., 2005). The coach provides personalized, ongoing, customized support in a trusting relationship in which the coachee is able to openly and safely acknowledge and deal with the complex change issues and myriad demands that principals face in their organizations (Aguilar, 2013; Hacker, 2012; Reiss, 2007; Tschannen-Moran & Tschannen-Moran, 2010; Wahl et al., 2013).

The Möbius strip. The blended coaching model is represented by a Möbius strip that recognizes that effective coaches "apply and meld a variety of strategies" (Bloom et

al., 2005, p. 54) throughout the course of their coaching sessions. The Möbius strip is a fluid and flexible coaching model that supports a coachee's growth and transformation in which skilled coaches move between a variety of facilitative and transformational approaches as they strive to address the coachees' needs and growth (Bloom et al., 2005). In addition, the Möbius strip illustrates that coaches support their coachees in learning and developing both new ways of doing (external behaviors) and new ways of being (internal self). Figure 2 displays the Möbius strip and both of its aspects: new ways of doing and new ways of being.

Figure 2. Möbius strip of blended coaching. From *Using Mentor-Coaching to Refine Instructional Supervision Skills of Developing Principals* (Doctoral dissertation), by A. L. Kissane-Long, 2012, p. 28, available from ProQuest Dissertations and Theses database (UMI No. 3516295).

According to the CLASS training in which this researcher participated in 2013, which was presented by the NTC and ACSA, effective coaches assess their coachees' needs and draw upon a variety of blended coaching strategies. According to Kissane-Long (2012), the strength of the blended coaching model lies in the coach's ability to develop trust, to listen carefully, and then to decide the most appropriate time to apply a specific strategy.

Instructional coaching. In the instructional mode, coaches draw upon their knowledge and experiences as former, successful administrators to teach coachees by

showing and telling with concrete suggestions. Instructional coaching employs a variety

of didactic strategies to focus on ways of doing in behavior and/or processes that would

help the coachee achieve a goal. In this didactic mode, the coachees are taught specific

knowledge and skills; however, they do not fully build individual capacity toward

independent leadership (Bloom et al., 2005; NTC, 2013).

Facilitative coaching. Facilitative coaching involves learning by changing the

coachee's way of being, thus building capacity through transformation. Building the skill

and habit of self-reflective practice embodies the goal of facilitative coaching. In

facilitative coaching, the coachees are in control, and coaches facilitate by leading

coachees in examining their feelings, thinking, gathering and interpreting feedback, and

ultimately analyzing and selecting their own courses for future action and professional

growth (Goldsmith, Lyons, & McArthur, 2012). During this facilitative process, which is

grounded in rapport and trust, the "coach challenges the coachee to refine his/her thinking

and develop new interpretations for possibilities for action" (Bloom et al., 2005, p. 61;

see also Aguilar, 2013; Aguilar, Goldwasser, & Tank-Crestetto, 2011; NTC, 2013; Reiss,

2007; Wise & Hammack, 2011).

The coaches use five basic types of dialogue prompts to guide the coachees

through self-reflection and toward understanding and empowerment (Bloom et al., 2005):

- Paraphrasing questions: The coach restates the coachee's message to assess the

  coach's and coachee's understanding—"In other words you are saying . . . ?"

- Clarifying questions: The coach asks clarifying questions to lead the coachee through

  a process of discovery by gathering more information, clarifying the coachee's

  reasoning, asking the coachee to think more deeply about a solution, ascertaining if

other underlying issues and attitudes exist, and seeking connections between ideas and issues—"Let me see if I understand . . ."

- Interpreting: The coach goes beyond what is spoken by restating what the coachee said, accomplished by offering the coach's perspective of what the coachee shared to examine cause-and-effect relationships, assumptions, and motives—"Based on what you have described so far . . ."

- Mediational questions: The coach utilizes mediational questions to produce a shift in thinking in order to develop the coachee's problem analysis skills. The coach is mediating to guide the coachee in thoroughly analyzing a situation before taking action. In this process, the coach must also be attentive to what the coachee is *not* saying because the coachee does not feel comfortable sharing or is limited by his or her knowledge and experiences—"What would it look like if . . . ?"

- Summarizing: The coach utilizes summarizing statements to keep the discussion focused and to periodically help define key points, insights, and next steps. It helps the coachee organize thoughts so they can be evaluated and prioritized—"Let's review the key points . . ." "Can you describe your next steps?"

Consultative coaching. Consultative coaching falls on the instructional side of the Möbius strip that relies on the expertise of the coaches, who may have to address particular issues and problems the coachees have regarding professional practice. The coachees seek the expert counsel of the coaches, who possess the expertise to address the problem, such as program or technical issues. The coaches can provide advice, analysis, support, and evaluation of the project but are not directly involved in the implementation (Bloom et al., 2005).

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Collaborative coaching. Collaborative coaching works well when a clear project, task, or need is identified and when coachees feel confident of their knowledge and seek the coaches' assistance to collaboratively accomplish the goal. The coaches and coachees agree to share control and responsibility, the coaches and coachees both have the capacity to address the task, and the coachees' image or authority will not be undermined by the coaches' collaboration (Bloom et al., 2005; NTC, 2013; Psencik, 2011).

Transformational coaching. Transformational coaching moves beyond helping coachees to be more effective in administrative duties and challenges coachees to transform who they are personally in order to produce results. The coachees move from ways of doing to ways of being by deeply exploring their personal beliefs, values, and feelings (Aguilar, 2013). Based on the work of Robert Hargrove, who wrote *Masterful Coaching* in 1995, the blended coaching model addresses transformational coaching in terms of triple-loop learning. In transformational coaching, the coaches implement strategies to move the coachees from ways of doing (single-loop learning) to new patterns of thinking and practice (double-loop learning) to transforming the coachees' ways of being (triple-loop learning). Transformational change results as the coachees are transformed in concert with the transformation of their organizations, both changing in ways of being (Bloom et al., 2005; Hargrove, 2008; Wise & Hammack, 2011).

Systems Change

In systems thinking, coaches support their coachees to reflect and understand how all the elements of the organization dynamically operate and interact with each other (Aguilar, 2013; Hacker, 2012). According to Bloom et al. (2005), through facilitative

and transformational coaching conversations, the coachees learn "to look beneath and beyond immediate problems to identify systemic causes and opportunities" (p. 101). By considering systems solutions, rather than only responding to urgent and disruptive issues, the coaches can guide the coachees in identifying and implementing structural interventions that will result in sustained changes for the greater good and create the maximum difference for students and schools (Bloom et al., 2005; Reeves & Allison, 2009).

Conclusions

Globalization and rapid advancements in technology have brought about dramatic changes that have impacted American education in the 21st century. These global trends and national changes in education involve daunting tasks for principals, who are already overwhelmed with complex challenges and myriad demands and responsibilities of leading their schools. Principals need to understand ways in which the world is changing that impact education along with critical gaps between American and international performance so they can address these changes effectively.

In addition to the increasing expectations and challenges of the role of site manager and instructional leader, principals must also possess the skills and attributes of transformational leaders in order to transform teaching and learning at their schools with the implementation of CCSS. The new CCSS curriculum, involving more rigor and technology, will increase the stressors of school leaders because considerably more will be expected of schools and their principals. Therefore, it is not only the educational programs that are implemented that will make a meaningful difference in student learning, but more importantly, it is the leader who both understands and implements

transformational change (Evans et al., 2012). By having a solid understanding of the complexities of change theory and possessing the skills and attributes of transformational leadership, principals can build individual capacity and organizational culture and lead their schools toward breakthrough results.

If principals are going to be prepared and able to sustain their schools' development, it is critical that they are well-supported so they can knowledgeably lead change and effectively handle the broad spectrum of demands and challenges that leading a school in the 21st century entails (Darling-Hammond et al., 2010; Fullan, 2014; Grissom & Harrington, 2010; Kelsen, 2011; Orozco & Oliver, 2001; Reiss, 2007; Wise, 2010). In 2014, the CTC adopted new program standards and requirements for earning the Clear Administrative Services Credential in which the central structure of the new induction program involves a 2-year, job-embedded, one-on-one coaching program.

Since research has recently begun emerging on the effectiveness of leadership coaching in education and scarce research has been conducted with new administrators and leadership coaches about their perceptions of the impact of coaching on building transformational leadership skills, it is significant to determine the impact of the blended coaching model on administrative participants in the coaching program. None of these studies, however, have examined the perceptions of secondary administrators (principals and assistant principals) regarding the impact of the blended coaching model on building transformational leadership skills. This study adds to the body of literature regarding leadership coaching as a viable means to support administrators and to help them become transformational leaders.

Summary

The purpose of this literature review was to investigate administrator coaching through the lens of transformational leadership. The review of current literature examined four common themes that were directly related to the purpose of this study. The importance of transformational leadership for 21st-century principals and the global and national changes and trends that impact new demands on principals were identified. The literature revealed that these demands align with the attributes and skills of a transformational leader. The literature review examined the impact of leadership coaching, specifically the blended coaching model, in building transformational leadership skills of aspiring administrators. Chapter III explores the methodology of critical ethnography used to conduct qualitative research for this study. Chapter IV presents the results and analysis of the research question. Chapter V concludes with conclusions and implications for future research.

CHAPTER III: METHODOLOGY

Overview

This chapter includes the procedures and methods used to study the shared culture
of new principals and assistant principals who participated in the blended coaching
model. After a comprehensive review of a variety of research methods, ethnographic
inquiry was selected. Ethnographic inquiry utilizes strategies and processes for data
collection involving description and interpretation within the context of a culture-sharing
group to address a specific cultural theme or trait that is shared by analyzing beliefs,
thinking, language, expectations, change efforts, behaviors, and meanings (Creswell,
2012; Fetterman, 2010; McMillan & Schumacher, 2010; Patton, 2002). The initial
section of this chapter addresses the rationale for using qualitative research for this study.
Additional sections of this chapter include the purpose of the study, research questions,
research methodology, research design, instrumentation, data collection, data analysis,
and strengths and limitations. Furthermore, attention is given to the role of the researcher
and ethical issues, plus strategies employed to contribute to the trustworthiness and
credibility of the results. In addition, strategies employed to contribute to the reliability
of the results and ethical considerations are addressed.

Purpose Statement

The purpose of this ethnographic research was to study the culture and
experiences of secondary administrators, both principals and assistant principals, who
were coached in the blended coaching model. This qualitative study explored the context
and processes of the coaching experience of secondary administrators that enhanced

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transformational leadership skills, through the lens of the 10 domains of transformational leadership.

Research Question

What is the experience of secondary administrators who participated in the blended coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Research Methodology

After examining a number of methodologies, such as quantitative and mixed-method studies, a qualitative design was chosen to examine the culture of the blended coaching process through the lens of transformational leadership by providing a "detailed picture of the culture-sharing group" (Creswell, 2012, p. 21). A qualitative approach best captured the story of the coaching experience by following and documenting the evolution and transformation of leadership development of principals and assistant principals being coached. Denzin (as cited in Patton, 2002) stated that thick description "contains the necessary ingredients for thick interpretation" (p. 503). Gathering these accurate, detailed descriptions and rich quotations through interviews, observations, document analysis, and the TLSi survey was instrumental in understanding and interpreting the meaning and significance of the lived experiences of the coachees in this qualitative study. In exploring the existing literature on leadership coaching, research was not found that focused on the culture of the blended coaching model through the lens of transformational leadership from the perspective of secondary administrators. Therefore, an ethnographic study was selected that focused on the concrete descriptions of the contexts and processes of the culture of the blended coaching model that enhanced

transformational leadership skills. The researcher utilized the 10 domains of

transformational leadership of the TLSi, which clearly defines leadership attributes and

skills aligned to transformational leadership behaviors, in order to thoroughly explore and

understand the culture of leadership coaching from the perspective of the principals and

assistant principals.

This ethnographic inquiry adds to the body of existing literature on leadership

coaching by exploring the cultural patterns and behavior of secondary principals and

assistant principals who participated in the blended coaching model. An ethnographic

approach offers the following benefits:

- Ethnography is the work of describing culture (Spradley, 1980). By employing an

  ethnographic inquiry for this study, the researcher captured and described the unique

  experiences and perceptions of the participants in the blended coaching model

  (culture-sharing group) in order to develop a deeper understanding of the development

  of transformational leadership (cultural theme).

- According to McMillan and Schumacher (2010), "The emphasis is on what is

  characteristic for the overall group and for the culture that is shared by the members of

  the group" (p. 344). Data collection in this study examined the shared interactions

  between coaches and coachees with interviews, observations, and artifact examination.

- Patton (2002) stated that it is important to understand the culture in which change

  occurs. During the coding phase of this study, the 10 domains of the TLSi were

  carefully examined in relation to changes that occurred through the blended coaching

  model.

Upon a thorough review of literature, there did not appear to be a study that explored the coaching culture and experiences of secondary principals and assistant principals who participated in the 2-year, job-embedded blended coaching model that enhanced transformational leadership skills. Since no studies of this kind existed, this study needed to be prepared and designed to be comprehensive in scope. Using a variety of data sources that included interviews, observations, and examination of artifacts, which according to Denzin (as cited in Patton, 2002) are the "ingredients of a thick description" (p. 503), this study revealed the blended coaching experiences of secondary principals and assistant principals through the lens of the TLSi.

Background of Researcher

The researcher in this study has a diverse background in the field of education that qualified her to conduct this research. As a former principal of an urban California middle school and K-8 school, she successfully led a positive culture of change by presenting the school vision of change, coordinating team efforts and supporting teacher leadership to increase student achievement, decreasing behavioral referrals, and creating a positive climate of learning for students and staff. In addition, the researcher taught and served as an administrator in both public and private sectors of K-8 education, as well as in higher education in teacher preparation programs. As a consultant in California and Hawaii, the researcher has the experience and understanding of working with administrators in the turnaround processes and challenges involved in transforming low-performing schools.

Furthermore, the researcher has been trained as a school leadership coach through the Association of California School Administrators/New Teacher Center (ACSA/NTC)

California Network of School Leadership Coaches (CNET) and is certified to coach

administrators toward earning their California clear administrative credential. The

researcher has the skills, knowledge, and experience of the blended coaching strategies

involved in working with new administrators in developing school leadership in a 2-year,

job-embedded coaching program. These experiences in both school leadership and

coaching provided the researcher with a unique understanding of the complexities of

leadership development and the transformational skills necessary for school leaders to

lead change.

Calibration

This ethnographic inquiry was a thematic dissertation with two other doctoral

students, hereafter referred to in this study as *peer researchers*. Each researcher brought

her own bias and perspective to the collection and analysis of data. Therefore, calibration

was conducted by the researcher and two peer researchers to ensure that interviews,

observations, and document analyses were unbiased.

Interview calibration. Prior to the actual interviews, an expert in research

interviewing observed the researcher during a mock interview with an administrator who

was not part of the study. The expert interviewer provided feedback and strategies

regarding verbal and nonverbal communication that could lead or sway the participants'

responses. The expert interviewer also provided feedback and recommendations for the

researcher to consider regarding the interview protocol. The experienced interviewer was

selected from a pool of experts provided by the researcher's local university.

The researcher also calibrated the interview process by conducting interviews

with two administrators who did not participate in the study. The calibration of the

interview process was necessary to ensure that the researcher would not lead the participants' responses and to ensure that the questions asked were open-ended to generate a deep understanding of the participants' perspectives. The test interviews for the purpose of calibration were conducted with the support of the peer researchers. This field test of the interview process and questions provided feedback to the researcher in order to make adjustments to the process to promote consistency in the interview procedures.

Observation protocol calibration. The researcher used a protocol (Appendix A) to analyze data while observing a regional coach training session for ACSA/CNET coaches and a local affiliate coaches meeting. The observation protocol was developed collaboratively with the peer researchers utilizing the domains of transformational leadership as defined by the TLSi (Appendix B). This researcher calibrated the observation protocol with individual peer researchers by observing a coach training session as a participant observer and independently recording the data observed using the observation tool. The results of the observation form were compared with the data collected by each peer researcher and analyzed for consistency and reliability.

Document analysis protocol calibration. The researcher used a document analysis protocol (Appendix C) to record data from the collected artifacts from the coaches' training session, such as the agenda, digital presentation, and handouts. The document analysis protocol was collaboratively created with the peer researchers utilizing the domains of transformational leadership as defined by the TLSi (Appendix B). In addition, school-site artifacts were collected from interview participants, which included documents written by the administrators, such as staff meeting agendas, parent

newsletters, and collaborative schedules. The results of the data collected on the forms were compared with the data collected by the other two peer researchers and analyzed for consistency and reliability.

Expert Panel

A panel of individual experts in the areas of leadership coaching, research interviewing, and transformational leadership, who were independent of the dissertation committee and study sample, was assembled. Members of this expert panel analyzed the content of the open-ended interview questions, the observation protocol, and the document analysis protocol. Also, this panel was available to assist with the analysis of questionable data. This panel included a certified ACSA/NTC coach, Dr. Keith Larick, codeveloper of the TLSi and a current faculty member in the Organizational Leadership doctoral program at Brandman University.

This panel was utilized in the following two ways: First, the panel independently examined and validated that the open-ended interview questions and protocols were acceptable for the study. If members of the panel disagreed on the acceptability of an interview question or an item on the observation or document analysis protocol, the question or item would have been discarded and a replacement question or item created and vetted by the panel. Second, one member of the panel was available to validate data coding and analysis to review any data that were questionable. During the data coding process, if there had been data that were problematic or questionable, this panel member would have been called upon to review the questionable data. An example of a case in which questionable data could have arisen is in the analysis of the participants' responses to an interview question, in that it may have been clear that some of the participants

misunderstood the question. If such a case had occurred, if the panel member concluded that the data were questionable, all the members of the panel would have been convened to review the questionable data. If they did not reach a conclusion, the data would have been discarded.

Site Selection

The site selection consisted of all secondary administrators throughout California who had completed the ACSA/CNET 2-year, job-embedded coaching program. Coordinators from all 15 ACSA/NTC local program affiliates were invited to identify leadership coaches who could refer secondary administrators for this study using purposeful sampling. In addition, ACSA provided a list of all secondary administrators throughout California who had recently completed their 2-year, job-embedded coaching program.

Population

The target population is the group of individuals to which the results of the research can be generalized (McMillan & Schumacher, 2010). For the purpose of the qualitative phase of the study, the target population was middle school and high school administrators who were coached using the blended coaching model while participating in the California Commission on Teacher Credentialing (CTC)-approved coaching-based program. This was an appropriate pool to elicit a sample from because between 2009 and 2014, 242 candidates participated in this 2-year, job-embedded coaching program (Bossi, 2013).

Sample

For the qualitative phase of the study, purposeful sampling was used to "select information-rich cases strategically and purposefully" (Patton, 2002, p. 243), who were representative of the general population of administrators who were coached using the blended coaching model. NTC Program Coordinator Betsy Warren sent requests to area program coordinators of the 15 ACSA/NTC local program affiliates (see Appendix D) to refer certified coaches, who could then recommend potential secondary administrators who had completed the coaching program in the last 7 years to participate in the interviews. In addition, ACSA Director Mike Bossi provided a list of secondary administrators who had completed the coaching program between 2012 and 2014. All administrators listed were invited by this researcher through e-mail to participate in the study. From this list of potential participants who met the required selection criterion of having completed the 2-year, job-embedded coaching program, only those administrators who volunteered to participate were pursued. Lastly, the researcher personally contacted certified coaches who were individually referred by coaching colleagues in the field. These certified coaches were requested to recommend potential secondary administrators to volunteer for a 20-minute phone interview. Only those administrators who were referred by these coaches were invited by e-mail to participate voluntarily in the individual phone interview.

According to Patton (2002), there are no fixed rules on the size of the sample in qualitative inquiry, but rather, the sample size is dependent on what the researcher "wants to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources" (p. 244). For this

study, a pool of 22 potential participants were contacted individually by the researcher and invited to participate in the study. This number of participants provided the researcher with deep and credible responses of principal-coachees regarding their experiences in the coaching process.

The number of research participants was dependent on the availability of participant volunteers. Before agreeing to be interviewed, all participants were informed of the description and scope of the interview, confidentiality considerations, and contact information of the researcher through the informed consent process. The researcher followed the required process of the Brandman University Institutional Review Board (IRB) and human subjects policy and procedures.

Research Design

The researcher conducted a sequence of essential research steps beginning with the data collection process. The collection of data is critical for the ethnographic researcher to be able to explore and understand the culture, "especially in relation to change efforts of all kinds" (Patton, 2002, p. 81) within the context of the blended coaching model. The data collection process was conducted during November and December 2014, beginning with individual interviews in which six open-ended interview questions were posed in a semistructured format that averaged about 30 minutes (Appendix E).

From the recommendations of local affiliate coaches and from the random volunteers from the list of qualified candidates provided by ACSA, 22 participants volunteered to participate in individual, 30-minute phone interviews to answer six open-ended questions (Appendix E). These secondary administrators were also asked to

volunteer to complete the online survey, the TLSi (Appendix F), via Survey Monkey regarding their transformational leadership skills. Concurrently, the researcher collected artifacts from the principals, such as staff meeting agendas, parent newsletters, and collaborative schedules, which were all written by the administrators. These collected items were analyzed using the document analysis protocol (Appendix C).

In addition, as a participant observer, this researcher observed one regional coach training session and one local affiliate coaches meeting (Appendix A). The researcher utilized the document analysis protocol (Appendix C) to analyze the collected artifacts from the coaches' training session, such as the agenda, digital presentation, and handouts. The observation and document analysis protocols were created in collaboration with the peer researchers participating in this thematic dissertation. Figure 3 displays the top portion of the document analysis protocol featuring three of the 10 domains of transformational leadership.

Document Protocol Analysis

Title of Document:	Date of publication:
Site/Organization:	Activity/event/audience:
Reviewer:	

Instructions: Please read over the domains and mark those that are present on the document you are reviewing. After each domain you mark, indicate specifically how the domain was represented. In addition, attach the hard copy of the document. If the document has multiple pages, please indicate the slide or page number where the evidence was found.

☐ **Visionary Leadership:** Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.

☐ **Communication:** Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization.

☐ **Problem-Solving & Decision Making:** Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.

Figure 3. Document analysis protocol.

Data coding was conducted concurrently during the data collection process in November and December 2014 and also during data analysis in January and February 2015. This involved organizing the data into themes, using the predetermined 10 domains of transformational leadership from the TLSi, and also allowing potential themes to emerge from the data after interviews, observations, and artifact analyses were transcribed (Creswell, 2012; Fetterman, 2010; McMillan & Schumacher, 2010). Lastly, protocols were utilized for double-coding in which data were coded twice by two independent coders (i.e., the peer researchers) using intercoder reliability (Patton, 2002). The results of the findings, conclusions, and recommendations were completed by the end of February 2015.

Instrumentation

TLSi. The TLSi, developed by Drs. Clark-White and Larick, is based on theory and research about leadership and the attributes and strategies that support transformational leadership (Appendix F). The TLSi assesses 10 domains of transformational leadership: (a) visionary leadership, (b) communication, (c) problem solving and decision making, (d) personal and interpersonal skills, (e) character and integrity, (f) collaboration and sustained innovation, (g) managing change, (h) diversity, (i) team development, and (j) political intelligence. These 10 domains consist of 80 areas of competencies, eight competencies for each domain, which are expected of successful transformational leaders. Figure 4 displays one of the 10 domains of transformational leadership, visionary leadership, including the eight competencies.

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Visionary Leadership: Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.	1	2	3	4	5
1. Plans & actions match the core values of the organization	1	2	3	4	5
2. Uses strategic thinking to create direction for the organization	1	2	3	4	5
3. Communicates personal vision effectively	1	2	3	4	5
4. Involves stakeholders in creating a vision for the future	1	2	3	4	5
5. Inspires others	1	2	3	4	5
6. Anticipates and plans for the future	1	2	3	4	5
7. Mobilizes stakeholders to transform the organization	1	2	3	4	5
8. Challenges thinking about the future	1	2	3	4	5

Figure 4. TLSi, visionary leadership.

The TLSi was administered via Survey Monkey, a web-based survey service, to those interview participants who voluntarily agreed to complete the survey after the individual phone interviews were conducted. This sequence was important in order to avoid the respondents' being influenced by the survey content before they participated in the interviews. The results of this survey were used to triangulate interview and observational data. In Part A of the electronic survey, the respondents used a Likert scale ranging from a high of 5 (*very great extent*) to a low of 1 (*very little extent*) to rate the degree to which they perceived that each skill was impacted by participating in the blended coaching model. In Part B of the survey, the respondents were asked to indicate which three domains were most impacted by the coaching process.

Open-ended questions. This researcher, along with the peer researchers, developed open-ended questions addressing the 10 domains of transformational leadership for the individual phone interviews with coachee-administrators. The open-ended questioning was conducted in a semistructured format, which allowed the

interviewer to reword and ask additional or probing questions (Patten, 2012). Twenty-two principals and assistant principals volunteered to participate in individual phone interviews in order to obtain in-depth information, for which six open-ended questions were developed (Appendix E). According to Creswell (2012), the protocol used to collect interview data should include "instructions for the process of the interview, the questions to be asked, and space to take notes of responses from the interviewee" (p. 225). For this study, the interview protocol was developed in collaboration with the peer researchers to structure the interviews.

This researcher pilot tested the six open-ended questions with two secondary administrators. According to Creswell (2012), developed interview questions should be pilot tested. The administrators who participated in the pilot test were not included in the sample.

Artifact analysis protocol. A document analysis protocol was developed in collaboration with the peer researchers to ensure consistency within the study. The document analysis protocol contained a header describing the document being analyzed, followed by a section for each of the 10 domains of transformational leadership. The researcher marked those domains that were present in the document and indicated specifically how each domain was represented and its location in the document (Appendix C).

A review of school-site documents written by the administrators, such as staff meeting agendas, parent newsletters, and collaborative schedules, along with coaching documents from coach training, such as training materials, packets, and PowerPoint presentations, was conducted. The researcher ensured that the entire informed consent

process before and during the research gave the subjects adequate information concerning these documents. In addition, the hard copies of all documents were imported into NVivo10, a qualitative data analysis software program, and the researcher coded the data using themes and patterns.

Data Collection

Interviews. According to Patton (2002), interviewing is the most important data collection method in ethnographic research. This study was designed with a comprehensive plan to interview a variety of people to ensure that valuable data were captured. The researcher ensured that the entire informed consent process before and during the interviews gave the interviewees adequate information concerning the study and opportunities to ask clarifying questions in order to consider all options. In November 2014, 22 secondary administrators volunteered to participate in individual phone interviews in order to obtain in-depth information, for which six open-ended questions were developed (Appendix E). Fourteen of the 22 participants were recommended to the researcher directly by their ACSA/NTC local affiliate coaches. Eight participants volunteered from the ACSA/NTC list of 78 secondary administrators who completed the coaching program since 2012.

To accommodate principals' and assistant principals' busy schedules, an invitation containing possible interview dates and times for consideration was sent by e-mail to each volunteer during November and December 2014. Considering that secondary administrators do not like to leave their school sites or districts during the instructional day, available times offered were before, during, and after the school's instructional day, weekday evenings, and weekends, and the dates and times of the

interviews ultimately were entirely at the discretion of the interviewees. Again, participation was voluntary, so individuals were given the opportunity to opt out if they decided not to participate before or during the interview.

Responses to the open-ended interview questions, developed with peer researchers, were recorded for the individual phone interviews, along with interview notes taken by the researcher. A third party, an online transcription company, was utilized to transcribe the recordings. All participants were sent the transcriptions of their individual interviews to confirm that the account or report was complete, accurate, and fairly representative. This comprehensive approach was necessary because, according to Patton (2002), nothing can substitute for the raw data, which were the actual spoken quotations of the actual interviewees. The protocol for semistructured interviews allowed the interviewer to reword and ask additional or probing questions (Patten, 2012).

Observations. To learn about the culture of coached administrators, observations were conducted by the researcher at two venues in Southern California. Participant observations were conducted at a professional development training session for coaches required by the ACSA/NTC Alternative Clear Credential Program (ACCP), as the researcher is a member (a certified coach) of the program, and at a local affiliate coaches meeting and two local affiliate meetings for member coaches held at the local affiliate base at a county office. As participant-observers, Hammersley and Atkinson (2007) noted that researchers can learn the culture by interpreting the world in more or less the same way that the participants do.

Survey. The TLSi (Appendix F) was administered to only those interview participants who volunteered to complete the survey via Survey Monkey following the

individual phone interviews. The TLSi is a feedback inventory consisting of 10 domains

of leadership and 80 skills, attributes, and strategies that support transformational

leadership. The TLSi was purposefully administered after the interview process to avoid

influencing the responses of the participants. The data gathered from the TLSi were used

to triangulate data from the interviews, observations, and document analysis. The

creators, Larick and White, have established reliability and validity through psychometric

examination.

      Artifacts. Concurrent with the interviews and observations, this researcher

conducted a review of documents, as culture is evident in artifacts. According to

Creswell (2012), documents provide the "advantage of being in the language and words

of the participants" and are "ready for analysis without the transcription that is required

with observational or interview data" (p. 223). For this study, school-site documents

written by the administrators were collected, such as staff meeting agendas,

announcements, and collaborative planning schedules. In addition, training materials,

packets, and PowerPoint presentations were collected by the researcher as observer at

training sessions for coaches. These documents were digitally scanned into PDF

documents and entered into the NVivo10 database for coding using the 10 domains of

leadership and 80 skills and attributes of the TLSi.

Data Coding and Analysis

      According to McMillan and Schumacher (2010), qualitative analysis is a

relatively systemic process using an inductive approach to coding, categorizing, and

interpreting collected data from interviews, observations, and documents, and then

synthesizing the data to produce generalizations. Therefore, the researcher goes into the

data collection process open to new ways of understanding, and it is through the analysis of the collected data that the researcher discovers findings and useful insights (Fetterman, 2010; Hammersley & Atkinson, 2007; McMillan & Schumacher, 2010).

Preparation for coding. Creswell (2012) stated that preparing the vast amount of data for analysis involves organizing the data, transcribing data, and deciding on the mode to analyze the data. Hence, in order to organize the large amounts of data, data were organized into separate computer files. For example, a handout from a training session was labeled *Artifact 1*, while a transcript from an individual interview was labeled *Transcription 1*.

In preparation for coding, an initial series of codes were developed. These codes were based on the 10 domains of transformational leadership from the TLSi. Additional codes may emerge from the analysis of the data (Creswell, 2012; Fetterman, 2010; McMillan & Schumacher, 2010), so the researcher preliminarily scanned the data for these codes before actual coding began. From this initial scan, this researcher ascertained that an additional code may develop for the theme of *coaching*.

An online transcription service and a computer-based software program were used in the data coding and analysis portion of this study. First, the transcription service, TranscriptionPuppy, was utilized to transcribe the audio recordings of the individual interviews. Next, NVivo10 was used to assist in coding the data. NVivo10 is a qualitative data analysis program widely utilized by researchers who conduct qualitative research.

Coding. Coding is a method to organize data to tell the story of the explored culture. Classifying and coding qualitative data produces "a framework for organizing

and describing what has been collected during fieldwork" (Patton, 2002, p. 465). The transcribed interview responses from the individual phone interviews, observation field notes of meetings, and collected documents were coded using NVivo10. This software program assisted the researcher in collecting, organizing, coding, and analyzing the unstructured, raw data from the field. The artifacts from school sites included documents written by the administrators, such as staff meeting agendas, parent newsletters, and collaborative schedules. Careful coding of patterns, connections, similarities, or contrasting points in the data was accomplished using *nodes* or labels in the NVivo10 qualitative data analysis software. Coding involves "examining the text database line by line, asking oneself what the participant is saying, and then assigning a code label to the text segment" (Creswell, 2012, p. 261). The researcher first analyzed the ethnographic data in general using the 10 domains and 80 skills of the TLSi (Appendix B) as a guide.

Analysis. During the data analysis process, the researcher identified themes and patterns of transformational leadership that aligned with the 10 domains and 80 skills in the TLSi, which explored the experiences of secondary administrators (coachees) who participated in the blended coaching model. For example, meeting observations revealed behavior and communication regarding collaboration, teamwork, and/or problem-solving skills.

Concurrently during this process, two other additional themes emerged from analyzing transcriptions of the data, which did not exist within the 10 identified domains of transformational leadership on the TLSi and thus needed to be identified. It was important that the researcher was flexible and open to discover and explore other themes and patterns. Thus, the themes of *confidence* and *coaching* emerged from the collected

data, which were not defined by any of the 10 domains of the TLSi. In all, building themes was an iterative process involving tedious sifting and sorting in order to discover patterns and relationships in the data (Creswell, 2012; Fetterman, 2010; McMillan & Schumacher, 2010).

This section regarding the data analysis of the TLSi was written in collaboration with peer researchers. To gather information from the TLSi, an initial table was created to tabulate the number of responses. Then, to compile, summarize, and compare the data from the survey, two tables were developed (Creswell, 2012). For the purpose of this qualitative study, results of the survey were used to triangulate the data. The first table had two sections. The first section of the table indicated the mean scores for each of the 80 attribute items, and the second section of this table indicated a composite mean score for each of the 10 domains. The second table reported the frequency of the responses from Part B of the survey that indicated which domains participants perceived as having been impacted the most due to participating in the coaching process.

Validity

According to McMillan and Schumacher (2010), validity measures the degree to which scientific explanations of phenomena match reality, or in other words, the accuracy of the explanations. Therefore, it is the ethnographer's responsibility to ensure that the findings and interpretations are accurate and valid throughout the process of data collection (Creswell, 2012; Fetterman, 2010).

The researcher ensured validity during data collection and data analysis through member checking. Participants were asked to confirm that the account or report of their interviews was complete, accurate, and fairly representative.

The expert panel, consisting of three content experts who were independent of the dissertation committee and sample, examined and validated the interview questions and protocols (Creswell, 2012). One member of the expert panel was available to assist during the data coding and analysis stage to review any data that were questionable. If the panel member were to conclude that the data were questionable, all the members of the panel would have been convened to review the questionable protocol or questions. If they did not reach a conclusion, the protocol or question would have been revised or discarded.

This section regarding the validity of the TLSi was written in collaboration with peer researchers. Validity of the TLSi survey instrument was established by the authors (Larick & White, 2012). First, the authors conducted a thorough review of the pertinent literature. A synthesis matrix was used to analyze the research on transformational leadership to help uncover common themes and trends. The survey items were then developed based on the synthesis of the research to demonstrate alignment to the research findings. Furthermore, the authors established face validity by conducting a pilot test of the instrument and garnering feedback from participants, who were also experts in their field, to modify the instrument. The experts analyzed the content in which they had expressed expertise and made suggestions for revisions including content and wording changes. In addition, the authors established correlative validity by reviewing 25 360-degree instruments that measured leadership skills. During this process, the authors also appraised a variety of "question/response banks" that were available on the Internet (Larick & White, 2012).

Reliability

Reliability is the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials (Colorado State University [CSU], n.d.). Because this was an ethnographic inquiry and the research involved the subjective responses of interviewees within a particular context at a particular site and time, any attempt to replicate the study would most likely not yield the exact same results. Therefore, reliability in terms of replicability was not a concern for this study.

However, to increase the reliability of the findings, the researcher checked for consistency by utilizing intercoder reliability. The peer researchers were used as independent expert coders to rate 17% of the coded text from interviews and observations, and their results were compared to determine if they arrived at the same conclusions with a minimum result of 92% coding agreement. In addition, the researcher developed an explicit, standardized set of procedures for the interview and observation processes to ensure that replication can be conducted by others and "an assessment of the reliability of the findings can be made" (Hammersley & Atkinson, 2007, Chapter 3, Positivism versus naturalism, para. 7).

This section regarding the reliability of the TLSi was cowritten with peer researchers. Reliability, as it pertains to the TLSi, was established by measuring the consistency, stability, and comparability of the instrument (Creswell, 2012). To ensure reliability, the authors of the instrument used a split-half test. The overall reliability of the TLSi survey resulted in a coefficient of 0.985 (Larick & White, 2012). The authors also studied the stability of the instrument to determine if results were consistent from one survey administration to the next. Larick and White (2012) found that of the 10

domains, four had a correlation exceeding 0.7 and all other domains had a correlation of 0.6 to 0.7. According to Gay (1987), "Coefficients in the .60s and .70s are considered adequate for group prediction purposes" (p. 74). These correlations all fell within the moderate range, indicating stability of the survey (Larick & White, 2012).

<center>**Strengths and Limitations**</center>

Limitations

Patton (2002) stated that limitations can arise in qualitative research, because "qualitative findings are highly context and case dependent" (p. 563). There were five identified limitations of this study:

- One criticism of ethnographic studies relates to the researcher being the instrument of the study. Since data were observed by the researcher, interview questions were designed by the researcher, and artifacts were analyzed by the researcher, the approach could have become potentially problematic due to researcher bias if safeguards were not implemented.

- Since it was impossible to observe coaching sessions due to confidentiality, limitations existed in obtaining authentic data within the coaching relationship between the coach and coachee (principal).

- Because of the limited sample size from the targeted population, consisting of 22 secondary administrators who completed the coaching program within the last 7 years, lack of generalizability may exist to administrators who have participated in this program. This may pose a threat to external reliability.

- The researcher's presence at coach training sessions may have affected the way the participants performed and interacted in unknown ways (Patton, 2002). In addition,

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depending on the meeting, the time the observer spent at the meeting might not have yielded a true representation of the frequency of transformational leadership attributes and strategies normally implemented within a meeting timeframe.

- Interviewees may have responded in a way that was self-promoting or reflected personal biases when responding to interview questions or personally ranking themselves on the leadership skills competencies when completing the TLSi. Patton (2002) stated, "Interview data limitations include possibly distorted responses due to personal bias" (p. 306) and the personal state of the interviewee.

- Fourteen of the 22 interview participants were recommended directly by their coaches to the researcher as possible participants for the sample. Therefore, because those coaches may have selected their most successful coachees, this may have highlighted the positive experiences of the program and affected the results.

Strengths

Acknowledging that five major limitations existed in this study, the following safeguards were put into place to mitigate some of the limitations:

- As the researcher was the main data collection instrument in this study, the researcher's experiences as both a middle school principal and certified coach provided a unique understanding and ability to discriminate objectively in collecting, organizing, analyzing, and presenting the data. In addition, to prevent researcher bias from undermining the research, the researcher made specific biases explicit (Fetterman, 2010; Patten, 2012).

- To ensure reliability, the researcher utilized an expert panel to approve interview and observation protocols; panel members were independent of the dissertation committee

and sample. This expert panel analyzed and confirmed that the interview questions were acceptable. Also, the panel was available during data coding and analysis to review any data that were questionable. Had any questionable data been found, in the event that the panel reached a conclusion, the data would have been used, and if they did not reach a conclusion, the data would not have been used. This panel included a certified ACSA/NTC coach, Dr. Larick, codeveloper of the TLSi and a current faculty member in the Organizational Leadership doctoral program at Brandman University.

- Because the limited size of the sample of 22 administrators may have posed a threat to validity, data were obtained from multiple sources to strengthen the generalizability to principals (coachees). These multiple sources of data were coconstructed with peer researchers and included individual phone interviews, observations of a coach training session and a coach local affiliate meeting, analysis of school site and coaching artifacts, and the TLSi survey.

- In addition to a nonjudgmental orientation, triangulation was used to establish dependability and trustworthiness of the data (Fettermen, 2010; Patten, 2012, Roberts, 2010). This researcher and the peer researchers calibrated the data from interviews, observations, and artifacts to ensure that the research did not only represent the "idiosyncratic views of one individual researcher" (Patten, 2012, p. 157). The researcher also utilized the TLSi to triangulate by filling in gaps in the interview and observation data and to give depth to the description of the social meanings involved in a setting (Hammersley & Atkinson, 2007). In this way, triangulation of interviews, observations, artifacts, and participants' TLSi survey responses presented the entire

landscape of data and compared the consistency of information derived at different times and by different means (Patton, 2002).

- Because some of the interview participants were recommended to the researcher by their coaches, who may have selected their most successful coachees as possible participants for the sample, this may have highlighted the positive experiences of the program and affected the results. As part of the same sample, however, eight of the 22 participants were not directly referred by their coaches. These participants volunteered from the ACSA/NTC list of 78 secondary administrators who completed the coaching program since 2012.

Ethical Considerations

According to Creswell (2012), ethnographers need to be transparent and sensitive to participants in the way they gather data, state the purpose of the research, and inform participants of the general impact of the study and funding support. Therefore, even though this study posed minimal risks to the participants, the researcher safeguarded their privacy, confidentiality, and safety before, during, and after the actual research. The researcher ensured that the entire informed consent process before and during the research gave the subjects adequate information concerning the study and opportunities to ask clarifying questions in order to consider all options. It was the responsibility of the researcher to be cognizant of the safety and well-being of the interviewees and participants when considering the constructive nature of the interview process by ensuring a stress-free research environment and maintaining confidentiality.

The researcher followed the required process of the IRB and human subjects policy and procedures, and completed the Course in the Protection of Human Research

Subjects online tutorial through Brandman University. According to McMillan and

Schumacher (2010), the IRB reviews and approves research involving human subjects

and ensures that the research has complied with federal regulations and that the

researcher has considered all ethical issues.

During the recruitment process, careful consideration was given to the selection of

participants. Access to recruit participants was obtained in two ways. The first way

access to recruit the participants was gained was through NTC Program Coordinator

Warren, who allowed initial inquiries to be sent to area program coordinators of the 15

ACSA/CNET local program affiliates (see Appendix D). Next, the program coordinators

of the local affiliates were asked to recommend coaches whom the researcher could

contact to recommend middle school and high school principals and assistant principals

who had completed the coaching program in the last 7 years. Then, the researcher

contacted those coaches by e-mail to request recommendations for secondary principals

or assistant principals who had completed the coaching program in the last 7 years.

Finally, from this list of potential participants who met these criteria, only those

secondary administrators who volunteered to participate were pursued. Potential

participants were contacted individually via e-mail by the researcher and invited to

participate in the study. The second way access to recruit participants was gained was

through ACSA Director Bossi, who provided the researcher with a list of 78 secondary

administrators who had completed the coaching program in 2012 and 2014 as possible

participants. These potential participants were secondary principals or assistant

principals at the time they had participated in the 2-year, job-embedded coaching

program, but it was possible they had since then been promoted to other administrative

positions either at the school or district level. The researcher contacted every potential

participant on the list by e-mail to invite them to participate in the study. Before agreeing

to be interviewed, all participants were informed of the description and scope of the

study, confidentiality considerations, and the contact information of the researcher.

Careful consideration was given in the development and distribution of consent

forms to guard the subjects' privacy. The consent form (Appendix G), which was

approved by IRB and sent to and signed and returned by all participants via e-mail,

informed participants that the researcher would ensure their anonymity throughout the

study and in any future publication of the study. Pseudonyms were used for participants,

school sites, and local program affiliates so that confidentiality was ensured to protect the

identities of the participants. The names of the participants, notes, and hard copies of

observation and document analysis protocols were stored in a locked file cabinet under

the safe care of this researcher.

After the research was completed, one copy of the data and research records used

in this study was kept in a locked cabinet in the researcher's home office. A certified

document shredding company, which shreds business and medical records, was employed

to destroy all other consent forms, data, and research records used in this study.

Since the primary means of data collection were interviews and observations of

adult participants, the study posed minimal risk. During the individual phone interviews,

participants were informed that at any point during the interview they could ask that a

particular question be skipped or could discontinue the interview.

Summary

This chapter defined the research methodology that supported an ethnographic approach; described participants, interview protocols, and observation protocols; and defined research preparation, data collection, and data analysis. Steps were taken to address the limitations and increase the validity and reliability of the study. Participants of this study signed consent forms certified by IRB, and no students were interviewed. The findings from the data gathered are presented in Chapter IV.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

Chapter IV provides a review of the purpose of this study, the research question, and the methodology used. This chapter then presents a comprehensive analysis of the qualitative data collected, which consisted of individual interviews, artifact reviews, observations, and an online survey to describe the coaching culture and experiences of secondary administrators that enhanced transformational leadership skills. A summary of the key findings is provided at the conclusion.

Purpose Statement

The purpose of this ethnographic research was to study the culture and experiences of secondary administrators, both principals and assistant principals, who were coached in the blended coaching model. This qualitative study explored the context and processes of the coaching experience of secondary administrators that enhance transformational leadership skills, through the lens of the 10 domains of transformational leadership.

Research Question

What is the experience of secondary administrators who participated in the blended coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Research Methods and Data Collection Procedures

A qualitative design was chosen to examine the culture of the coaching process utilizing the blended coaching model through the lens of transformational leadership by providing a "detailed picture of the culture-sharing group" (Creswell, 2012, p. 21). A

qualitative approach best captured the story of the coaching experience by following and documenting the evolution and transformation of leadership development of secondary administrators being coached. Gathering these accurate, detailed descriptions and rich quotations was instrumental in understanding and interpreting the meaning and significance of the lived experiences of the coachees in this qualitative study.

In exploring the existing literature on leadership coaching, no research was found that focused on the culture of the blended coaching model through the lens of the 10 domains of transformational leadership of the TLSi from the perspective of secondary administrators. Therefore, an ethnographic design was selected, which focused on the detailed descriptions of the contexts and processes of the culture of the blended coaching model that enhanced transformational leadership skills. The researcher utilized the 10 domains of transformational leadership of the TLSi because the instrument clearly defines leadership attributes and skills aligned to transformational leadership behaviors and provided a framework to thoroughly explore and understand the culture of leadership coaching from the perspective of the secondary administrator, also referred to as the coachee. A variety of data sources that included interviews, examination of artifacts, and observations were used in this study.

Population

For the purpose of the qualitative phase of the study, the target population was secondary administrators (middle school and high school principals and assistant principals) who were coached using the blended coaching model while participating in the California Commission on Teacher Credentialing (CTC)-approved coaching-based

program within the last 7 years. Between 2009 and 2014, 242 candidates participated in

and completed this 2-year, job-embedded coaching program (Bossi, 2013).

Sample

For the qualitative phase of the study, the sample consisted of 22 secondary

administrators who had completed the 2-year, job-embedded coaching program utilizing

the blended coaching model. This purposeful sample provided information-rich data that

provided the researcher with deep and credible responses about the culture and

experiences of the administrators regarding their development of transformational

leadership skills during and after the coaching process. Fourteen secondary

administrators agreed to participate after being recommended directly by their

Association of California School Administrators/New Teacher Center (ACSA/NTC)

California Network of School Leadership Coaches (CNET) certified coaches, who were

associated with one of the 15 ACSA/NTC local program affiliates (see Appendix D).

The other eight secondary administrators volunteered to participate from an ACSA/NTC

list of 78 administrators who completed the coaching program between 2012 and 2014.

Demographic Data

The participants in this study completed the 2-year, job-embedded coaching

program using the blended coaching model within the last 7 years. All 22 of the

participants had served in the role of secondary administrator in a California middle

school, high school, or high school union district as a principal, assistant principal, or

program director. Table 3 illustrates the demographic data of the participants in the

study. Pseudonyms were assigned to the participants to protect their confidentiality.

Table 3

Demographic Data for Study Participants

Participant	Gender[a]	Years as adminis-trator[b]	Secondary level experience	Administrative position during the coaching program[c]	Current administrative position[d]
Michael	Male	5	Middle school	Assistant principal	Principal
Diane	Female	6	High school	Assistant principal	Assistant principal
Bob	Male	9	Middle school	Assistant principal	Principal
Jeannette	Female	3	Middle school	Assistant principal	Principal
Ron	Male	7	High school	Assistant principal	Assistant principal
Tom	Male	4	High school	Assistant principal	Assistant principal
Debra	Female	6	High school	Assistant principal	Assistant principal
John	Male	15	Middle school	Principal	Principal
James	Male	9	High school	Assistant principal	Principal
Mark	Male	6	High school	Principal	Principal
Karen	Female	4	Middle School	Assistant principal	District office
Chris	Male	6	High school	Assistant principal	Assistant principal
Janice	Female	5	District office K-12	District position	District office
Samuel	Male	6	High school	Assistant principal	Assistant principal
Jill	Female	4	Middle school	Assistant principal	Assistant principal
Lucy	Female	8	High school	Assistant principal	Assistant principal
Christine	Female	3	Middle school	Assistant principal	Principal
Alan	Male	8	Middle School	Assistant principal	District office
Jean	Female	4	Middle school	Assistant principal	Principal
Jason	Male	8	High school	Assistant principal	Assistant principal
Sharon	Female	5	Middle school	Assistant principal	Principal
Liane	Female	5	Middle school	Assistant principal	Assistant principal

[a]Total females = 11; total males = 11. [b]Average years in administration = 6.13. [c]Total assistant principals = 19; total principals = 2; total district office = 1. [d]Total assistant principals = 10; total principals = 9; total district office = 3.

Nineteen of the participants were in the position of assistant principal at a middle school or high school while participating in the coaching program, two were principals,

and one was a district coordinator. Furthermore, at the time of the study, most of the

participants were at different sites and positions than they were during the coaching

program. Since completing the coaching program, nine participants had been promoted

from assistant principal positions to other positions: two to district administration and

seven to principals of school sites, either at the same school or another school site or

district. Six of the participants who remained assistant principals were either supervising

another program, such as assistant principal of guidance or assistant principal of

curriculum, or were in an assistant principal position at another school site, for example,

moving from assistant principal at a middle school to assistant principal at a high school.

The participants' administrative experience at the time the interviews were conducted

ranged from 3 to 15 years, averaging 6.13 years in administration. Eleven of the

administrators were female and 11 were male.

Presentation and Analysis of Data

The findings and analysis of the qualitative data collected were the result of

individual interviews with secondary administrators, coaching and school-site artifacts,

and meeting observations. As interviewing is the most important data collection method

in ethnographic research (Patton, 2002), this study was designed with a comprehensive

plan to interview secondary administrators to ensure that valuable data were captured.

The researcher surveyed willing participants using the TLSi online survey for

triangulation to fill in gaps in the interview and observation data and to give depth to the

description of the social meanings involved in a setting (Hammersley & Atkinson, 2007).

In this way, triangulation of interviews, observations, artifacts, and participants' TLSi

survey responses presented the entire landscape of data and compared the consistency of information derived at different times and by different means (Patton, 2002).

Interview Processes and Procedures

To proceed with data collection, the researcher pursued three contact avenues to garner the sample of secondary administrators. First of all, NTC Program Coordinator Warren was contacted and agreed to send requests to area program coordinators of the 15 ACSA/CNET local program affiliates (see Appendix D) to refer certified coaches. These coaches could then recommend potential secondary administrators who had completed the coaching program to participate in the initially planned focus group interviews, to be followed by individual interviews. It quickly became apparent that program coordinators were hesitant to refer any potential candidates due to the time commitment involved in participating in the study, in particular the time involved in coordinating and participating in the focus group interviews. As one program coordinator expressed, "High school and middle school principals don't have 20 seconds to spare." Therefore, this researcher made the decision to omit the focus group interviews and conduct individual interviews only. Following that revision, program coordinators were asked to refer certified coaches who could recommend potential secondary administrators to volunteer for a 20-minute phone interview. Only those administrators who were referred by their coaches were invited by e-mail to participate voluntarily in an individual phone interview.

In addition, ACSA Director Bossi provided a list of secondary administrators who had completed the ACSA/NTC coaching program between 2012 and 2014. All administrators listed were invited by the researcher through e-mail to participate in the study. From this list of potential participants who met the required selection criterion of

having completed the 2-year, job-embedded coaching program, only those administrators who volunteered to participate were pursued. It is important to note that these voluntary participants were not directly recommended by their coaches.

Lastly, the researcher personally contacted certified coaches who were individually referred by coaching colleagues in the field. These certified coaches were requested to recommend potential secondary administrators to volunteer for a 20-minute phone interview. Only those administrators who were referred by these coaches were invited by e-mail to participate voluntarily in the individual phone interview.

To accommodate administrators' busy schedules, an invitation containing possible interview dates and times for consideration was sent by e-mail to each volunteer during November and December 2014. Available times were offered before, during, and after the school's instructional day, weekday evenings, and weekends, and the dates and times of the interviews ultimately were entirely at the discretion of the interviewees. Again, participation was voluntary, and individuals were given the opportunity to opt out if they decided not to participate before or during the interview.

The phone interviews commenced with a short introductory overview of the study and the interview protocol (see Appendix E). In addition, the researcher asked questions regarding the participants' administrative experience. The six semistructured, open-ended interview questions were utilized during the individual phone interviews to capture the participants' lived experiences regarding their perceptions of the coaching process in the development of leadership skills. In addition, predetermined follow-up questions, developed with peer researchers, were available to evoke further reflective responses. The researcher took care in allowing a comfortable response time and was mindful about

not leading or influencing the participants' responses. This circumspect approach helped

capture the raw data, which were the spoken quotations of the actual people (Patton,

2002). The researcher used QuickTime Player, a computer-based recording software

program, to record the interviews. In addition, a backup recorder was utilized in case the

computer-based recording was difficult to decipher or failed to record. The researcher

ensured that the entire informed consent process before and during the interviews gave

the interviewees adequate information concerning the study and opportunities to ask

clarifying questions in order to consider all options.

Transformational Leadership Skills Inventory

Following the individual phone interviews, interview participants were contacted

by e-mail and requested to volunteer to complete the TLSi online survey. The TLSi was

purposely administered after the interviews were completed to avoid influencing the

responses of the participants before they participated in the interviews. Those

interviewees who agreed to participate in the survey were sent a link and a personal

password code to access the online survey via Survey Monkey. Sixteen of the 22

participants completed and submitted the online survey, resulting in a 73% completion

rate. The data gathered from the TLSi were used to fill the gaps from the interviews,

artifact reviews, and observations.

Observations

To learn about the culture of coached administrators, the researcher observed

meetings at two venues as a participant-observer. Participant observations were

conducted at a professional development training session for coaches in Southern

California required by ACSA and NTC in order to be a certified coach and at two local

affiliate meetings for member coaches held at the local affiliate base at a county office, as the researcher is a member (a certified coach) of the program. As participant-observers, Hammersley and Atkinson (2007) noted that researchers can learn the culture by interpreting the world in more or less the same way that the participants do. The observation of these meetings allowed for the collection of rich data regarding the coaching culture, especially when each coach presented an update of his or her coachees' progress, leadership development, and challenges. The coaches offered peer support by sharing strategies, knowledge, and experiences for supporting specific coachee issues and challenges.

The first observation was conducted at an ACSA/CNET coach training session attended by 22 other coaches, which is one of four trainings required annually in order for certified coaches to maintain their coaching certification. As a participant-observer, the researcher was able to observe and interact with the trainers and other coaches, collecting data regarding the formal training that coaches receive, including behavioral norms, coaching protocols, beliefs, values, and language.

The researcher conducted both the second and third observations at the local affiliate meetings held monthly for the local affiliate coaches, facilitated by the local program coordinator. Nine coaches attended the November meeting, and seven coaches attended the December meeting. The purpose of these meetings was to present managerial protocols for the coaching process, support coaches in their roles in supporting coachees, provide research-based support for areas of concern, and provide an opportunity for peer support.

Artifact Collection

    Concurrent with the interviews and observations, the researcher conducted a

review of documents, as culture is evident in artifacts and is in the language and words of

the participants (Creswell, 2012). Table 4 illustrates the types of documents collected

and the number of items collected of each type.

Table 4

Artifact Data Collected

Artifacts	Number
Meeting agendas and minutes	5
Administrator communication to parents/community	8
Administrator communication to staff	2
Coach training documents	2
Coach meeting agendas	2
Total	19

    The researcher analyzed a total of 19 documents. The researcher requested

school-site documents directly from the interviewees or obtained the administrators'

communications from the schools' websites. The criterion was that the documents had to

be directly written or created by the coachees. Five of these documents were meeting

agendas and minutes, eight documents were communications from the administrators to

the parents and community, and two of the documents were the administrators'

communications to their staff. In addition, as a participant-observer, the researcher

collected two training documents from an ACSA/CNET training session and two agendas

from two local affiliate meetings for coaches.

The researcher utilized the document analysis protocol developed in collaboration with peer researchers to ensure consistency within the study. The document analysis protocol contained a header describing the document being analyzed, followed by a section for each of the 10 domains of transformational leadership. The researcher marked those domains that were present in the document and indicated specifically how each domain was represented and its location in the document (see Appendix C). In addition, these documents were digitally scanned into PDF documents and entered into the NVivo10 database for coding using the 10 domains of leadership and 80 skills, attributes, and strategies of the TLSi.

Analysis of Data

Immediately following each individual phone interview, the researcher uploaded the audio file of the interview to the online transcription service. Within 24-48 hours, the transcription file of the interview was received from the transcription service. After reviewing the verbatim transcription, the researcher immediately sent the transcription to the interviewee by e-mail to review the transcription to ensure that it captured his or her ideas and thoughts accurately. The researcher immediately updated the file by correcting any discrepancies noted by the interviewee. The transcription was then uploaded to NVivo10 for coding purposes.

As a participant-observer, the researcher took observation notes at a professional development training session for coaches required by ACSA and NTC in order to be a certified coach and at two local affiliate meetings for member coaches held at the local affiliate base at a county office. These notes were reviewed using the observation protocol developed with peer researchers (see Appendix A).

A variety of artifacts were collected for this study, which consisted of both school-site documents and coaching documents. All documents were obtained electronically and saved in digital format. These documents were digitally scanned into PDF documents using a PDF converter program to convert electronic sources to Word format for future coding purposes.

In preparation for coding, the data from the individual interviews, observations, and artifacts were uploaded to NVivo10 into separate file folders for each of these three data sources. NVivo10 is a qualitative data analysis program widely utilized by researchers who conduct qualitative research, which assists the researchers in collecting, organizing, coding, and analyzing the unstructured, raw data from the field.

To organize the coding process within NVivo10, the researcher set up *nodes* or theme codes based on the 10 domains and 80 skills, attributes, and strategies of transformational leadership from the TLSi. Nodes allowed the researcher to gather related information by coding the information to a specific theme to inspect emerging patterns and ideas for the purposes of analysis and triangulation. The researcher created *parent nodes* for each of the 10 domains of transformational leadership and, concurrently, created *child nodes* or subnodes for each of the 80 skills, attributes, and strategies. The child nodes provided a more in-depth analysis of the eight specific skills, attributes, and strategies identified under each domain that are attributed to successful transformational leadership. The researcher was able to analyze the resources comprehensively and holistically by coding all data into the 80 child nodes and 10 parent nodes simultaneously.

Throughout the coding process, the researcher checked for accuracy by working with peer researchers to establish intercoder reliability. Four times during the coding process, the researcher sent the peer researchers interview responses to independently code the text using a charting format created by the researcher. Following the independent coding, the researcher and peer researchers met face-to-face to confirm that they arrived at the same conclusion by comparing, analyzing, and discussing the responses. Critical to this process was the deep discussion and analysis addressing the mediation of any of the discrepancies in the coding of TLSi items. Eighteen percent of the data were double coded, resulting in a 92% agreement of the codes assigned to each identified data unit. This peer debriefing process involving the review of the coding results established the validity of the findings of the study by ensuring that interpretation of the coding was obtained from multiple sources.

As the researcher was the main data collection instrument in this study, careful consideration was given to avoid undermining the research when interpreting the data. The researcher is a trained, certified ACSA/CNET coach in the implementation of the blended coaching model. She is an active coach for novice administrators who are formally seeking their clear administrative credential using the blended coaching model, and she participates in required ACSA/CNET trainings, which provide yearly professional development to coaches. The researcher has also completed 2 years of rigorous coursework focusing on transformational change and leadership in a doctoral program in organizational leadership. Although the researcher's background in both the blended coaching model and transformational leadership may have provided the needed context to conduct the study, this may have caused the researcher to attribute more

significance to those data items that were aligned with the blended coaching model or the

TLSi. Therefore, utilizing the peer debriefing process mitigated the researcher's biases

by ensuring that interpretation of the coding was obtained from multiple sources.

Analysis of Findings

The analysis of the findings involved careful examination of the coded data from

each of the 10 domains of transformational leadership and 80 skills, attributes, and

strategies from the data sources, consisting of 22 individual interviews, 19 artifacts, and

three observations. The researcher analyzed the data by synthesizing the data in each of

the 10 domain areas from all 44 sources. Then, the TLSi survey results were analyzed to

fill the gaps in the coded data from the interviews, artifacts, and observations.

Table 5 demonstrates the frequency of the TLSi domains found in the data

collected. The table illustrates the number of sources in which each of the domains of the

TLSi was cited. These sources included individual interviews, artifacts, and

observations. The second column indicates the number of references cited during the

individual interviews with the 22 coachees. The third column reports the number of

references cited within the 19 artifacts. The fourth column indicates the number of

references cited within the observational notes. The last column lists the total number of

times each of the 10 domains of the TLSi was referenced within all three sources, which

included the individual interviews, artifacts, and observations.

In Table 5, the 10 domains of transformational leadership are listed in the order of

the greatest to the least number of references cited within all three data sources. The

visionary leadership domain was identified in 41 different sources collected for this

study, with 45 references to the domain within the artifacts and 160 references in the data

Table 5

Frequency of TLSi Domains Found in Data Collected

TLSi domains	Number of interview, artifact, and observation sources cited in each domain	Number of references cited within coachee interviews	Number of references cited within artifacts	Number of references cited within observations	Total number of references cited within all 3 sources for each domain
Visionary leadership	41	109	45	6	160
Collaboration	36	127	28	4	159
Diversity	36	124	34	0	158
Team building	37	115	36	1	152
Character and integrity	37	111	30	7	148
Problem solving and decision making	32	107	35	3	145
Personal/interpersonal skills	37	105	22	4	131
Communication	40	82	40	3	125
Political intelligence	37	88	30	5	123
Creativity and sustained innovation	35	87	21	2	110

analyzed for all three sources. This was the greatest number of sources and the highest number of references cited in artifacts and in all three sources of any domain identified. The references to the collaboration and diversity domains were a point or two less than the references to the visionary leadership domain, with 159 and 158 total references, respectively. The collaboration domain was referenced 127 times within coachee interviews, which was the greatest number of references from interviews of the 10 domains.

All 10 domains were cited in 21 of the 22 individual coachee interviews and all

19 artifacts. The creativity and sustained innovation domain was referenced 110 times

within all three sources, which was the least amount of references for all 10 domains.

Table 6 illustrates the number of interviews in which each domain of the TLSi was cited.

Table 6

Interview Data Collected Within Each TLSi Domain

TLSi domain	Number of interviews in which domain was cited
Character and integrity	21
Collaboration	22
Communication	22
Creativity and sustained innovation	22
Diversity	22
Personal and interpersonal skills	22
Political intelligence	22
Problem solving and decision making	22
Team building	22
Visionary leadership	22

Nine of the 10 domains were addressed at least once in all 22 interviews. The

character and integrity domain was addressed at least once in 21 of the 22 interviews. It

is significant to note that each of the coachees' descriptions of their coaching experience

addressed all or almost all of the domains of transformational leadership.

In addition to the analysis of the coded data collected, further examination was

conducted of the TLSi survey responses that were voluntarily completed by 16 of the

coachees. Part A of the survey focused on the coachees' perceptions of the impact of

coaching on their competency level in the 80 transformational leadership skills,

attributes, and strategies. The coachees rated the extent to which each skill was impacted by indicating *very little*, *little*, *some*, *great*, or *very great*. Therefore, Part A of the survey helped the researcher understand the coachees' perceptions of the impact of the coaching experience on the development of their leadership skills. While the TLSi survey results were not part of the data analysis from the interviews, artifacts, and observations, they were examined to fill the gaps in the coded data.

Table 7 illustrates the frequency of references by each coachee to the 10 domains of the TLSi collected from the interview data. The table lists each coachee and indicates the number of times the coachee referenced each domain within his or her individual interview.

As presented in Table 7, data collected from the individual interviews demonstrated that 21 of the 22 coachees addressed all of the domains of the TLSi in the experiences that they shared. One coachee addressed all of the domains of the TLSi except for the character and integrity domain in the stories she shared in her interview. In the experiences that the coachees shared during their interviews, the collaboration and diversity domains were referenced most often. There were 127 and 124 references to these two domains, respectively, in the interview data analyzed. The communication, creativity and sustained innovation, and political intelligence domains had the fewest number of references in the interview data analyzed.

The data gathered from the 16 coachees who completed the TLSi online survey were used to fill the gaps from the interview, artifact, and observation analysis. Table 8 illustrates the results of Part A of the survey in which coachees were asked to rate the degree to which they perceived that each leadership skill was impacted by participating in

Table 7

Frequency of References to TLSi Domains Found in Interview Data

Participant	Character & integrity	Collaboration	Communication	Creativity & sustained innovation	Diversity	Personal/ interpersonal	Political intelligence	Problem solving & decision making	Team building	Visionary leadership
Michael	3	4	5	4	6	3	6	6	5	6
Diane	1	5	1	1	4	5	4	7	2	3
Bob	8	6	6	7	10	6	6	7	9	9
Jeannette	6	9	4	4	6	4	2	5	6	3
Ron	9	4	5	3	8	4	7	9	3	6
Tom	4	5	6	4	6	4	4	5	5	8
Debra	9	5	2	3	6	4	2	2	3	2
John	4	7	3	7	7	5	7	6	5	7
James	8	9	4	5	7	6	5	8	9	9
Mark	9	11	5	7	8	11	7	9	8	9
Karen	9	9	5	4	8	9	4	9	7	4
Chris	5	5	4	2	6	5	3	2	8	4
Janice	6	5	3	4	4	6	5	6	6	6
Samuel	4	5	5	1	4	4	3	4	5	2
Jill	5	5	4	2	6	4	3	3	4	5
Lucy	0	1	2	1	1	1	1	1	1	1
Christine	6	8	5	7	6	5	6	6	8	8
Alan	2	1	1	2	1	1	1	1	1	2
Jean	3	4	2	2	3	4	3	3	4	1
Jason	4	5	2	2	2	3	1	1	3	3
Sharon	6	8	4	7	8	7	3	3	5	8
Liane	5	6	4	8	7	4	5	5	8	9
Total #	116	127	82	87	124	105	88	107	115	109

the blended coaching model by indicating *very little*, *little, some, great*, or *very great*.

Table 8 reports the composite mean score for each domain. The mean scores were

calculated by assigning a numerical value to the coachees' ratings of each of the eight

skills under each domain and then averaging those values to determine the domain's

composite mean score.

Table 8

Part A of TLSi Survey: Composite Mean Scores of TLSi Domains

TLSi domain	Mean score
Character and integrity	3.88
Collaboration	4.19
Communication	4.06
Creativity and sustained innovation	3.75
Diversity	3.69
Personal and interpersonal skills	4.00
Political intelligence	3.69
Problem solving and decision making	4.25
Team building	4.06
Visionary leadership	3.81

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

The results of the online TLSi survey in Table 8 indicated that the coachees

perceived that the problem solving and decision making domain was most impacted by

their coaching experiences. Based on the mean composite score of 4.25 for this domain,

the coachees perceived that their leadership skills in problem solving and decision

making were impacted to a *great* to *very great* extent. The collaboration domain received

a mean composite score of 4.19, also indicating that coaching affected collaborative skills

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to a *great* to *very great* degree. The collaboration domain was also the second highest

referenced domain (see Table 5). The communication, team building, and

personal/interpersonal domains all received mean scores of 4.00 and above, indicating

that coachees perceived that coaching affected their skills in these domains to a *great* to

very great extent. It is interesting to note that five of the 10 domains of the TLSi

received mean scores of 4.00 and above, indicating that the coachees perceived that

coaching affected half of their leadership skills to a *great* or *very great* extent.

As illustrated in Table 9, Part B of the TLSi survey addressed the domains of the

TLSi most impacted by the coaching experience. The coachees indicated which three of

the 10 domains of the TLSi they perceived as being most impacted as a result of being

coached.

Table 9

Frequency of Responses on the TLSi Relative to the Top Three Domains Most Impacted by Coaching

TLSi domain	Times indicated as most affected
Problem solving and decision making	12
Visionary leadership	9
Collaboration	7
Communication	7
Personal and interpersonal skills	5
Team building	4
Character and integrity	3
Political intelligence	3
Diversity	1
Creativity and sustained innovation	1

The problem solving and decision making domain was reported as the most impacted by the coaching process, which correlates to the responses in Part A of the TLSi survey. The results indicated that the visionary leadership domain was the second most impacted domain as a result of being coached, and both the collaboration and communication domains were the third most impacted. Furthermore, only three coachees identified political intelligence and one identified creativity and sustained innovation in the top domains of the TLSi survey for Part A or B, and both domains were cited with the least number of references from the data collected for all 10 domains.

To analyze the experiences of the coachees who participated in the blended coaching model through the lens of transformational leadership, each interview, artifact, and observation was coded using the 10 transformational leadership domains and the 80 skills, attributes, and strategies of the TLSi. The data sources consisted of 22 individual interviews, 19 artifacts, and three observations. This allowed the researcher to gain a deep understanding of the information-rich stories of the coaching experiences and the development of leadership skills of principals and assistant principals.

Visionary leadership. Transformational leaders mobilize stakeholders to transform the organization by creating a vision of the future as ethical agents of change (Larick & White, 2012). Transformational leaders inspire their followers to achieve higher results through new levels of energy, commitment, and a moral purpose toward reaching a shared vision and shared purpose (Bass & Riggio, 2006; Hesselgrave, 2006; Kotter, 2011b; Larick & White, 2012; Robinson et al., 2008). The shared vision motivates followers by increasing their self-efficacy and commitment to the organization's mission and core values and develops the organization's capacity to work

collaboratively to reach ambitious goals (Adler et al., 2013; Harvey & Drolet, 2005; Kouzes & Posner, 2012; Robinson et al., 2008).

Table 10 lists the eight skill areas that define the visionary leadership domain. The table presents the coachees' ratings of the TLSi skills, strategies, and attributes and the number of times each was referenced in the interviews, artifacts, and observations to compare and summarize the results through the lens of the visionary leadership domain. The table also compares and reports the coachees' ratings of the degree to which they perceived that the visionary leadership skills were impacted by participating in the blended coaching model. All leadership skills, strategies, and attributes of the visionary leadership domain were represented in the data collected regarding participants' perceptions of their coaching experiences; however, some aspects of visionary leadership were much stronger than others.

Plans and actions match the core values of the organization. Data collected from coach training materials identified a goal regarding the connection of management strategies to learning goals. The training materials stated that the school leader should demonstrate expertise in linking management strategies to goals of achieving standards in teaching and learning.

Ron described how he learned from his coach to work with his faculty in facilitating an action plan for implementing specific instructional programs:

> So I've taken teams, smaller teams [of] four or five teachers, to other sites so they
>
> can see examples of what I was trying to help build, either a specific program or a
>
> culture or intervention system. They can see it in action. So site visits are always
>
> the most impactful but not always the most practical. But you have to give them

Table 10

Visionary Leadership Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

Visionary leadership skill	TLSi mean score	Number of references in data collected from other sources
Plans and actions match the core values of the organization	4.06	43
Uses strategic thinking to create direction for the organization	4.13	64
Communicates personal vision effectively	3.94	51
Involves stakeholders in creating vision for the future	4.06	74
Inspires others	3.81	32
Anticipates and plans for the future	3.94	41
Mobilizes stakeholders to transform the organization	3.81	77
Challenges thinking about the future	4.44	45

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

some[thing] tangible to sort of get their hands around so they can see what's possible.

Christine also shared that the coaching discussions assisted her in purposefully focusing on Common Core State Standards (CCSS) implementation:

It [coaching] helped to once again to narrow the focus into actionable items and to implement, implementation of Common Core being one of them. So really being intentional, being clear about the goals of the department and the work that we would, um, complete from year to year. Ah it—it helped to narrow that focus and you know clearly identify . . . It really helped to have a coach to help narrow and narrow the conversation and to sort of focus my thinking.

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Uses strategic thinking to create direction for the organization. Mark recounted that time was dedicated during the coaching conversation to creating "positive direction" and "getting momentum moving forward in one direction."

Christine noted that her coach helped her to create direction by strategically narrowing the focus:

> Well, it [coaching] helped to narrow my thinking as to how to facilitate change, so what I was able to do during the coaching program is narrow my focus to one or two actionable items that could lead to change and help to implement my vision.

Communicates personal vision effectively. Liane shared that the coaching program helped her to understand how to establish her personal leadership vision: "It was through the [coaching] program and my coach that I realized that I needed to see a vision of leadership rather than just a career in middle school administration."

Michael explained the necessity to clearly communicate his personal vision and rationale effectively with his staff:

> But then with the staff, it's just being clearer about purpose and reason because in order to change behavior it's not a stick-and-carrot approach, but it's that building capacity, shift giving autonomy, ensuring that people feel empowered to be successful. It really shifted my approach to working with teachers and parents.

In discussing how his staff described his leadership style on an evaluation, Bob reported that the feedback indicated that he was effective in directly communicating his personal vision:

He is a leader that leads by example and . . . he has very high expectations in that

he is very direct, and you always understand where he is coming from. . . . He's a

leader from the heart.

Involves stakeholders in creating vision for the future. An examination of the

artifacts collected from the training session identified a goal regarding involving

stakeholders in creating a vision for the future. The training materials stated the

following:

The leader uses the vision to forge and sustain cohesion among the staff as well as

between the school and the larger community. She or he establishes and

maintains a process for appropriate review and revision of the vision that involves

all key school constituencies.

Artifacts collected in this study illustrated how Tom's message to stakeholders

included parents in creating a future vision: "Together we can provide excellence in

education and turn visions into realities. Please become involved in your child's school."

James explained how he utilized retreats to effectively collaborate with staff in

establishing a shared vision:

Yeah, one example was helping me understand the role of a retreat. Retreats,

small "r," not going away for a week. Conference-going the way, perhaps an

afternoon or really a day, but the importance of getting off site with your leaders,

your instructional leaders, even your classified leaders, your instructional role,

folks of the same amount of instructional role, the important role of getting off

site and doing some visioning work, which is something that I have found to be

very valuable, especially for establishing a shared vision.

Inspires others. Table 10 reports the skill that addresses inspiring others tied for the lowest rating within this domain on the TLSi. Also shown in Table 10, the skill of inspiring others was referenced the least of all the skills within the visionary leadership domain.

Christine shared how the coaching process helped her to inspire her teachers to leadership roles:

> My influence on my leadership has through coaching, once again, would be around empowering the staff to take on more leadership. Pushing the staffs that and maybe that side of themselves . . . and scaffolding to feel comfortable enough to take on the role of a master teacher or with a coach or a leader on for the district. It's a good start—a leadership opportunity. So really empowering and building the capacity of the staff that I currently have.

Based on an examination of school artifacts, Mark's communication to parents inspired them to consider the connection between their children's school experience and their future:

> The [school] community has many reasons to be proud, but we must not let this record of success lead to complacency. We must continue to pursue college and career readiness for all of our students. We must continue to establish rich connections between the high school experience and the world beyond our classroom walls.

Anticipates and plans for the future. Ron described how the coaching process allowed him a forum to proactively reflect and plan for the future: "And it [coaching]

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allowed me to just talk out loud about different upcoming events, and what ended up coming out of those conversations were, really, a game plan and a strategy."

Debra shared how the coaching process allowed her to clarify and plan future steps:

It [coaching] provided some clarification on steps I needed to take and provided a sounding board for me to—it was a person who was not connected to the school, like an outside sort of sounding board that I could clarify my visions with what I wanted to accomplish and what fit the school, what was required of me from the school perspective, so that part was pretty amazing.

Karen recounted how her coach's experience as an administrator was vital in helping her anticipate and plan for the future:

I felt that being able to have a coach, someone that had plenty of experience, that had great ideas, and had been through being an administrator in the past, really allowed me to be reflective of our practices and making sure we were supporting students' learning needs and behavioral needs. And then always kinda looking towards the future—like how can we change this, what would be a way to get more support on that thing, or how could I utilize people in the office better, things like that.

Mobilizes stakeholders to transform the organization. As reported in Table 10, the strategy of mobilizing stakeholders to transform the organization was referenced the most of all the skills.

Tom shared how he benefited from the coaching process in leading change by mobilizing stakeholders:

But leading that change, the coaching part of it is what mostly benefited me in that way. Because to think that you can take a group of people who were very entrenched in old-school teaching and old-school practices, and to take that school and say, "Hey, in 5 years we're gonna be an international baccalaureate school and you're gonna do five times more work that you ever dreamed you would do." And then do that, when they actually feel proud of what they've done. That's amazing, and that's what I am most proud of as a leader.

Christine reflected on how she worked with her coach on the importance of the mindset of her faculty in order to mobilize stakeholders to embrace change: "It was always about how to, in order for change to happen, people have to believe in the change themselves. How are you going to get that mindset for your staff?"

Challenges thinking about the future. As presented in Table 10, the skill addressing challenging thinking about the future received the highest rating on the TLSi within the visionary leadership domain. Most of the coachees perceived that their participation in the coaching process had a *great* to *very great* influence on their development of this skill.

Michael explained how coaching provided the forum to develop the rationale for future change to provide clarification for staff:

I think what the coaching allowed me to do is to talk about what we were doing and why. [It] provided a reflective framework: the paraphrasing, tell me, giving examples. And then through that, they were able to see, "Why are we changing? What is the why?" Going back to that reason or purpose.

Janice shared that coaching increased her understanding of how to support her faculty to critically think about the future of CCSS implementation, rather than directing them in exactly what to do:

There's that piece of listening and supporting and problem solving and helping them grow and trying to predict the future for them, and getting them ready for things that are coming and [will] impact them in the future. Because we have to say, "Here's the landscape for them, here's where you can find these answers; here's what we can expect . . . when we move forward, and here's how we're going to address the problems as they come up." So I think the coaching allowed me to accept that we're not going to be able to spoon feed all of the information to the people to make them walk away and go, "Oh, that's good, now I know what to do." So, that was helpful.

Collaboration. Transformational leaders build a culture of trusting relationships and purposeful involvement where problem solving and decision making occur through effective communication and conflict resolution (Breaker, 2009; Darling-Hammond et al., 2010; Larick & White, 2012; Slater, 2008). Transformational leaders inspire followers toward a collective mission by empowering them and clearly outlining the decision-making process with open dialogue, delegating authority to team members to accomplish tasks, and giving feedback in which contributions are valued (Adler et al., 2013; L. A. Anderson & Anderson, 2010; Ibarra & Hansen, 2013; Lovely, 2004; National Education Association, 2008).

The eight skill areas that define the collaboration domain are listed in Table 11. The coachees' ratings of the TLSi skills, strategies, and attributes and the number of

times each was referenced in the interviews, artifacts, and observations are compared and summarized through the lens of the eight skills of the collaboration domain. All leadership skill areas of the collaboration domain were represented in the data collected regarding participants' perceptions of their coaching experiences.

Table 11

Collaboration Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

Collaboration skills	TLSi mean score	Number of references in data collected from other sources
Delegates responsibility	4.00	34
Gives and receives feedback	4.31	53
Encourages open dialogue	4.31	66
Manages unproductive behavior in teams	3.56	40
Participates in team meetings	4.06	45
Builds strong relationships of team members	4.13	90
Facilitates decision making	4.25	81
Gives team members authority to accomplish tasks	3.94	67

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

Delegates responsibility. As addressed in Table 11, the strategy of involving diverse stakeholders in planning and decision making was referenced the least of all the skills, strategies, and attributes within the collaboration domain.

Karen shared why delegating responsibility is essential at the high school level: "The comprehensive high school is just too complex, just too many moving parts for one

administrator to manage it all. You need to have the right people, and you need to

distribute those key leadership roles."

James explained how he delegates responsibility among his staff by designating

key leadership roles:

Now, what I'm trying to do is put the right people on the right positions, get a

shared vision for what we want to accomplish, and then allow them to be leaders

in their own areas. They would not describe my vision style as micromanaging.

Trying to distribute leadership across the staff, which is not always easily done,

but I have a very strong staff, some very talented folks. I don't think they'll

describe me as hands-off, but I do designate key leadership roles to key staff

leaders.

Gives and receives feedback. As shown in Table 11, the skill addressing thinking

about one's own feelings and reactions to people before acting received one the highest

ratings on the TLSi within the collaboration domain. Of the coachees who participated in

the survey, 93.8% perceived that their skills were *great* to *very great* in this area.

Sharon expressed that she applied feedback with her staff in the same way it was

modeled to her by her coach during her coaching sessions:

I guess through my coach, you know, we would discuss ideas and she would give

me feedback, and we would discuss the feedback. It's the same process that I

used with the staff regarding collaboration and feedback, as well. So I had it

modeled to me, and that was really good to see it being modeled.

Karen recounted conversations with her coach about using department chairs to

give and receive feedback on change initiatives:

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I think I had a lot of reflective conversations also regarding shared leadership amongst our staff and having, kinda trying to identify different teacher leaders on campus, utilizing department chairs to help us spread and get feedback on different changes and different program needs, to share information.

Encourages open dialogue. An analysis of training materials in the coaching program revealed an expectation for ongoing dialogue among faculty that promotes positive change:

The leader facilitates professional dialogue at the site so that individual teachers and the faculty as a whole are engaged in ongoing articulation, testing, and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice.

Karen gave an example of how she encouraged open dialogue to ensure that people on her staff felt heard:

I think I didn't have any particular challenge in listening to the different opinions, but then how do we synthesize them and put them in to try to make sure that person felt heard? But we also tried to make them feel heard by just expressing back that we understood and maybe explaining why we went this direction.

Manages unproductive behavior in teams. As shown in Table 11, the skill of managing unproductive behavior in teams received the lowest rating within the collaboration domain on the TLSi. The coachees perceived that, on average, the coaching impacted their development of this skill to *some* degree.

Jason related his perception of how coaching helped him address unproductive behavior:

I was in a situation where some of those teachers had been there for years, I mean years. They were part of the furniture, and how do I come in as a new leader and encourage those teachers that have been doing this thing for years and years and don't see the need to change? How do I encourage them to change? How do I get their participation and their collaboration? So I think that the coaching has given me strategies and the know-how to be able to garner collaboration in a project or as a leader.

Mark gave an example of role-playing exercises during coaching sessions that helped him to address unproductive behavior. The role-playing exercises consisted of "two conflicting viewpoints that, that pitted a campus against each other, and we had to decide how, what we would do in order to solve this problem." This allowed him to incorporate these strategies that he practiced in order to solve unproductive behavior "between teachers or cliques of teachers depending on, you know, what the, what the exact issue was."

Participates in team meetings. Samuel perceived that participating in faculty meetings was key to fostering collaboration, specifically "how to maintain that collaboration, getting people together, the problem-solving process, setting an agenda, timelines, how to facilitate and have those conversations and let people talk."

Regarding staff meetings, Debra noted that her coaching sessions focused on "how we were creating an environment where everybody felt a part of the solution and part of the process, and bringing everybody forward."

Liane shared that in addition to faculty meetings, she also attended classified staff meetings where it was her responsibility to address the improvement of office protocols through "team-building consensus" and "building relationships within the office structure."

Builds strong relationships of team members. In Table 11, the strategy of building strong relationships of team members was reported as having the most references of all the skills, strategies, and attributes within the collaboration domain.

Training materials provided to the coaches included an expectation for building strong and trusting relationships:

> The school leader demonstrates commitment and skills in engaging and communicating with stakeholders. She or he builds and sustains support for the school by developing and nurturing ongoing trusting relationships with individuals and groups.

Ron found that the coaching sessions were valuable in supporting him to develop strategic skills in building relationships with staff members:

> The idea that I would have somebody as a mentor, to run ideas off of and provide me with feedback, it allowed me to be more strategic in building new relationships with a new staff, with new individuals, with new role players on a campus that was new to me. It was pretty significant for me—it was extremely helpful during my first year.

Facilitates decision making. Chris shared that his interaction with staff involved "a level of transparency that helps with really building the relationships between the members of whatever team or group that I was working with."

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Mark reflected on how the coaching process helped him to empower faculty to be involved in the decision-making process:

I think specifically, the coaching I got really helped me build a meaningful leadership team and empower, you know, allow me to know that I need to empower the people on leadership to, you know, be heavily involved in the decision-making process. And have that properly communicated to the rest of the teachers that, you know, we are definitely not a push-down model, but, you know, a ground-up model, and that decisions that are made that affect the school site will definitely be made with a lot of the input and a lot of collaboration from their leadership team.

Gives team members authority to accomplish tasks. John recounted that his coach supported him in developing confidence in giving authority to team members to accomplish tasks:

And this was a lesson that I learned, I remember, with [coach] is that I don't always have to know all the details, but I don't have to have a finger in everything. And I think that's an important lesson when it comes to equipping your staff, your team to tackle change, especially complex change. I got to equip people, put people in the right place, give them the resources they need.

Diversity. Transformational leaders create an equitable, respectful, and morally responsible organization by integrating individual strengths and cultural differences (Larick & White, 2012). They are morally and ethically committed to fairness and equity, valuing members' unique talents and expertise (Bass, 1999; Bass & Riggio, 2006; Hammond, 1998; Lazzaro, 2009). Transformational leaders encourage diverse followers

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to become true partners in a joint effort to create a culture that is morally driven for the greater good of the organization (Aguilar, 2013; Bass & Riggio, 2006; Cheliotes & Reilly, 2010; Drucker, 2011a; Hu et al., 2011; Shanker & Sayeed, 2012).

The eight skills, attributes, and strategies of the diversity domain are listed in Table 12. The participants' ratings of their TLSi skills are summarized and compared to the number of times each skill, attribute, and strategy was referenced in the interviews, artifacts, and observations. All leadership skill areas of the diversity domain were represented in the data collected regarding participants' perceptions of their coaching experiences. The data collected from these sources are presented in Table 12 through the lens of the eight skills of the diversity domain.

Recognizes the value of people with different talents and skills. Michael shared that role playing different strategies with his coach gave him the "know-how" to elicit a specific "specialty or strength" from staff members. He stated, "The coaching encouraged me to look at the different talents of the staff and use those talents to be able to implement change or initiate change."

Bob explained that the coaching process was vital to his development of the ability to recognize people's talents and skills:

> I feel like the coaching part of that conversation was really helpful [in] trying to build our capacity here with the staff that we had. And so we would be able to talk again reflectively [about] which teachers had which different types of strengths and how they could most benefit and help different types of programs, and what would be a good way to get them on board or get their help and that sort of thing.

Table 12

*Diversity Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in
Observations, Interviews, and Artifacts*

Diversity skills	TLSi mean score	Number of references in data collected from other sources
Recognizes the value of people with different talents and skills	4.25	59
Thinks about own feelings and reactions to people before acting	4.31	56
Exhibits the humility to acknowledge what they don't know	4.19	58
Demonstrates empathy and sees things from other people's perspective	4.25	67
Understands that treating people fairly may mean treating them differently according to their ability and background	4.06	30
Reflects and learns from experience	4.00	67
Involves diverse stakeholders in planning and decision making	3.94	93
Assists others to cultivate productive and respectful relationships	4.00	81

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

   Thinks about own feelings and reactions to people before acting. As presented

in Table 12, the skill addressing thinking about one's own feelings and reactions to

people before acting received the highest rating on the TLSi within the diversity domain.

The coachees perceived that, on average, the coaching impacted their development of this

skill to a *great* to *very* great extent.

   Christine revealed that it was valuable to work with her coach on her feelings

regarding her perception of the personality styles of her teachers and staff, and thus

understanding how best to approach them. She stated, "That was helpful because I

categorized the people that I might need to phrase things a certain way with. We would

work on sentences and ways to question that felt more team-wise and less disciplinary.

That was very useful."

Exhibits the humility to acknowledge what they don't know. Michael reported

that revealing humility by acknowledging what he did not know was critical in

establishing trust with others: "You [have] got to model that risk taking, being honest and

open with my mistakes. Being honest and open when I didn't know the answer."

Bob revealed similar humility in acknowledging the strengths of others: "I

surround myself and I take just painful steps to make sure that I have the right people in

the right places and that the people that are in those places are definitely more

knowledgeable and skilled than me."

Demonstrates empathy and sees things from other people's perspective. Coach

training artifacts collected for this study emphasized the importance of having empathy:

"How we respond to others can either build a relationship or undermine it. Express your

positive empathy."

Jeannette explained that she listened to the perspectives of others and empathized

with them by acknowledging their feelings and reactions: "So rather than being defensive

and saying, 'Sorry guys, this is what we're doing now,' I listened to what everybody said

and honored how they felt and then helped them figure out a positive way to move

forward."

Michael found that the coaching experience gave him the opportunity to consider

issues from the perspectives of others:

"Oh, have you considered this perspective?" Or, "Did you think of that?" Or, "How would the ninth-grade parents respond to this?" Or, "How would the students of color . . . ?" Collaboration is increasing the awareness of multiple parties and perspectives.

Ron shared that the coaching process helped with being mindful of the perspectives of others:

We were always encouraged to be mindful, and even without the coaching, this was something we do. But the coach definitely promoted, "People's perceptions are their reality." "Make sure you are mindful of people's opinions." "Be mindful of other approaches when you are going to address an issue, because you're going to have to know your audience."

Understands that treating people fairly may mean treating them differently according to their ability and background. Participants' understanding that treating people fairly may mean treating them differently according to their ability and background was the lowest addressed skill area in the diversity domain. This skill was referenced the least in the data collected in this domain.

Chris credited the coaching process with developing his awareness of the importance of being cognizant of people's abilities:

You learn how to maximize the effectiveness and the potential of people based on whatever their strengths are and then be able to support whatever weaknesses they have to help make those weaknesses areas of growth for them—areas of opportunities for them.

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Lucy shared that her coach provided strategies for treating people differently according to their differences:

As everybody's different, you have your go-getter, you have your emotional folk, you have your planning folk, and you have folks that have [a] little bit of everything. So I was taught, I mean I knew that, but they [coach] gave us different strategies to work with the different kinds of teachers in admin that we work with on a daily basis.

Reflects and learns from experience. Training materials provided to the coaches included an expectation of practice for educational leaders as, "The school leader models reflection and continuous growth by publicly disclosing and sharing her or his learning process and its relationship to organizational improvement." Furthermore, coachees often described how the coaching process allowed the time to consistently reflect on and learn from their experiences in the field.

John noted the time to reflect on issues in terms of change:

So my coaching experience gave me that time of, you know, call it forced reflection to be able to bounce ideas, to be able to have another perspective of, you know, assessing where my school was and, you know, doing the kind of needed assessment, as well as just to be able to script out any potential initiative in terms of change.

Tom acknowledged that the coaching process afforded him beneficial time to reflect holistically:

I think that for me, the most valuable part of the coaching process was the fact that on a regular basis, I got to sit down with somebody and really just kind of

reflect—take a moment to step back and really look at the big picture of what's

going on on campus. Our days tend to be very busy. Sometimes where we're

flying by the seat of our pants just to make sure the job—is very reactionary at

times. And so I found it to be a benefit to be able to, like I said, every so often on

a regular basis, to meet with somebody and just talk about what's going on on

campus and where we'd like it to go.

Chris explained the consistent opportunity to reflect during coaching sessions:

I think that what you realize through this program is that, like I mentioned at the

very beginning of the interview, the opportunity to reflect really provides a lot of

opportunities. So through this program, constant reflections, so at least one time a

month you're reflecting on your work, reflecting on what's going well, what's not

going well, what your next steps are, what progress you're making.

Involves diverse stakeholders in planning and decision making. As reported in

Table 12, coachees perceived the skill of involving diverse stakeholders in planning and

decision making as the weakest skill within this domain on the TLSi. Conversely, the

same skill of involving diverse stakeholders in planning and decision making was

referenced the most of all the skills, strategies, and attributes within the diversity domain.

An analysis of the artifacts defined an expected standard of practice for

educational leaders as "short- and long-term cycles of planning and review are

coordinated with respect to engaging stakeholders, using relevant data and information

technology, and focusing on standards-based goals." The school leader "uses the vision

to forge and sustain cohesion among the staff as well as between the school and the larger

community."

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Michael recounted that coaching gave him a "reflective soundboard' to discuss the necessity of involving stakeholders in planning: "My approach is pretty collaborative. I think that's one of the strengths my staff would say about me. I'm always picking input, bringing stakeholders to the table, and try to bring those steps and processes together."

Diane reflected that during the coaching conversations, she would walk through the decision-making process with her coach regarding involving all stakeholders:

We would talk about how we were bringing in—if I was working on a particular

project, if I was bringing in all the stakeholders and what their opinions were, and

if everyone was being heard. Did I walk the process through in my head before I

was making any decisions?

Assists others to cultivate productive and respectful relationships. In reviewing school-site artifacts at Lucy's school, the expectations for productive and respectful relationships were evident in the development of meeting norms:

T: Trust—assume positive intentions without judgment

R: Respect—respect yourself, each other (individuality, ideas & style) and time

(limit distractions)

I: Invest—be involved and invested in the meeting (and/or topic of discussion)

U: Understand—seek to understand, then to be understood, everyone has a voice;

reflective listening

M: Mentors with a mission modeling excellence in Martinez

P: Professional—maintain professionalism at all times

H: Humor—have fun, have humor :)

With these norms we can TRIUMPH over any obstacle!

Mark specifically related his philosophy of building a climate of productivity at his school site:

I try to take that same philosophy when we're working together because this is our family. One we're working and we're choosing to work all at the same site and together with one another and building that type of respect that we would have. And let them know that, you know, it's, it's important that we create a happy work environment and a work environment that people wanna come to every day. Because when that happens, your job performance goes up.

Karen explained how her coach supported her in finding the language that supported respect for decisions:

So sometimes I think maybe finding that language, that would be, maybe, where she helped. If we had to go in a different direction than someone more vocal had wanted, we would try to explain. This is why, I think, our teachers here are often very respectful of decisions that are made. They're not super argumentative or anything like that once a decision is made.

Team building. Transformational leaders build effective teams by creating and encouraging a cooperative atmosphere, collaborative interaction, and constructive conflict (Goleman, 2011; Kouzes & Posner, 2012; Larick & White, 2012). Transformational leaders establish a culture of trust, open communication, relational systems, and collective efficacy (L. A. Anderson & Anderson, 2010; Bass & Riggio, 2006; Kirtman, 2014; Moolenaar et al., 2010). Transformational leaders encourage teams

to work in purposeful ways that produce greater learning outcomes for students (Fullan, 2014).

Table 13 lists the eight skill areas that define the team building domain. The coachees' ratings of the TLSi skills, strategies, and attributes and the number of times each was referenced in the interviews, artifacts, and observations are compared and summarized through the lens of the team building leadership domain. All leadership skills, strategies, and attributes of the team building domain were represented in the data collected regarding participants' perceptions of their coaching experiences.

Table 13

Team Building Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

Team building skills	TLSi mean score	Number of references in data collected from other sources
Provides subordinates effective mentoring and coaching	3.75	23
Builds a culture of open communication	4.00	82
Encourages divergent thinking	4.13	22
Challenges and encourages team members	3.81	77
Holds self and others accountable	4.19	79
Empowers others to work independently	4.19	33
Provides feedback for improved performance	4.13	36
Builds a culture that is safe and promotes risk taking	4.00	35

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

Provides subordinates effective mentoring and coaching. As reported in Table 13, the skill of providing subordinates with effective mentoring and coaching had the lowest rating within the team building domain on the TLSi. The coachees perceived that, on average, the coaching impacting their development of this skill to *some* degree.

John described how he learned from his coach to first support his staff from a coaching stance by helping "them reflect, guid[ing] them to their answer":

> And I've really taken that into, you know, to how I work with my staff and even with kids and parents as well. And you always want to go into a coaching mode first. And very rarely do you have to be more direct and directive. You know, I want to be a coach first, and then if the person who, you know, who you're working with still doesn't move, then you have to be able to be more direct.

Builds a culture of open communication. Table 13 reports that the strategy of building a culture of open communication was referenced the most of all the skills within this domain.

Mark shared that his coach's mentorship focused on supporting him in building a culture of open communication that was "fully transparent with everybody and speaking exactly what, what the issues are, you know, as far as our school culture goes and the way we have relationships with one another."

Bob voiced that coaching had an effect on his ability to build a collaborative culture that supported open communication:

> Like I indicated, it [coaching] taught me how to learn to be more collaborative as a leader. And as a result, when I built the PLCs [professional learning

communities], I was very open, and they know it. My staff knew and said, "Hey,

I'm growing professionally too. And you guys are helping me do that."

Encourages divergent thinking. As presented in Table 13, the skill of

encouraging divergent thinking was referenced the least of all the skills within the team

building domain.

John shared that coaching helped to encourage divergent thinking from others in

creating ideas and solving problems:

It [coaching] helps to identify potential, you know, problems. It also, I think,

ignites creativity, creative thinking, and problem solving. And you know, there

are countless examples I can think of. One, we just experienced it here where,

when you, you know, coaching is bringing in as many different perspectives as

possible where that gave birth to just incredible ideas that quite frankly could not

have happened if it was just coming from one person.

Challenges and encourages team members. Mark described how he challenged

faculty to successfully implement the CCSS and then encouraged other team members by

sharing the success:

And I said Common Core is not going away and, you know, we need to have the

right people implement it. We have to be successful at it, and we have to share it

and share the success. And I said once that starts taking place, other people will

start joining in and, and getting those experiences along the way.

James pointed out the importance of encouraging faculty by recognizing

accomplishments, which influences and encourages others to participate: "You have to

publish and recognize results and employees and, you know, who's, who's doing what, because that's, that's very influential in getting people, you know, to, to buy in."

Holds self and others accountable. As presented in Table 13, the skill addressing holding oneself and others accountable received one of the highest ratings on the TLSi within the team building domain. Most of the coachees perceived that their participation in the coaching process had a *great* to *very great* influence on their development of this skill.

James explained how coaching supported him in holding himself and others accountable for team goals:

> Another concrete example would be to set clear, achievable goals, either semester goals or annual goals. Things that we can, at the end of the year, at the end of the semester, . . . look back and say, "Did we meet these?" just to help keep that team focused.

Empowers others to work independently. As shown in Table 13, the skill addressing empowering others to work independently also received one of the highest ratings on the TLSi within the team building domain. The coachees perceived that, on average, the coaching impacted their development of this skill to a *great* to *very great* extent.

John described how he learned from the coaching experience to encourage and support others to work independently:

> I got to equip people, put people in the right place, give them the resources they need, and, you know, check in every time. So, let their talents and their abilities into the work. . . . You know, that's just something I remember learning coming

through the coaching aspect. Because, you know, I tend to want to take care of everybody. I want to make sure everybody is feeling okay and not frustrated. But sometimes you have to just kind of step back and let folks wrestle with it in order for the change to truly take, you know, take or, you know, to set that in action.

Michael explained his process of empowering others to work independently:

I truly believe that putting the right people in the right spot has a huge impact on what you are able to accomplish. And so I think our phrase around here is, "Hire the right people, and then get out of their way." If you can hire the right person for the job, and they can take it and run with it, then the program not only thrives, but it is also administratively less supervision.

Provides feedback for improved performance. Sharon shared how she provided feedback to her staff in the same way that she and her coach discussed feedback on her own performance:

I guess through my coach, you know, we would discuss ideas and she would give me feedback, and we would discuss the feedback. It's the same process that I used with the staff regarding collaboration and feedback, as well. So I had it modeled to me, and that was really good to see it being modeled, and so that I used pretty much the same model for collaboration and feedback.

Builds a culture that is safe and promotes risk taking. Michael found that the coaching program gave him confidence in modeling risk taking for his staff:

I really honestly think that what it [coaching] did is it helped focus my conversation and my approach to staff . . . "Go slow to move fast" work, with being open and honest that risk taking—you [have] got to model that risk taking,

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being honest and open with my mistakes. Being honest and open when I didn't

know the answer. What it did, I think that's the reason why I became a principal

through this program is because it just gave me that confidence.

Character and integrity. Transformational leaders, as ethical agents of change,

mobilize stakeholders to transform the organization by building trust and credibility with

team members. The consistency between transformational leaders' words and actions is

modeled by aligning agreed-upon actions with shared values (L. A. Anderson &

Anderson, 2010; Bass & Riggio, 2006; Fullan, 2014; Harvey & Drolet, 2005; Kotter,

2011a; Kouzes & Posner, 2012; Sayeed & Shanker, 2009).

Table 14 illustrates the eight skill areas that define the character and integrity

domain. The coachees' ratings of the TLSi skills, strategies, and attributes and the

number of times each was referenced in the interviews, artifacts, and observations are

compared and summarized through the lens of the character and integrity domain. All

leadership skills, strategies, and attributes of the character and integrity domain were

represented in the data collected regarding participants' perceptions of their coaching

experiences.

Accepts responsibility for actions and decisions. As presented in Table 14, the

skill addressing accepting responsibility for actions and decisions received the lowest

rating on the TLSi within the character and integrity domain. The coachees perceived

that, on average, the coaching impacted their development of this skill to *some* degree.

Debra shared that the coaching process provided feedback on her actions so she

could take responsibility for improvement:

Table 14

Character and Integrity Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

Character and integrity skills	TLSi mean score	Number of references in data collected from other sources
Accepts responsibility for actions and decisions	3.94	61
Treats others with respect and dignity	4.19	56
Is considerate of others	4.06	25
Balances personal and work life	4.44	4
Develops trust and credibility with team members	4.25	60
Remains calm in tense situations	4.25	11
Sincere and straightforward	4.19	76
Follows through on agreed-on actions	4.19	37

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

It also provided some pretty good feedback from some projects that I had undertaken and then had my coach attend. And I got some good clarification on, good support and clarification, on some things I could have done better and things I should have done, what direction I should have gone right to.

Treats others with respect and dignity. Tom voiced his perspective that being respectful was a necessity in order to collaborate effectively for the best interest of students: "We have to always respect each other that come to our end. We're going to make this place better for our kids. And I believe from the superintendent down to the janitorial staff, we all have to collaborate."

The artifacts collected for this study addressed a specific meeting norm defining rules of conduct for a staff meeting regarding respect: "Respect—respect yourself, each other (individuality, ideas & style) and time (limit distractions)."

Is considerate of others. Tom described how the coaching sessions provided a time to consider how his actions affect others within his working relationship:

Sitting down to talk to somebody, reflecting on what you're doing, really forces you to think about other opinions. When you're just in the midst of doing your job, and you [have] got six different, really hot issues going on at once, just to try to get things off your plate, it's really easy to do things your way—that's the most expedient thing to do. But when you have to sit back and talk to somebody and reflect on the big picture, it becomes easier to kind of think about what some of the other opinions might be and reminds you, "Hey, I'm not doing this job in a vacuum." A lot of people are affected by any decision I make, and I always need to make sure they're part of the process.

Tom shared that participating in the coaching process helped him to realize how to be considerate of others in conversation: "I realized, that's not the right way to start a conversation—you're not presenting yourself as being open to other people's opinions if you immediately state your own right off the bat."

Balances personal and work life. As presented in Table 14, the skill addressing balancing personal and work life received the highest rating on the TLSi within the character and integrity domain. Most of the coachees perceived that their participation in the coaching process had a *great* to *very great* influence on their development of this skill. Conversely, this skill was referenced the least in the data collected in this domain.

An analysis of training materials in the coaching program revealed that coaches work collaboratively with their coachees on developing expected growth competencies in balancing personal and work life: "I engage in a variety of strategies to extend and develop my professional knowledge and personal development. I demonstrate ways of integrating professional and personal growth into my daily practice."

Mark shared the importance of balancing the commitment to working hard at school with personal and family responsibilities:

And I think that probably the thing I preach most to my staff is the most important thing in life is family. And I try to bring that type of an atmosphere at the school that, you know, we work as hard as we do to provide for our family, whether the family is one person or it's one with a spouse and kids. And that, ultimately, that's the most important thing, when we're at work and when we're at home. And so, they know and I know that, you know, I will always support my staff when it comes to any type of problems that they're having or any type of conflict that they're having with something that's going on personally with them.

Develops trust and credibility with team members. Tom recounted how his leadership style has changed in regard to developing trust and credibility with his staff:

Currently, I believe that my leadership has changed. You change and you grow. And as you get older—or as I say experienced—experience big volumes. I think they [staff] would think that I'm honest and fair. What I do to one teacher, I'll do to all teachers. When I make a decision, I do exactly what I want to do, but I will listen to my staff. And if they approach the situation differently, I will listen to

them, especially if it's for the good of the students, because students always come first.

Mark shared that his staff perceived him as honest and fair by demonstrating openness and transparency in his leadership:

Well, I think they would describe my leadership style and character as one of the thing, very open and honest. They would probably say I say things exactly the way they are and I am, am fair and, you know, allowing transparency and input and helping solve, making decisions and solve, solving problems.

Remains calm in tense situations. John noted that his staff would describe his leadership style as calm due to being circumspect and thorough:

My staff would describe my leadership style as a, you know, calm, thorough, collaborative. At times maybe too collaborative, because I'd rather err on the side of understanding and being thorough and making sure that everybody has a voice before we act.

Jeanette shared that her teachers appreciate that she does not react quickly but calmly: "My teachers have said that what they appreciate about me is that I'm very calm and I don't react quickly. They like that I think about things, and I have found that it's really important."

Sincere and straightforward. As illustrated in Table 14, the skill of being sincere and straightforward was referenced the most of all the skills, strategies, and attributes within the character and integrity domain.

Bob shared how his staff perceived his sincerity of his leadership:

I asked my staff to evaluate me, and then I take that feedback to try and help me grow professionally. I think that the majority of my staff would say that "he is a leader that leads by example" and that "he has very high expectations, in that he is very direct, and you always understand where he is coming from." And I think they would say, "He's a leader from the heart."

An examination of training materials provided to the coaches and their coachees revealed that each coachee works with his or her coach to maintain ethical standards and demonstrates the highest level of commitment in words and actions:

The school leader practices leadership from a base of personal and professional ethics that place the good of students, families, and staff ahead of personal interests. Her or his words and actions demonstrate the highest level of commitment to promoting the right of every student to a quality education and assuring that the school provides all students equal access to standards-based education.

Follows through on agreed-on actions. Diane explained how she follows through in responding to issues and supports staff:

I've always been really organized and effective. I get it done fast. I don't sit on things, and they [staff] like that [be]cause, you know, they like responses to their problems, or they like to know I'm working on it. And I make sure that they know that I'm helping them out and supporting them.

Karen described how she is able to incorporate people's opinions into a final decision in order to move forward:

I'm able to listen to a wide variety of people's opinions, but sometimes at the end

of the day we need to make a decision, and not everyone is going to be happy

with that decision, but we have to move forward.

Problem solving and decision making. Transformational leaders manage

decisions decisively by clearly setting goals, clarifying new tasks, and organizing people

and existing resources (Bass & Riggio, 2006; City, 2013; Larick & White, 2012).

Providing opportunities for staff to plan and engage in shared decision making empowers

others and turns resistance and opposition into commitment to a collective mission (Adler

et al., 2013; L. A. Anderson & Anderson, 2010; Fullan, 2014; Johnson, 2013; Larick &

White, 2012; Leithwood et al., 2004; Moolenaar et al., 2010).

Table 15 illustrates the eight skill areas that define the problem solving and

decision making domain. The coachees' ratings of the TLSi skills, strategies, and

attributes and the number of times each was referenced in the interviews, artifacts, and

observations are compared and summarized through the lens of the problem solving and

decision making domain. All leadership skills, strategies, and attributes of the problem

solving and decision making domain were represented in the data collected regarding

participants' perceptions of their coaching experiences.

Conducts effective meetings. As presented in Table 15, the skill of conducting

effective meetings was referenced the least of all the skills within the problem solving

and decision making domain.

James shared that his coach helped him in developing and running effective

meetings:

Table 15

Problem Solving and Decision Making Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

Problem solving and decision making skills	TLSi mean score	Number of references in data collected from other sources
Conducts effective meetings	4.13	29
Manages decisions decisively	4.06	45
Involves staff in decisions	4.19	72
Organizes people and resources to accomplish tasks	4.06	76
Pays attention to critical details	4.06	45
Brings conflict out in the open	4.31	29
Sets clear goals	4.25	54
Explains and clarifies new tasks	3.88	48

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

You know, positive skill set that my coach helped me develop was developing

effective meeting agendas and running effective meetings. So specifically one

example would be creating an agenda, next to each agenda item to list the time for

that agenda item and the desired outcome of that agenda item. So if the agenda

item is the athletic budget, great, we're going to speak about that for 20 minutes.

What's the outcome? Just share information, or is it to make a specific decision

about the athletic budget, or is it to have a general conversation about it? Some

people have . . . they know what the expectation for that agenda item is, and I

have found them to be a strategy that makes meetings more effective and

exchange of ideas more effective. Help people stay focused in meetings and

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listen to each other's ideas. There's an agenda with that level of specificity, I've found it to be helpful.

Manages decisions decisively. Training materials provided to the coaches included an expectation that school administrators are responsible for managing their schools' instructional systems:

The school leader uses his or her deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of the school's instructional system. She or he ensures that all instructional subsystems (e.g., instructional materials, pedagogy, assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap.

Ron reflected that participating in the coaching experience gave him a stronger foundation and confidence in making firm decisions:

I've built a stronger foundation, and I am more confident about what I thought I was doing and more confident in what I am doing. So my philosophies, or my approach, or my principles I think, have just become stronger, and things that I might have been wavering on, I wasn't sure of, just became more validated.

Tom reported that he carefully considers multiple factors in making a decision:

I think that my staff would probably describe me as being a very analytical leader where I'm somebody who's going to carefully consider all aspects to the situation and make a decision that is really most representative of the facts, data, etcetera without prejudice or bias.

Involves staff in decisions. Artifacts collected for this study for coaches and coachees articulated the expectation that school administrators involve their teachers in making decisions to improve their instructional practice:

> The leader facilitates professional dialogue at the site so that individual teachers and the faculty as a whole are engaged in ongoing articulation, testing, and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice.

Diane shared how her coach walked her through the process of including all of her staff in the decision-making process toward building consensus:

> So what happened was, we have to pull everyone in together and kinda get everyone's take on it and before a big decision like that was made. And so, he [coach] was making sure, like when I go, [be]cause we met every 2 weeks, he would make sure that I had thought of every single person that was involved, that I'd look at the budget, that I had all of my facts together, and that we came to a consensus together.

Organizes people and resources to accomplish tasks. As reported in Table 15, the strategy of organizing people and resources to accomplish tasks was referenced the most of all the skills in this domain.

An analysis of the artifacts collected for this study revealed an expectation that school administrators are responsible for organizing resources to accomplish tasks: "The leader ensures that decisions of individuals and groups with responsibility for resource allocation are soundly based on principles of equitable access and opportunity."

Jean explained how her coach supported her in organizing people and resources to accomplish tasks:

I think that the main thing in relation to that is my coach helped me with supervising our department PLC and helping them move forward. It's sort of like grade level specific, content area specific, team to teachers, who's supposed to meet together and review student work, analyze it to discuss what instructional strategy is worth, which students got it, which didn't, and how to move forward. In our team, this was a new process. When I was an assistant principal at my school, teachers didn't really see the value of it and didn't really do it well, so I was taught through how to support those teams and how to help them be more functionable and getting them to each have a role and using norms in their meetings, and I even helped cofacilitate a couple of meetings and met with instructional leaders or the department leads to tell, model for them and what to do in a difficult conversation with a colleague. So again, my coach was helpful, letting me talk through some of the areas that I was concerned about and then helping me with some ideas for how to move those departments forward.

Artifacts collected for this study from school sites revealed the organization of people to accomplish tasks:

Activities Social Studies District Department Meeting Objectives

1. Review completed Curriculum Maps for all subject areas (Global Studies, World History, US History, Civics, and Economics).

2. Discuss possible additions of lessons, readings, etc to be added to Curriculum Maps.

3. Begin discussion of aligning assessments to new Curriculum Maps with initial focus being on developing new/revised study guides for students with essential points that would appear on assessments including CCSS literacy skills.

4. Break into subject teams to create revised study guides for all subjects (teachers asked to bring some samples to the session and utilize Curriculum Maps). Goal is to have a new/revised study guide for each unit of study in each subject area.

5. Determine next steps in fully implementing CCSS for each subject area.

Pays attention to critical details. Christine shared how her coach supported her to be intentional and pay attention to details:

It [coaching] helped to once again to narrow the focus into actionable items and to implement, implementation of Common Core being one of them. So really being intentional, being clear about the goals of the department and the work that we would, um, complete from year to year. Ah it—it helped to narrow that focus and you know clearly identify. You know, so for example, ah in—in the—before this year, we were working on implementing one Common Core lesson per unit or, you know, what we thought was Common Core, what we thought was the Common Core lesson, that was one of the goals that we established, ah, for ourselves, and it really helped to have a coach to help narrow and narrow the conversation and to sort of focus my thinking.

Brings conflict out in the open. As presented in Table 15, the skill addressing bringing conflict out in the open received the highest rating within the problem solving

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and decision making domain. Most of the coachees perceived that their participation in the coaching process had a *great* to *very great* influence on their development of this skill.

Mark recounted how his coach supported him in bringing conflict out in the open in a healthy way: "Really addressing that conflict is, is always a healthy thing on a school site. If it's, that was the right way and correct way that it doesn't have to change and, and become a toxic thing." He added,

> I guess it would have to be [my coach's] mentorship with me and developing a culture survey and having, you know, the entire school completed it. Sitting down and breaking it down and then opening the results up to the staff so that we can pinpoint exactly what our strengths and weaknesses are, where relationship problems exist, you know, how we deal with conflict in a healthy way as opposed to a toxic way. And really, it'd be fully transparent with everybody and speaking exactly what, what the issues are, you know, as far as our school culture goes and the way we have relationships with one another.

Sets clear goals. Jason described how the coaching process supported him in "being clear about the goals of the department," which was important to the work that needed to be accomplished.

> James explained that his coach emphasized the need to set clear, achievable goals:
> Another concrete example would be to set clear, achievable goals, either semester goals or annual goals. Things that we can, at the end of the year, at the end of the semester, . . . look back and say, "Did we meet these?" just to help keep that team focused.

Janice recounted how her coach enabled her to define goals in terms of successful outcomes: "My coach was able to fly above that a bit and ask questions about what were the goals and what were the outcomes that I wanted to see, and what would be success."

Explains and clarifies new tasks. As shown in Table 15, the skill of explaining and clarifying new tasks received the lowest rating within this domain on the TLSi. The coachees perceived that, on average, the coaching impacting their development of this skill to *some* degree.

Karen shared that her coach supported her in finding the best strategy to use to approach her teachers regarding explaining and clarifying a new task:

We also tried to make them feel heard by just expressing back that we understood and maybe explaining why we went this direction. So sometimes I think maybe finding that language, that would be, maybe, where she [coach] helped. If we had to go in a different direction than someone more vocal had wanted, we would try to explain. This is why, I think, our teachers here are often very respectful of decisions that are made. They're not super argumentative or anything like that once a decision is made, but they like to voice their opinions. And so, I felt like she was a nice place for me to talk about it and make sure I had thought about all the angles and everything else before making a decision.

Personal/interpersonal skills. Transformational leaders demonstrate high emotional intelligence in motivating others toward excellence (Larick & White, 2012). Transformational leaders are able to realize extraordinary transformational change by building strong, trusting relationships while at the same time handling conflict and resistance (L. A. Anderson & Anderson, 2010; Ayars, 2009; Fullan, 2014; Kirtman,

2014). They motivate those they lead by raising followers' awareness of the most important organizational goals and by inspiring followers to participate in and create ownership of the overall organizational goals and priorities (Marks & Printy, 2003; Moolenaar et al., 2010).

The eight skills, attributes, and strategies of the personal/interpersonal skills domain are listed in Table 16. The participants' ratings of their TLSi skills are summarized and compared to the number of times each skill, attribute, and strategy was referenced in the interviews, artifacts, and observations. All leadership skill areas of the personal/interpersonal skills domain were represented in the data collected regarding participants' perceptions of their coaching experiences. The data collected from these sources are presented in Table 16 through the lens of the eight skills of the personal/interpersonal skills domain.

Is approachable and easy to talk with. Janice noted that her staff views her as approachable and supportive: "They would say that I'm approachable, that they feel listened to and supported."

Ron shared how his coaching experience provided guidance in developing trust through building relationships with staff: "I pride myself on being available, I pride myself on building relationships, and I pride myself on leading by example."

Provides feedback in a constructive manner. Christine described how she worked with her coach to give positive feedback to her staff, in addition to feedback on areas to improve:

Table 16

Personal/Interpersonal Skills Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

Personal/interpersonal skills	TLSi mean score	Number of references in data collected from other sources
Is approachable and easy to talk with	4.13	32
Provides feedback in a constructive manner	4.13	26
Has a good sense of humor	3.94	2
Displays energy in personal and work goals	4.06	17
Motivates team members	3.88	58
Anticipates and manages conflicts	3.94	60
Counsels and supports team members	4.06	53
Provides support for personal development	4.44	38

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

One example would be there was a teacher that was not adequately delivering some of the materials of office. She was supposed to. And I would have to sit down during the evaluation process after an observation and have a conversation about what she did really well and what she still needed to work on.

James described celebrating small improvements in providing feedback to build collaborative teams:

One concrete example would be the importance of celebrating a team's successes, a team's wins, even if they're small. That is a very important thing to do. So working with my counseling team, if we will make an improvement in our freshman orientation program, even a small improvement, to celebrate that. That

helps build momentum, it helps build a positive team rapport. Celebrating those small wins is a strategy to building a strong collaborative team.

Has a good sense of humor. As presented in Table 16, the skill of having a good sense of humor was referenced the least of all the skills within the personal/interpersonal skills domain. However, school-site artifacts collected from the coachees revealed that humor was stated as one of the staff meeting norms: "Humor—have fun, have humor :)."

Sharon displayed a sense of humor when describing working with her coach in developing confidence in supporting a teacher toward making instructional improvement:

> So you know, I made sure that I didn't throw out the baby with the bathwater.
> But you know, encompass the baby, the bathwater, and a little bit more . . . and
> the bubbles, I guess, as well. You know, for a very thorough clean. So, and I
> think coaching gave me the confidence and the know-how, especially the coach.

Displays energy in personal and work goals. An examination of the artifacts collected revealed a coaching program document that all coachees are required to complete under the supervision of their coaches. At the beginning of the first year of the program, coachees distribute a staff leadership survey developed for the ACSA/NTC coaching program to their staff for feedback on their leadership style. The coachees use the results of this survey to complete their individual development plan (IDP). This plan requires the coachees to create leadership goals that are specific, measurable, attainable/results-oriented, and time specific. The coachees, in collaboration with their coaches, define action plans identifying specific benchmark goals, resources, and attained outcomes.

Diane shared how she approaches accomplishing goals:

I'm known as someone—they always say, "You always get it done, you get it done. But you get it done in a way that [laugh] doesn't offend people, and you know, we can move on." So I think that's how they see me. I've always been really organized and effective. I get it done fast, I don't sit on things, and they like that [be]cause, you know, they like responses to their problems, or they like to know I'm working on it.

Motivates team members. As reported in Table 16, the skill of motivating team members received the lowest rating within this domain on the TLSi. The coachees perceived that, on average, the coaching impacted their development of this skill to *some* degree.

James explained that he learned from his coach to take his staff on site visits to see programs in action to motivate his staff:

They can see it in action. So site visits are always the most impactful but not always the most practical. But you have to give them some[thing] tangible to sort of get their hands around so they can see what's possible.

Mark found that the coaching process gave him the strategies to motivate his leadership team members by allowing them to be heavily involved in the decision-making process:

I think specifically, the coaching I got really helped me build a meaningful leadership team and empower, you know, allow me to know that I need to empower the people on leadership to, you know, be heavily involved in the decision-making process. And have that properly communicated to the rest of the

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teachers that, you know, we are definitely not a push-down model, but, you know,

a ground-up model, and that decisions that are made that affect the school site will

definitely be made with a lot of the input and a lot of collaboration from their

leadership team.

Anticipates and manages conflicts. As reported in Table 16, the strategy of

anticipating and managing conflicts was referenced the most of all the skills in this

domain.

Karen explained how her coach helped her to manage conflict by discussing

different options that would work in addressing difficult conversations:

[We discussed] trying to mediate some of those conversations and facilitate

healthy discussions on why we do things a certain way and making sure other

people understand them. And if that process wasn't working for us, think

differently to set it up so it would work for us. So I think for the most part with

her, I decided I was going to start meeting with regularly our department chairs.

That's the decision I came to with her after feeling like I was spinning my wheels

for a while.

John reflected that from the coaching experience, he gained the understanding that

he needed to be proactive by anticipating and investigating potential problems that might

occur when presenting a new program:

If anything, I think I've learned as by being coached that to be more thorough to

make sure that you do your homework before you have, before you present

anything to the whole staff. I've, you know, I've learned that. And doing your

homework means go, you know, instead of presenting to the whole staff of 50

something brand new, that you already had this discussion and flush things out

with a sample of the staff, you know, whether it'd be your department heads or,

you know, some key players.

Janice shared that her coach helped her to define the dynamics of working with

people, thereby anticipating and managing potential conflicts:

There's a lot of whole-person management that goes into dealing with the people

who are in the front line doing it and all of their different starting points. . . . We

were able to tease apart all of the dynamics and a lot of the dynamics in terms of

working with staff, and staff who move at a different speed to adopt things, and so

forth.

Counsels and supports team members. Karen noted that her coach provided

strategies for her to use to support her teachers:

I felt like I was able to have good conversations with my coach, who had

previously worked in HR [human resources], about how to—if a teacher needed

more support, how to go about getting them more support, how to go through the

evaluation system to get them more support they needed. She was a wealth of

information.

Christine shared that the coaching process provided a model of understanding

how she could support her teachers:

Understanding what else I can do to help support the teachers. The coaching

model helped me with kind of laying out where my staff is and where the gaps

[are], and we could think together on ways to support the staffs.

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Mark shared that he provides support to his staff when they are having problems: "I will always support my staff when it comes to any type of problems that they're having or any type of conflict that they're having with something that's going on personally with them."

Provides support for personal development. As shown in Table 16, the skill addressing providing support for personal development received the highest rating on the TLSi within the personal/interpersonal skills domain. The coachees perceived that, on average, the coaching impacted their development of this skill to a *great* to *very great* extent.

Chris shared that the coaching process allowed him to learn how to support his staff in areas of growth:

> So I think what you learn from the [coaching] program is, as you have those conversations, you learn how to maximize the effectiveness and the potential of people based on whatever their strengths are and then be able to support whatever weaknesses they have to help make those weaknesses areas of growth for them— areas of opportunities for them. So having the time to collaborate with this coach and to really reflect on the things that you're working on gives you the opportunity to see some of those maybe weaknesses and help harness the potential of those people and help get them to be on the team.

Christine shared how coaching helped her build the capacity of the staff by providing individual opportunities for leadership:

> My influence on my leadership has through coaching, once again, would be around empowering the staff to take on more leadership. Pushing the staffs

that . . . and scaffolding to feel comfortable enough to take on the role of a master

teacher or with a coach or a leader on for the district. It's a good start—a

leadership opportunity. So really empowering and building the capacity of the

staff that I currently have.

Communication. Open communication occurs when ideas, solutions, and

problems are freely discussed and are supported by transformational leaders inside and

outside the organization (Larick & White, 2012; Leithwood et al., 2004).

Communication is crucial to an organization's success, and the leader is responsible for

cultivating an inclusive and deep pool of information that supports inclusive, open lines

of communication (Harvey & Drolet, 2005; Kotter, 2011b; Torres, 2009).

Table 17 illustrates the eight skill areas that define the communication domain.

The coachees' ratings of the TLSi skills, strategies, and attributes and the number of

times each was referenced in the interviews, artifacts, and observations are compared and

summarized through the lens of the communication domain. All leadership skills,

strategies, and attributes of the communication domain were represented in the data

collected regarding participants' perceptions of their coaching experiences.

Listens to and tolerant of divergent points of view. Chris noted that he listens to

and considers the opinions of others:

I think that they would describe my leadership style as someone who is, someone

who takes into account everybody's opinions. I think that if you talk to people

about the way that I lead, they would say that I was a leader that values people's

opinions and listens to people's feedback and that makes decisions based on

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Table 17

Communication Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

Communication skills	TLSi mean score	Number of references in data collected from other sources
Listens to and tolerant of divergent points of view	3.94	64
Uses technology and social media to communicate with stakeholders	3.94	27
Writes in a clear, concise style	4.06	12
Builds strong relationships through open communication and listening	4.13	77
Is accessible	4.25	23
Presents ideas and information in a clear and well-organized manner	4.00	52
Communicates an inspiring vision	3.88	36
Communicates effectively in oral presentations	4.00	9

Note. The mean scores were derived form a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

what's best for students, taking into account the perspective of all the involved

stakeholders for any given decision.

Sharon explained that coaching allowed her the opportunity to role play

addressing divergent points of view:

I think coaching gave me the know-how, the strategies, and also the way it was

modeled, as well. Lots of role play, lots of, you know, alternative views—

alternate views that were shared in the feedback and in our course of discussion

with my coach.

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Diane shared that she discussed strategies with her coach to make sure that all stakeholders' opinions were heard before making a major decision:

> We would talk about how we were bringing in—if I was working on a particular
> project, if I was bringing in all the stakeholders and what their opinions were, and
> if everyone was being heard. Did I walk the process through in my head before I
> was making any decisions? So again, yes, we would work on making sure all
> voices were—before big decisions were made that the stakeholders' voices were
> heard, and he made sure that I was looking at all angles.

Uses technology and social media to communicate with stakeholders. In the artifacts collected for this study, training documents for coaches to utilize with their coachees articulated the expectation that school administrators use information technology to engage stakeholders:

> She or he ensures that short- and long-term cycles of planning and review are
> coordinated with respect to engaging stakeholders, using relevant data and
> information technology, and focusing on standards-based goals. . . . She or he
> ensures that a range of accurate information about the school and its performance
> is clearly and effectively communicated through multiple media and channels.

The artifacts collected for this study revealed an online message program at Ron's school for communicating with parents to keep them informed of their children's progress on a daily basis:

> During registration days at the start of each school year, parents are provided
> access to Managebac. The [school] provide[s] logon information and instruction
> on how to navigate the system when requested. Through this online tool, parents

are able to access grades and homework performance so they can be proactive and intervene when necessary before a potential problem gets out of hand.

Karen described how she updated her school's website to deliver information more effectively to parents:

At that time, we had a really old website, and it was hard to access, and I think it was not user friendly. And so I was sharing with my coach that I feel that our office staff is spending a lot of time answering the same parent questions over and over again, and I feel we need to find a better way to deliver information and share it out with the community. . . . Three years later, now that's where our community first goes to, is our website to get information.

The artifacts collected for this study revealed how Lucy utilized technology internally to communicate effectively with staff: "Take time to sign up on the Google form for a committee (PLC Leadership Team, TAC [Teacher Advisory Council], Health/Wellness, Site Council interest, PTA [Parent Teacher Association] rep, Calendar Committee)."

Another artifact from Jeanette's school revealed directions on how department members at different school sites utilized Google Drive to create and share CCSS assessments in an assessment bank: "Completed assessment(s) will be shared using Shared Social Studies Drive on Google to other sites to begin creation of new assessment bank that is CCSS aligned."

Writes in a clear, concise style. Artifacts collected for this study for coaches and coachees articulated the expectation that school administrators write in a clear, concise style: "She or he ensures that a range of accurate information about the school and its

performance is clearly and effectively communicated through multiple media and channels."

Builds strong relationships through open communication and listening. As reported in Table 17, the strategy of building strong relationships through open communication and listening was referenced the most of all the skills in this domain.

Data collected from training materials for coaches to utilize with their coachees identified a strategy of active listening to build strong relationships:

Active, Constructive Responding: How we respond to others can either build a relationship or undermine it. Listen carefully each time someone you care about tells you about something good that happened to them. Go out of your way to respond actively and constructively.

An analysis of training materials in the coaching program revealed that coaches work collaboratively with their coachees on developing expected growth competencies in building strong relationships through open communication and listening: "I use interactions with stakeholders as opportunities to listen as well as to inform, thereby building positive and open relationships."

Chris shared that he built strong relationships between members of teams with honest conversations:

They [staff] would say about my character that I was somebody ordinarily who was open and honest and had very honest conversations about whatever it is that was going on. That's the thing that they would tell you probably first and foremost, that there's a level of transparency that helps to really build the

relationships between the members of whatever team or group that I was working with.

Is accessible. As presented in Table 17, the skill addressing being accessible received the highest rating on the TLSi within the communication domain. Most of the coachees perceived that their participation in the coaching process had a *great* to *very great* influence on their development of this skill.

In reviewing school-site artifacts, several school-site communications written by the site administrators to parent stakeholders revealed that the administrators were accessible and encouraged an open campus: "Our success as educators however, depends on collaborating with parents and the community, and I am excited about the partnerships we are building this year. I look forward to seeing you on campus soon." Another administrator wrote in his online newsletter, "I also look forward to building positive relationships with parents, staff and community members." Another administrator invited parents in his monthly parent newsletter, "If you have any questions for me, or just want to drop in and introduce yourself, please do! I can also be reached through email at . . ."

Presents ideas and information in a clear and well-organized manner. An analysis of training materials in the coaching program revealed that coaches work collaboratively with their coachees on developing expected growth competencies in presenting ideas and information in a clear and well-organized manner: "View oneself as both the leader of a team and also a member of a larger team collecting and reporting on school performance and generating support through 2-way communication with key decision makers in the school community."

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Samuel shared that he worked with his coach in ensuring that communication to stakeholders was consistent: "We [coach and coachee] realized that this is all part of the communication and informing all the stakeholders and kind of helped bring it all together so there was an ongoing, consistent message."

Communicates an inspiring vision. As addressed in Table 17, the skill of communicating an inspiring vision received the lowest rating within this domain on the TLSi with a mean score of 3.88.

An analysis of training materials in the coaching program revealed that coaches work collaboratively with their coachees on developing expected growth competencies in communicating an inspiring vision: "Facilitate the development of a shared vision for the achievement of all students . . . and calling the entire school community to action."

In reviewing school-site artifacts, one principal communicated an inspiring vision of providing excellence in his monthly newsletter to parents:

> We know the value of a strong and healthy parent/school relationship. I personally invite you to help us build our sense of community and to strengthen our partnership. We have an excellent staff, wonderful students, and dedicated parents. Together we can provide excellence in education and turn visions into realities. Please become involved in your child's school.

Communicates effectively in oral presentations. As presented in Table 17, the skill of communicating effectively in oral presentations was referenced the least of all the skills within the communication domain.

An analysis of training materials in the coaching program revealed that coaches work collaboratively with their coachees on developing expected growth competencies in

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communicating effectively in oral presentations regarding high ethical standards: "I articulate and communicate a set of professional values that is aligned with ethical concepts of fairness, justice and service."

Ron reflected on how participating in the coaching process helped him to build confidence in presenting his ideas more clearly when communicating with staff:

> The more confident I was, the better I executed, and when I executed at a higher level and I was able to present a more confident approach, I think that in itself allowed me to create more buy-in from certain staff. And it allowed me to present myself at a higher level than if I wasn't necessarily as confident or if my ideas weren't as clear or as sound.

Political intelligence. Transformational leaders generate organizational influence to ethically advocate and advance initiatives, changes, and the mission/vision of the organization (Larick & White, 2012). Transformational leaders must be able to utilize strategies on behalf of the organization's vision to proactively build support for initiatives by anticipating obstacles, engaging others in dialogue, and networking to build coalitions (L. A. Anderson & Anderson, 2010; Bolman & Deal, 2010; Fullan, 2014; Johnson, 2013; Kirtman, 2014; Kotter, 2011a; Larick & White, 2012; *Thinking Strategically*, 2010).

The eight skills, attributes, and strategies of the political intelligence domain are listed in Table 18. The participants' ratings of their TLSi skills are summarized and compared to the number of times each skill, attribute, and strategy was referenced in the interviews, artifacts, and observations. All leadership skill areas of the political intelligence domain were represented in the data collected regarding participants' perceptions of their coaching experiences. The data collected from these sources are

presented in Table 18 through the lens of the eight skills of the political intelligence domain.

Table 18

Political Intelligence Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

Political intelligence skills	TLSi mean score	Number of references in data collected from other sources
Builds support for organizational initiatives	3.88	45
Builds trust and support with constituents	4.00	58
Develops key champions for organization's agenda	4.06	23
Identifies and maintains resources supporting the organization	4.25	19
Negotiates effectively on behalf of the organization	3.50	7
Avoids negative politicking and hidden agendas	3.75	15
Builds coalitions and support through networking	3.94	29
Anticipates obstacles by engaging others to share ideas	4.06	61

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

Builds support for organizational initiatives. Training materials provided to the coaches included an expectation that school administrators build trusting relationships with stakeholders through communication:

The school leader demonstrates commitment and skills in engaging and

communicating with stakeholders. She or he builds and sustains support for the

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school by developing and nurturing ongoing trusting relationships with individuals and groups.

The examination of school-site documents from Mark's school revealed that he built support for initiatives such as college and career readiness in his communication to parents:

The [school] community has many reasons to be proud, but we must not let this record of success lead to complacency. We must continue to pursue college and career readiness for all of our students. We must continue to establish rich connections between the high school experience and the world beyond our classroom walls. We must continue to foster a culture that provides every student with a safe and welcoming environment. Through the highest levels of professionalism, dedication, and partnership, we will achieve these goals.

Builds trust and support with constituents. An examination of training materials in the coaching program revealed that coaches work collaboratively with their coachees in building trust and support with constituents: "She or he builds and sustains support for the school by developing and nurturing ongoing trusting relationships with individuals and groups."

Jeanette, an administrator at a new school site, explained that she needed to build trust with constituents and support established teachers:

I came to this school district from another district, so I hadn't grown up through the ranks with them, although my own children had attended school in the district. So I knew a fair amount about it. . . . Although there are some things that I'm sure I will put in place, my job right now is really to shake a lot of hands and kiss

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a lot of babies and make sure that I am respected. What I've found worked well

for me is to seek out leaders—I have very much a shared leadership goal, and I'll

seek out input from some of the veteran teachers or people who've been very

involved in different projects before I jump in and make a decision.

Develops key champions for organization's agenda. As presented in Table 18,

the skill addressing developing key champions for the organization's agenda received one

of the highest ratings on the TLSi within the political intelligence domain. Most of the

coachees perceived that their participation in the coaching process had a *great* to *very*

great influence on their development of this skill.

An analysis of training materials in the coaching program revealed expectations

regarding the administrators' ability to develop key champions for the organization's

agenda, specifically with parent-stakeholders:

The school leader demonstrates a highly refined and effective set of skills for

eliciting and incorporating the perspectives of families and community members.

She or he actively engages these stakeholders in the ongoing cycles of planning,

implementation, assessment, and refinement that occur at the site. She or he

ensures that engagement strategies are democratic, valuing input from all

stakeholders, and that the larger community remains focused on goals that reflect

principles of equity and of all students achieving high levels of academic

standards.

In reviewing school-site artifacts, a document from Tom's school revealed that

he reached out to his parent-stakeholders to develop a partnership in promoting the

school's agenda:

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We know the value of a strong and healthy parent/school relationship. I

personally invite you to help us build our sense of community and to strengthen

our partnership. We have an excellent staff, wonderful students, and dedicated

parents. Together we can provide excellence in education and turn visions into

realities. Please become involved in your child's school.

Identifies and maintains resources supporting the organization. An analysis of

training materials in the coaching program revealed that coaches work collaboratively

with their coachees on developing expected growth competencies in identifying "fiscal,

human and material" resources to support the organization: "The leader ensures that

decisions of individuals and groups with responsibility for resource allocation are

soundly based on principles of equitable access and opportunity."

Negotiates effectively on behalf of the organization. As addressed in Table 18,

the skill of negotiating effectively on behalf of the organization received the lowest rating

within this domain on the TLSi. Likewise, this skill was referenced the least of all the

skills within the political intelligence domain.

Liane shared that the coaching conversations supported her in learning negotiating

skills in order to negotiate effectively in the best interest of students:

Strategies were given to me in order to get people to look at the benefit as a

whole, so what was in the best interests for kids. Also, how to work divided

opinions and see how we come to a consensus. Sometimes it would go one way

or the other or some place in between. So negotiation skills really helped.

Avoids negative politicking and hidden agendas. Mark explained his approach in

being transparent and thereby avoiding hidden agendas:

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And really, it'd be fully transparent with everybody and speaking exactly what, what the issues are, you know, as far as our school culture goes and the way we have relationships with one another. . . . I was transparent with it, with our leadership team. I was transparent in who is going to begin it and why. And I, you know, let the people know, you know, who, who were, who were my front runners, why they were chosen, what my expectation was, how I was gonna support it, how the rest of the leadership team was gonna support this within their departments.

Builds coalitions and support through networking. An analysis of training materials in the coaching program revealed that coaches work collaboratively with their coachees on developing expected growth competencies in building support through networking:

The school leader demonstrates commitment and skills in engaging and communicating with stakeholders. . . . She or he builds and sustains support for the school by developing and nurturing ongoing trusting relationships with individuals and groups. . . . The leader uses the vision to forge and sustain cohesion among the staff as well as between the school and the larger community. . . . The school leader demonstrates a highly refined and effective set of skills for eliciting and incorporating the perspectives of families and community members.

Diane shared that during the coaching conversation, she and her coach would address networking with all stakeholders:

We would talk about how we were bringing in—if I was working on a particular project, if I was bringing in all the stakeholders and what their opinions were, and

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if everyone was being heard. Did I walk the process through in my head before I
was making any decisions?

Anticipates obstacles by engaging others to share ideas. As presented in Table
18, the skill addressing the ability to anticipate obstacles by engaging others to share
ideas received one of the highest ratings on the TLSi within the political intelligence
domain. Most of the coachees perceived that their participation in the coaching process
had a *great* to *very great* influence on their development of this skill. Similarly, the
strategy of anticipating obstacles by engaging others to share ideas was referenced the
most of all the skills.

Tom described how the coaching process helped him to anticipate obstacles by
engaging others to share their ideas:

> When you're just in the midst of doing your job, and you [have] got six different,
> really hot issues going on at once, just to try to get things off your plate, it's really
> easy to do things your way—that's the most expedient thing to do. But when you
> have to sit back and talk to somebody and reflect on the big picture, it becomes
> easier to kind of think about what some of the other opinions might be and
> reminds you, "Hey, I'm not doing this job in a vacuum." A lot of people are
> affected by any decision I make, and I always need to make sure they're part of
> the process.

Christine shared how technology was utilized to allow staff who felt
uncomfortable about a topic to anonymously share their opinions by submitting them on
Google Docs: "One process that we found to be very useful is the use of technology and

Google Forms. . . . That way it feels anonymous, and it also allows those who tend to be more quiet to have a voice."

Creativity and sustained innovation. Transformational leaders harness the potential of stakeholders to transform the organization by developing a culture of divergent thinking and risk taking (D. Anderson & Anderson, 2011; Kanter, 2011; Kotter, 2011a; Larick & White, 2012). They also enable their members to be innovative and creative by generating new ideas and solutions for the larger interest of the organization (Bass & Riggio, 2006; Breaker, 2009; Carter, 2013; Fullan, 2014; Sayeed & Shanker, 2009; *Thinking Strategically*, 2010).

Table 19 illustrates the eight skill areas that define the creativity and sustained innovation domain. The coachees' ratings of the TLSi skills, strategies, and attributes and the number of times each was referenced in the interviews, artifacts, and observations are compared and summarized through the lens of the creativity and sustained innovation domain. All leadership skills, strategies, and attributes of the creativity and sustained innovation domain were represented in the data collected regarding participants' perceptions of their coaching experiences.

Promotes a positive culture of change and improvement. As presented in Table 19, the skill addressing promoting a positive culture of change and improvement received one of the highest ratings on the TLSi within the creativity and sustained innovation domain. Likewise, the same skill was referenced the most of all the skills within the domain.

Chris shared how the coaching process helped him to promote change and improvement with his staff:

Table 19

Creativity and Sustained Innovation Domain Skill Areas: Comparison of TLSi Scores With
Frequency of References in Observations, Interviews, and Artifacts

Creativity and sustained innovation skills	TLSi mean score	Number of references in data collected from other sources
Promotes a positive culture of change and improvement	4.19	72
Generates new ideas	3.94	33
Fosters and encourages creativity	3.63	22
Supports risk taking	4.06	12
Demonstrates willingness to take a courageous stand	3.94	43
Provides resources that support nontraditional solutions	3.75	21
Uses divergent fields and disciplines to create something new	3.75	17
Establishes clear expectations	4.19	47

Note. The mean scores were derived from a conversion of the coachees' ratings of the degree to which they perceived coaching impacted the specific skill on a 5-point scale: *very little* = 1; *little* = 2; *some* = 3; *great* = 4; *very great* = 5.

When you're talking about staff, the potential of your staff—you don't have the

luxury of just changing out your staff every day, every other day, or every year.

So I think what you learn from the [coaching] program is, as you have those

conversations, you learn how to maximize the effectiveness and the potential of

people based on whatever their strengths are and then be able to support whatever

weaknesses they have to help make those weaknesses areas of growth for them—

areas of opportunities for them.

Generates new ideas. Christine shared that she is creative and generates new

ideas: "I am open for listening to alternate method. I am very creative, [I] think outside

of the box; there isn't just one way to solve an issue. I always am able to understand

multiple perspectives."

Jeanette noted that coaching made him aware of the power of collaboration in

generating new ideas by "bringing in as many different perspectives as possible where

that gave birth to just incredible ideas that quite frankly could not have happened if it was

just coming from one person."

Fosters and encourages creativity. Liane shared that the coaching process helped

her to foster and encourage her own creativity:

> It [coaching] had a great effect, it showed me different viewpoints, it showed me
>
> how to take ideas and I work with them. It showed me—my coach was wonderful
>
> in helping me see outside of my box and encouraged me to take risks, so she was
>
> great.

Supports risk taking. Michael explained how coaching gave him the confidence

to be open to take risks and model risk taking:

> "Go slow to move fast" work, with being open and honest that risk taking—you
>
> [have] got to model that risk taking, being honest and open with my mistakes.
>
> Being honest and open when I didn't know the answer. What it did, I think that's
>
> the reason why I became a principal through this program is because it just gave
>
> me that confidence.

Demonstrates willingness to take a courageous stand. Sharon recounted that the

coaching process gave her the confidence to take a courageous stand in the face of

conflict:

Then I'm not so concerned about, you know, the couple of people that could be

left behind, or not as much left behind but just not, just that don't agree with me.

And I think that's given me the confidence that in an organization there is always

a handful of people that are not going to agree with my vision, and I don't think

that's bothered me so much, because I know I have the confidence that what I'm

doing is right for the organization.

Debra shared that the coaching process encouraged her to take a courageous stand

when having critical conversations: "I didn't really feel comfortable confronting anybody

or having those critical conversations, and so having the coach talk it through with me

was a good idea. So it would be during critical—really building critical conversation

skills."

Provides resources that support nontraditional solutions. As addressed in Table

19, the skill of providing resources that support nontraditional solutions received one of

the lowest ratings within this domain on the TLSi.

John shared that during the coaching process he learned to provide resources that

support nontraditional, creative solutions:

That's an important lesson when it comes to equipping your staff, your team to

tackle change, especially complex change. I got to equip people, put people in

the right place, give them the resources they need, and, you know, check in

every time. So, let their talents and their abilities into the work.

Uses divergent fields and disciplines to create something new. As reported in

Table 19, the skill of using divergent fields and disciplines to create something new

received one of the lowest ratings within this domain on the TLSi. Likewise, this skill

received the second fewest number of references of all the skills within the creativity and sustained innovation domain.

John explained how coaching supported consideration of divergent fields to create new ideas: "Coaching is bringing in as many different perspectives as possible where that gave birth to just incredible ideas that quite frankly could not have happened if it was just coming from one person."

Establishes clear expectations. As presented in Table 19, the skill addressing establishing clear expectations received one of the highest ratings on the TLSi within the creativity and sustained innovation domain.

An analysis of training materials in the coaching program revealed that coaches work collaboratively with their coachees on their development in establishing clear expectations of the instructional program: "The school leader uses his or her deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of the school's instructional system."

James shared that his coach emphasized the importance of setting clear, time-bound expectations:

> Another concrete example would be to set clear, achievable goals, either semester goals or annual goals. Things that we can, at the end of the year, at the end of the semester, . . . look back and say, "Did we meet these?" just to help keep that team focused. So, [it was] something else that my coach emphasized to me.

Skills Related to Working With and Leading Others

Table 20 lists leadership skills related to working with and leading others. The second column identifies the related domain of the TLSi, and the last column reports the ranking of the number of references within the domain.

Table 20

Skills Related to Working With and Leading Others

Skills related to working with or leading others	Domain	Ranking of number of references within the domain
Mobilizing stakeholders to transform the organization	Visionary leadership	1st
Organizes people and resources to accomplish tasks	Problem solving and decision making	1st
Builds strong relationships through open communication and listening	Communication	1st
Builds strong relationships of team members	Collaboration	1st
Assists others to cultivate productive and respectful relationships	Diversity	1st
Involves stakeholders in planning and decision making	Diversity	2nd
Involves stakeholders in creating a vision for the future	Visionary leadership	2nd
Motivates team members	Personal/interpersonal	2nd
Involves staff in decisions	Problem solving and decision making	2nd
Counsels and supports team members	Personal/interpersonal	3rd
Develops trust and credibility with team members	Character and integrity	3rd
Challenges and encourages team members	Team building	3rd
Builds trust and support with constituents	Political intelligence	3rd

As shown in Table 20, the data collected from the individual interviews, artifacts, and observations revealed that 13 of the skills with the highest number of references

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within each domain specifically involved working with and leading others in the organization. These skills directly addressed building relationships in order to mobilize and include others in the organization, referred to as team members, stakeholders, people, constituents, and staff.

<div align="center">**Key Findings**</div>

A summary of the key findings of the analysis of this ethnographic study follows.

Finding 1: Transformational Leadership Skills Are Key Elements of Coaching

The data collected from the individual interviews, artifacts, and observations demonstrated that secondary administrators who participated in the blended coaching model developed transformational leadership skills. This conclusion is based on the finding that 100% of the coachees shared experiences in the coaching process that addressed all or almost all of the transformational leadership domains.

The research literature supports this finding as researchers posited that leadership coaching supports reaching higher levels of competency by developing and strengthening transformational leadership skills and organizational capacity (Hargrove, 2008; Reiss, 2007).

Finding 2: Six of the 10 Domains of the TLSi Were Major Areas of Focus During the Coaching Process

The data collected from all individual interviews, artifacts, and observations revealed that coachees perceived that their coaching experiences focused considerably on their skill development in visionary leadership, collaboration, diversity, team building, character and integrity, and problem solving and decision making (see Table 5). An examination of the data from the individual interviews revealed that the focus of

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coaching sessions was determined by the individual coachees' area of need or situation, and therefore, specific skills within the domains addressed in coaching sessions varied among participants. The interview data revealed the following:

- One hundred percent of the coachees shared stories about developing visionary leadership skills during the coaching process (see Table 6). The coachees reported that time and effort was spent on strategies to mobilize stakeholders to transform their organizations and to involve stakeholders in creating a vision for the future. Within the visionary leadership domain, these skill areas comprised approximately 77% of all the experiences shared by the coachees. This finding coincides with the research literature, which stated that leaders effectively articulate a vision of the future for the organization and strategically mobilize others to join for the common good (L. A. Anderson & Anderson, 2010; Dobbs, 2010; Kouzes & Posner, 2012; Larick & White, 2012; Sayeed & Shanker, 2009; *Thinking Strategically*, 2010).

- One hundred percent of the coachees described experiences of developing collaboration skills during the coaching process (see Table 6). The coachees reported that a great amount of effort was spent on building strong relationships with team members and facilitating decision making. Within the collaboration domain, these skill areas comprised over a third of all the experiences shared by the coachees. Furthermore, coachees who participated in the online TLSi survey were asked to identify the three domains of the TLSi that were most affected by the coaching experience. The collaboration domain received the second highest ranking. This finding coincides with the research literature, which stated that transformational leaders build a culture of trusting relationships and purposeful involvement where

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problem solving and decision making occur through effective communication and conflict resolution (Breaker, 2009; Darling-Hammond et al., 2010; Larick & White, 2012; Slater, 2008).

- One hundred percent of the coachees shared stories about developing diversity skills during the coaching process (see Table 6). The coachees revealed that the coaching experience focused on involving diverse stakeholders in planning and decision making, along with assisting others to cultivate productive and respectful relationships. Within the diversity domain, these skill areas comprised over a third of all the experiences shared by the coachees. This finding coincides with the research literature, which claimed that transformational leaders encourage diverse followers to become partners in planning and decision making efforts by integrating individual strengths and cultural differences to create an equitable, respectful, and morally responsible organization (Aguilar, 2013; Bass & Riggio, 2006; Cheliotes & Reilly, 2010; Drucker, 2011a; Hu et al., 2011; Larick & White, 2012; Shanker & Sayeed, 2012).

- One hundred percent of the coachees shared stories about developing team building skills and strategies during the coaching process (see Table 6). The coachees stated that great effort was spent on building a culture of open communication, holding oneself and others accountable, and challenging and encouraging team members. Within the team building domain, these skill areas comprised almost two thirds of all the experiences shared by the coachees. This finding corresponds with the research literature, which stated that transformational leaders encourage strong teams to be successful and challenge and support divergent thinking (Bolman & Deal, 2010;

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Dobbs, 2010; Goleman & Boyatzis, 2013; Harvey & Drolet, 2005; Ibarra & Hansen, 2013; Marzano et al., 2005; Rooke & Tolbert, 2011).

- Almost all of the coachees shared stories about developing character and integrity during the coaching process (see Table 6). The coachees related that time was spent reflecting on being sincere and straightforward, along with developing trust and credibility with team members. Within the character and integrity domain, these skill areas comprised 40% of all the experiences shared by the coachees. This finding coincides with the research literature, which stated that transformational leaders build cultures founded on trust by modeling the consistency between words and actions (L. A. Anderson & Anderson, 2010; Bass & Riggio, 2006; Fullan, 2014; Harvey & Drolet, 2005; Kotter, 2011a; Kouzes & Posner, 2012; Sayeed & Shanker, 2009).

- One hundred percent of the coachees shared stories about developing problem solving and decision making skills during the coaching process (see Table 6). The coachees revealed that a significant amount of time and effort was spent on discussing and developing skills in organizing people and resources to accomplish tasks and involving staff in decisions. Within the problem solving and decision making domain, these skill areas comprised over a third of all the experiences shared by the coachees. Furthermore, coachees who participated in the online TLSi survey were asked to identify the three domains of the TLSi that were most affected by the coaching experience. The problem solving and decision making domain received the highest ranking. This finding coincides with the research literature, which stated that transformational leaders provide opportunities for staff to plan and engage in shared decision making with a commitment to a collective mission (Adler et al., 2013; L. A.

Anderson & Anderson, 2010; Fullan, 2014; Johnson, 2013; Larick & White, 2012; Leithwood et al., 2004; Moolenaar et al., 2010).

Finding 3: Coachees Reported That Problem Solving and Decision Making Was the Most Impacted Domain

The results of the TLSi online survey indicated that the coachees perceived that the problem solving and decision making domain was most impacted by their coaching experiences (see Table 8). Based on the mean composite score of 4.25 for this domain, the coachees perceived that their leadership skills in problem solving and decision making were impacted to a *great* to *very great* extent. This also correlated to Part B of the survey in which the coachees indicated which three of the 10 domains of the TLSi they perceived as being most impacted by the blended coaching model (see Table 9). Twelve of the 16 coachees who completed the survey ranked problem solving and decision making as the most impacted domain, and the remaining four coachees ranked it number two.

This finding concurs with the research literature, which noted that the mounting and complex challenges and responsibilities intensify the demands and stressors of principals (Bush, 2009; Darling-Hammond et al., 2010; Duncan et al., 2011; Fullan, 2014; Greenstein, 2012; Grissom & Harrington, 2010; James-Ward, 2011; Kelsen, 2011; Lovely, 2004; Lynch, 2012; National Education Association, 2008; Orozco & Oliver, 2001; Reiss, 2007; Stewart, 2013; Stronge et al., 2008; Wise, 2010).

Finding 4: Coachees and Their Coaches Spent the Most Time on Skills Related to

Working With and Leading Others

An analysis of the data collected from the individual interviews, artifacts, and

observations revealed that 13 of the skills with the highest number of references within

each domain specifically involved working with and leading others in the organization

(see Table 20). These skills directly addressed building relationships in order to mobilize

and include others in the organization, referred to as team members, stakeholders, people,

constituents, and staff. This finding concurs with the research literature, which stated that

leaders must foster an environment of collaboration by building a culture of trusting

relationships and purposeful involvement toward a collective mission (L. A. Anderson &

Anderson, 2010; Ibarra & Hansen, 2013; Larick & White, 2012; Lovely, 2004; National

Education Association, 2008).

Finding 5: Coaching Is Situational and Contextualized to the Coachee's Unique

School Circumstances and Administrative Experience

An examination of the data from the individual interviews revealed that coaching

is situational. The blended coaching model is a job-embedded coaching program that is

contextualized to the candidates' unique school circumstances and administrative

experience. The coachees work collaboratively with their coaches, who provide

personalized and customized support in addressing the professional needs of the

coachees, as well as developing professional practice in addressing the daily

organizational challenges of their administrative position at their school site.

Therefore, as evidenced by the coachees' shared stories and experiences from the

interviews, specific skills were only addressed if needed and were not addressed if the

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site or coachee did not need them. For example, although aspects of visionary leadership were discussed during the coaching conversations, as an assistant principal, one coachee explained that skills addressing setting or articulating a vision "were out of the view of an assistant principal." Also, another coachee stated that she entered the coaching program with strong listening skills: "I would say that was an area of strength for me, so I think that wasn't something we focused on that much. I am a very good listener, and I actually have my master's in counseling." In addition, one participant cited a leadership skill that was not addressed because the site did not need it: "I don't think [collaboration] was an area where the coaching process really grew [me], because it was already so strong in our school culture."

This finding is supported in the literature, which stated that coaching provides the precise support that develops the necessary skills for administrators to address the plethora of demands and complex challenges that they face (Allison, 2011; Farver, 2014; Neufeld & Roper, 2003; Psencik, 2011; The Wallace Foundation, 2009).

Summary

For this ethnographic study, data collected from the stories told from the perspectives of secondary administrators who participated in the blended coaching model were analyzed through the lens of the TLSi. This chapter provided a comprehensive overview and description of the methodology applied for qualitative data collection, which consisted of individual interviews, artifact reviews, observations, and an online survey to describe the coaching culture and experiences of secondary administrators that enhanced transformational leadership skills. The analysis of the data illuminated the stories from all 22 participants, which provided a comprehensive picture of the

significant role of the blended coaching model in leadership development through the

lens of transformational leadership.

Chapter V presents a discussion of conclusions based on the major findings and

associated recommendations. The chapter also includes a report of unexpected findings

and implications for future action and future research.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V provides a brief review of the purpose of this study, the research question, the methodology, and the population and sample. This chapter then presents a summary of the major findings of the analysis of the qualitative data collected, including a report of the unexpected findings. Next, the researcher formulates conclusions based on the research findings and proposes implications for action and recommendations for future research.

Purpose Statement

The purpose of this ethnographic research was to study the culture and experiences of secondary administrators, both principals and assistant principals, who were coached in the blended coaching model. This qualitative study explored the context and processes of the coaching experience of secondary administrators that enhance transformational leadership skills, through the lens of the 10 domains of transformational leadership.

Research Question

What is the experience of secondary administrators who participated in the blended coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Research Methods

A qualitative design was chosen to examine the culture of the coaching process utilizing the blended coaching model through the lens of transformational leadership by providing a "detailed picture of the culture-sharing group" (Creswell, 2012, p. 21). A qualitative approach best captured the story of the coaching experience by following and

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documenting the evolution and transformation of leadership development of secondary administrators being coached in the blended coaching model. Gathering these accurate, detailed descriptions and rich quotations was instrumental in understanding and interpreting the meaning and significance of the lived experiences of the coachees in this qualitative study.

In exploring the existing literature on leadership coaching, no research was found that focused on the culture of the blended coaching model as it relates to building transformational leadership skills of secondary administrators. Therefore, an ethnographic design was selected, which focused on the detailed descriptions of the contexts and processes of the blended coaching model culture that enhanced transformational leadership skills. The researcher explored this culture through the framework of the 10 domains of the TLSi, which clearly defines leadership attributes and skills aligned to transformational leadership behaviors. The TLSi domains provided a framework to understand the culture of leadership coaching from the perspective of secondary administrators (coachees). Using a variety of data sources that included interviews, observations, and examination of artifacts, this ethnographic study revealed the culture of the blended coaching model and the experiences of secondary administrators through the lens of the TLSi.

Population

For the purpose of the qualitative phase of the study, the target population was secondary administrators (middle school and high school principals and assistant principals) who were coached using the blended coaching model while participating in the California Commission on Teacher Credentialing (CTC)-approved coaching-based

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program within the last 7 years. Between 2009 and 2014, 242 candidates participated in

and completed this 2-year, job-embedded coaching program (Bossi, 2013).

Sample

For the qualitative phase of the study, the sample consisted of 22 secondary

administrators who had completed the 2-year, job-embedded coaching program utilizing

the blended coaching model. This purposeful sample provided information-rich data that

provided the researcher with deep and credible responses about the culture and

experiences of the administrators regarding their development of transformational

leadership skills during and after the coaching process. Fourteen secondary

administrators agreed to participate after being recommended directly by their

Association of California School Administrators/New Teacher Center (ACSA/NTC)

California Network of School Leadership Coaches (CNET) certified coaches, who were

associated with one of the 15 ACSA/NTC local program affiliates (see Appendix D).

The other eight secondary administrators volunteered to participate from an ACSA/NTC

list of 78 administrators who completed the coaching program between 2012 and 2014.

Major Findings

This ethnographic study involved an analysis of the stories and experiences of 22

secondary administrators who participated in the blended coaching program. The

coachees shared detailed descriptions of the contexts and processes of the culture of the

blended coaching model that enhanced their transformational leadership skills. Gathering

these accurate, detailed descriptions and rich quotations was instrumental in

understanding and interpreting the meaning and significance of the lived experiences of

the coachees by following and documenting the evolution and transformation of

leadership development of secondary administrators being coached. The analysis of the data illuminated the stories from all 22 participants, which provided a comprehensive picture of the significant role of the blended coaching model in transformational leadership development.

Finding 1: Transformational Leadership Skills Are Key Elements of Coaching

The data collected from the individual interviews, artifacts, and observations demonstrated that secondary administrators who participated in the blended coaching model developed transformational leadership skills. This conclusion is based on the finding that 100% of the coachees shared experiences in the coaching process that addressed all or almost all of the transformational leadership domains. Leadership coaching that supports the development of transformational skills was also evidenced in the study by Karla Wells (2014), peer researcher, in which findings demonstrated that coaches who practice the blended coaching model support the development of transformational skills in their coachees.

Finding 2: Six of the 10 Domains of the TLSi Were Major Areas of Focus During the Coaching Process

The data collected from all individual interviews, artifacts, and observations revealed that coachees perceived that their coaching experiences focused considerably on their skill development in visionary leadership, collaboration, diversity, team building, character and integrity, and problem solving and decision making (see Table 5 in Chapter IV). An examination of the data from the individual interviews revealed that the focus of coaching sessions was determined by the individual coachees' area of need or situation,

and therefore, specific skills within the domains addressed in coaching sessions varied among participants. The interview data revealed the following:

- One hundred percent of the coachees shared stories about developing visionary leadership skills during the coaching process (see Table 6 in Chapter IV). The coachees reported that time and effort was spent on strategies to mobilize stakeholders to transform their organizations and to involve stakeholders in creating a vision for the future.

- One hundred percent of the coachees described experiences of developing collaboration skills during the coaching process (see Table 6 in Chapter IV). The coachees reported that a great amount of effort was spent on building strong relationships with team members and facilitating decision making.

- One hundred percent of the coachees shared stories about developing diversity skills during the coaching process (see Table 6 in Chapter IV). The coachees revealed that the coaching experience focused on involving diverse stakeholders in planning and decision making, along with assisting others to cultivate productive and respectful relationships.

- One hundred percent of the coachees shared stories about developing team building skills and strategies during the coaching process (see Table 6 in Chapter IV). The coachees stated that great effort was spent on building a culture of open communication, holding oneself and others accountable, and challenging and encouraging team members.

- Almost all of the coachees shared stories about developing character and integrity during the coaching process (see Table 6 in Chapter IV). The coachees related that

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time was spent reflecting on being sincere and straightforward, along with developing

trust and credibility with team members.

- One hundred percent of the coachees shared stories about developing problem solving

and decision making skills during the coaching process (see Table 6 in Chapter IV).

The coachees revealed that a significant amount of time and effort was spent on

discussing and developing skills in organizing people and resources to accomplish

tasks and involving staff in decisions.

Finding 3: Coachees Reported That Problem Solving and Decision Making Was the

Most Impacted Domain

Based on the mean composite score of 4.25 for the problem solving and decision

making domain, the coachees perceived that their leadership skills in problem solving

and decision making were impacted to a *great* to *very great* extent (see Table 8 in

Chapter IV). This also correlated to Part B of the survey in which the coachees indicated

which three of the 10 domains of the TLSi they perceived as being most impacted by the

blended coaching model. Twelve of the 16 coachees who completed the survey ranked

problem solving and decision making as the most impacted domain, and the remaining

four coachees ranked it number two.

Finding 4: Coachees and Their Coaches Spent the Most Time on Skills Related to

Working With and Leading Others

An analysis of the data collected from the individual interviews, artifacts, and

observations revealed that 13 of the skills with the highest number of references within

each domain specifically involved working with and leading others in the organization

(see Table 20 in Chapter IV). These skills directly addressed building relationships in

order to mobilize and include others in the organization, referred to as team members, stakeholders, people, constituents, and staff. This finding concurs with the research literature, which stated that leaders must foster an environment of collaboration by building a culture of trusting relationships and purposeful involvement toward a collective mission (L. A. Anderson & Anderson, 2010; Ibarra & Hansen, 2013; Larick & White, 2012; Lovely, 2004; National Education Association, 2008).

A focus on skills related to working with and leading others during the coaching process was also evidenced in the study by Wells (2014), peer researcher, who found that coaches who practice the blended coaching model focus on the development of their coachees' relationship building skills.

Finding 5: Coaching Is Situational and Contextualized to the Coachee's Unique School Circumstances and Administrative Experience

The coachees worked collaboratively with their coaches, who provided personalized and customized support in addressing the professional needs of the coachees, as well as developing professional practice in addressing the daily organizational challenges of their administrative position at their school site. Therefore, as evidenced by the coachees' shared stories and experiences from the interviews, specific skills were addressed or not addressed depending on the needs or situations of the coachees. It was evidenced in the study by Wells (2014), peer researcher, that coaches provide situational coaching to ensure coaching meets the specific needs of each coachee.

Unexpected Findings

Two unexpected findings were revealed from the data collected during this study:

1. Coachees shared multiple times that the coaching process gave them "confidence to lead" by providing "the know-how to lead with confidence." Although there were no interview questions that specifically addressed the topic of confidence, over half of the coachees used the word *confidence* or *confident* in the stories they shared about their coaching experiences. Specifically, the coachees reported that the coaching experience gave them confidence in their ability to present themselves in "a confident manner" and to do "what is right for the organization." This included gaining confidence to be able to "make decisions for myself," "gain more confidence in my ability to be a good communicator with people," "build confidence in making difficult decisions and sticking with difficult decisions," "maintain who I am but give me the tools to utilize it effectively instead of thinking I had to be the loud, aggressive one or the timid one that just said yes to everybody," "be efficient in what I did," and "present a more confident approach."

2. The diversity domain received the highest number of references in the individual interviews, artifacts, and observations. All 22 coachees addressed diversity skills and competencies in their experiences they shared in their individual interviews. However, only one of the 16 coachees who completed the TLSi survey identified the diversity domain as one of the three domains most impacted by the coaching process. The skill of involving diverse stakeholders in planning and decision making received the highest number of references in the data collected, but on the TLSi survey, this

skill was rated the least impacted by the blended coaching model. This is an unusual and unexplained finding.

Conclusions

From the findings of this study, the following conclusions were made based on the coachees' experiences in the blended coaching model through the lens of transformational leadership.

Conclusion 1

Secondary administrators who participated in the blended coaching model developed transformational leadership skills. The data collected from the individual interviews, artifacts, and observations demonstrated that secondary administrators who participated in the blended coaching model developed transformational leadership skills. This conclusion is based on the finding that 100% of the coachees shared experiences in the coaching process that addressed all or almost all of the transformational leadership domains. The development of transformational skills during the coaching process was also evidenced in the study by Wells (2014), peer researcher, which concluded that coaches who practice the blended coaching model help develop transformational leadership skills in their coachees.

Conclusion 2

Coachees used their coaches to help them most often in building their transformational leadership skills related to diversity, collaboration, and visionary leadership. Almost 40% of the experiences shared by coachees referred to the skills, strategies, and attributes within these three domains.

Conclusion 3

Coachees spent the most time on skills related to working with and leading others. From the experiences shared by coachees, 13 of the skills with the highest number of references within each domain specifically involved working with and leading others in the organization (see Table 20 in Chapter IV). Coachees who participated in the blended coaching model focused on the development of transformational leadership skills that harness the potential of others in seeking solutions and building a vision of change for the future. A focus on skills related to working with and leading others during the coaching process was also evidenced in the study by Wells (2014), peer researcher, who found that coaches who practice the blended coaching model focus on the development of their coachees' relationship building skills.

Conclusion 4

Coaching is situational based on the coachee's administrative experience and unique school circumstances. As evidenced by the coachees' shared stories and experiences from the interviews, specific skills were addressed or not addressed depending on the professional needs of the coachees defined by their leadership experience and administrative position at their school site. Therefore, the coachees worked collaboratively with their coaches, who provided personalized and customized support in addressing the professional needs of the coachees, as well as developing professional practice in addressing the daily organizational challenges specific to their site. The coaching sessions were responsive to the situational needs of the coachees, and the blended coaching model provided personalized and customized support to the coachees in addressing their professional needs and job-related challenges and

responsibilities. The finding that coaching is situational based on the needs of the coachee was also evidenced in the study by Wells (2014), peer researcher, in which findings demonstrated that coaches determine the focus of the coaching sessions based on the individual needs and situations of the coachees.

Conclusion 5

Coachees valued their coaches' help in problem solving and decision making at their site. The findings from this study showed that the coachees perceived that the problem solving and decision making domain was most impacted (to a *great* to *very great* extent) by their coaching experiences. This correlated to the results in Part B of the survey in which the coachees reported that the problem solving and decision making domain was the most impacted by the coaching process when asked to rank the domains of the TLSi. As evidenced by the coachees' shared stories from the interviews, the coaching process provided personalized and customized support in addressing the site needs of the coachees by focusing on specific skills that involve people in problem solving to seek solutions.

Conclusion 6

The skills and competencies of transformational leadership are interrelated among the 10 domains of the TLSi, which provides a holistic context for understanding the development of leadership skills. The findings from the study revealed that the individual skills, attributes, and strategies of transformational leadership are interrelated among the 10 domains of the TLSi. In almost all stories shared by the coachees, multiple skill areas within one or more domains were identified and coded within individual experiences. For example, the coachees indicated that addressing and managing conflict

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was an important component of the following domains: problem solving and decision making, personal and interpersonal skills, collaboration, creativity and sustained innovation, and political intelligence. The coachees also indicated that the skill of giving or receiving feedback was necessary for effective collaboration, personal and interpersonal skills, and team building.

Findings from the study concur with Larick and White (2012), the creators of the TLSi, who stated, "While the 10 domains can be disaggregated, the true nature of leadership can only be understood as a whole" (p. 1). Therefore, in order to fully understand how best to support the leadership development of secondary administrators in the blended coaching model, all 10 domains of the TLSi must be utilized to provide a holistic framework in which to offer strategic and meaningful support toward becoming successful transformational leaders. The holistic context of the TLSi of understanding the development of transformational leadership skills was also evidenced in the study by Wells (2014), peer researcher, in which findings demonstrated that transformational leadership is a holistic style of leadership.

Implications for Action

Exploration of the lived experiences and stories of secondary administrators who participated in the blended coaching model revealed significant findings for the development of new secondary administrators and contributes to the literature on leadership coaching in education. Findings from this study produced five implications for action that are as follows:

1. The stories shared by the coachees who participated in the blended coaching model indicated that the development of transformational leadership skills and competencies

is addressed within the coaching experience. However, these 80 discrete skills and competencies of the 10 domains of the TLSi were not identified during the coaching process as specific components of transformational leadership. Since secondary administrators are now charged with being change leaders who need to possess the knowledge and skills to transform their schools by effectively leading change efforts, it is recommended that administrative preparation programs and districts provide professional development that ensures that administrators have a solid understanding of the complexities of change theory and transformational leadership. Focusing the coachees' professional development not only on the skills and competencies of transformational leadership but also on a solid understanding of change theory as it pertains to systems change will provide much-needed support to novice secondary administrators in being able to effectively implement and lead change efforts at their site.

2. Coachees who participated in the blended coaching model focused on the development of their leadership skills primarily in the domains of diversity, problem solving and decision making, collaboration, and visionary leadership. On the other hand, none of the coachees identified the political intelligence domain or the creativity and sustained innovation domain in the top domains of the TLSi survey for Part A or B, and both domains were cited with the least number of references from the data collected for all 10 domains. Therefore, in order for the coachees to develop a comprehensive understanding of all of the domains of transformational leadership, it is recommended that administrative preparation programs purposefully address the areas of political intelligence and creativity and sustained innovation within the coaching experience by

strengthening these components of the coaching program with materials and training for the coachees. In order to be able to ethically advocate and advance initiatives toward the vision of their schools, it is extremely important for site administrators to be politically intelligent leaders who are able to utilize strategies and have "the courage and know-how to tackle those daily dilemmas and major issues in the high-stakes political environment" (White et al., 2007, p. xi) of education. In particular, the coaching process should support principals in becoming politically intelligent leaders who can anticipate obstacles and are able to ethically utilize power and influence for the good of the organization by building coalitions and negotiating effectively.

3. Transformational leaders generate organizational influence to ethically advocate and advance initiatives, changes, and the mission/vision of the organization (Larick & White, 2012). Transformational leaders must be able to utilize strategies on behalf of the organization's vision to proactively build support for initiatives by anticipating obstacles, engaging others in dialogue, and networking to build coalitions (L. A. Anderson & Anderson, 2010; Bolman & Deal, 2010; Fullan, 2014; Johnson, 2013; Kirtman, 2014; Kotter, 2011a; Larick & White, 2012; *Thinking Strategically*, 2010).

4. Developing the skills and strategies to lead others in working together toward common goals and outcomes was a focus of the coaching experience. Findings from the stories told by the coachees revealed the need for coachees to address challenges in working with others on problem solving and decision making issues on a daily basis at their sites. Therefore, in order for administrators to develop the skills to be able to effectively involve and lead others, it is recommended that the coaching process continue to address daily challenges by developing skills in team building and

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problem solving and decision making, but it should also include the skills and strategies for the coachees to be able to proactively build a culture of collaboration within the entire organization by motivating others to transform the school.

5. The coaching sessions were responsive to the situational needs of the coachees by providing personalized and customized support to the coachees in addressing their professional needs and job-related challenges and responsibilities. As evidenced by the coachees' experiences shared in interviews, specific skills were addressed or not addressed based on the professional needs of the coachees defined by their leadership experience and administrative position at their school site.

Since most of the secondary administrators who participated in this study were assistant principals at the time they participated in the blended coaching model, their job descriptions may not have encompassed all of the responsibilities and challenges of being the site principal, such as setting the vision or mobilizing stakeholders to create a vision for the future. This is further supported by the results of the TLSi online survey for the skill of managing unproductive behavior in teams, which received the lowest rating within the collaboration domain on the TLSi. In addition, the visionary leadership domain received the lowest rating of all 10 domains on the TLSi online survey. This may suggest that assistant principals do not have the opportunity to manage unproductive behavior or create the vision for their site, as it may come under the purview of the principal. Therefore, it is recommended that districts provide coaches when assistant principals are promoted to principalships to support them in their new role as the transformational leaders at their sites.

6. The individual leadership skills, attributes, and strategies of transformational leadership are interrelated and provide a holistic context. The development of leadership skills of coachees needs to be understood within the gestalt of the 10 domains of the TLSi. Therefore, in order to fully understand how best to support the leadership development of secondary administrators in the blended coaching model, all 10 domains of the TLSi must be utilized to provide a holistic framework in which to offer strategic and meaningful support toward becoming successful transformational leaders. Therefore, it is recommended that the coaching program provide coachees with a clear and comprehensive framework of all aspects of transformational leadership in order for coachees to become transformational leaders who understand and implement meaningful and effective transformational change.

Recommendations for Further Research

As addressed in this study, leadership coaching for secondary administrators is both timely and needed to develop administrators who can effectively lead and transform schools in the 21st century. Based on the findings of this study, the following five recommendations for further research are offered:

1. Conduct a more in-depth study of separate sample populations of coachees who are specifically principals or assistant principals. The current study was completed focusing on coachees who voluntarily participated in an alternative program to clear their administrative credential in a 2-year, job-embedded, one-on-one coaching program using the blended coaching model. As of July 2015, the CTC will require the job-embedded coaching format, and thus, all future administrative candidates must participate in a coaching model to clear their credential. Therefore, in a short time the

pool of administrators who have completed the program will be much larger. The larger population may support a more in-depth study with separate sample populations of coachees who are specifically principals or assistant principals to determine if differences exist in the development of transformational leadership skills based on the administrators' positions during the coaching process.

2. Conduct a longitudinal study to investigate the impact of coaching for administrators through the lens of the TLSi. As this study was conducted with coachees who had completed the blended coaching program within the last 7 years, the span between the time when they participated in the coaching program ranged from 6 months to 7 years. A future longitudinal study might investigate the impact of coaching for administrators who have been coached within the last 2 years, 5 years, and 10 years through the lens of the TLSi to determine the lasting effects of the coaching experience through the lens of the TLSi.

3. Conduct a quantitative study, a case study, a phenomenological study, or a preexperimental study. This study utilized a qualitative, ethnographic approach to research the culture and lived experiences of secondary administrators regarding the impact of the blended coaching model on their development of transformational leadership. Further research might be conducted through a quantitative approach to determine specific, predetermined variables; a case study approach to determine the development of transformational skills over time for a specific group of administrators; a phenomenological approach to determine the lived experience of a coachee transforming into a transformational leader; or a preexperimental design that utilizes the administration of the TLSi as a pretest and posttest to determine a link

between the participation in the blended coaching and the development of transformational leadership skills.

4. Study the coaching experiences of experienced secondary administrators. As this study involved the coaching of novice secondary administrators in a 2-year, job-embedded, one-on-one coaching program, further research may explore the results of coaching experienced secondary administrators utilizing the blended coaching model through the lens of the TLSi. This would help to determine the value of developing transformational leadership skills in experienced administrators who must address leading their schools to meet the challenges of 21st-century learning, especially with the new demands in addressing the Common Core State Standards (CCSS) and technology implementation.

5. Study the coaching experiences of district superintendents. Since the function of the central office is under the purview of the superintendent, it is important that the superintendent provide meaningful and effective support to principals in addressing change efforts at their sites. Future research may explore the results of long-term coaching for sitting superintendents who have been coached by experienced superintendents who are trained as coaches with facilitative and reflective coaching skills to support them in their development as transformational leaders.

6. Study the blended coaching model through the lens of other frameworks. This study viewed the coachees' development of leadership skills through the lens of the TLSi. A few other suggested frameworks are The Wallace Foundation's (2012) Wallace Perspective standards, which examine school leadership efforts to improve public schools; the key elements of 21st-century learning and teaching, which identify a

holistic view of 21st-century student outcomes (Partnership for 21st Century Skills, 2011); or the International Society for Technology in Education's (ISTE's) standards for administrators, which examine the skills and knowledge in building digital citizenship and competencies. These studies would help to determine if the blended coaching model is a viable tool in developing leadership competencies that meet the expectations of other educational and administrative frameworks.

7. Study the coaching experiences of leaders and supervisors in other fields. Although this study was focused on the leadership development of administrators in the field of education, future research might explore the utilization of the blended coaching model and the TLSi to coach leaders and supervisors in other fields such as business, law enforcement, or medical administration. This would help to determine if the blended coaching model is a viable tool in the development of inspirational and effective transformational leaders.

Concluding Remarks and Reflections

After conducting this study, it is evident to me that the blended coaching model plays a significant role in the development of transformational leadership skills of secondary administrators. Ensuring that administrators are well-supported to be able to knowledgably lead change and effectively handle the broad spectrum of demands and challenges that leading a school in the 21st century entails is a priority that is critical to the success of our schools (Darling-Hammond et al., 2010; Fullan, 2014; Grissom & Harrington, 2010; Kelsen, 2011; Orozco & Oliver, 2001; Reiss, 2007; Wise, 2010). The stories told by the coachees in this study revealed that the blended coaching model was significant in providing the precise support that developed the necessary skills for

administrators to address the plethora of demands and complex challenges that they face. Furthermore, since today's administrators are charged with the daunting task of transforming their schools, it is of paramount importance that the coaching process is a viable means of supporting administrators and facilitating their development in becoming leaders who both understand and implement transformational change.

Conducting this research allowed me to deepen my knowledge as a student of transformational change and organizational leadership and, at the same time, inform my practice as a leadership coach of secondary administrators. Furthermore, it is my hope that this study ignites further implementation of the blended coaching model to support administrators in their development as transformational leaders who can build individual capacity and organizational culture and lead their schools toward breakthrough results.

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APPENDICES

Observation Protocol

Date:	Time: Meeting:	Observer: Location:
Instructions: Please read over the domains on the side and mark all the skills that are present during the block of time you are conducting the observation. On the narrative side, please indicate, in detail, what you observe during the time you are present.		

	Narrative Evidence:
Visionary Leadership: Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.	
Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization.	
Problem-Solving & Decision Making: Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.	
Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence.	
Character/Integrity: Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others.	
Collaboration: Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution.	
Creativity and Sustained Innovation: Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.	
Diversity: Integrate the strengths that individual an cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society.	
Team Building: Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict.	
Political Intelligence: Generating organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission.	

APPENDIX B

Transformational Leadership Skills: Domains

Visionary Leadership: Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.
Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization.
Problem-Solving & Decision Making: Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.
Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence.
Character/Integrity: Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others.
Collaboration: Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution.
Creativity and Sustained Innovation: Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.
Diversity: Integrate the strengths that individual an cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society.
Team Building: Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict.
Political Intelligence: Generating organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission.

APPENDIX C

Document Analysis Protocol

Title of Document:	Date of publication:
Site/Organization:	Activity/event/audience:
Reviewer:	

Instructions: Please read over the domains and mark those that are present on the document you are reviewing. After each domain you mark, indicate specifically how the domain was represented. In addition, attach the hard copy of the document. If the document has multiple pages, please indicate the slide or page number where the evidence was found.

Visionary Leadership: Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.

Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization.

Problem-Solving & Decision Making: Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.

Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence.

Character/Integrity: Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others.

Collaboration: Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution.

Creativity and Sustained Innovation: Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.

Diversity: Integrate the strengths that individual an cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society.

Team Building: Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict.

Political Intelligence: Generating organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission.

APPENDIX D

ACSA/NTC Leadership Coaching Local Program Affiliates

Local Program	Regions Served by Local Program
New Teacher Center	Santa Cruz, Santa Clara, San Mateo, San Benito, Monterey Counties
Sacramento ACSA	Greater Sacramento County and independent requests for coaching no in areas covered by affiliates
ACSA Region 17	Orange County
L.E.A.D. Network	Pleasanton, Dublin, San Ramon Valley School Districts
Long Beach Unified School District	Long Beach Unified School District
C.A.S.S.T. Program	San Joaquin, Tuolumne, Calaveras, Amador, and Stanislaus Counties
Poway	Poway Unified School District
Humboldt County Office of Education	Humboldt County and Del Norte County
San Bernardino County Office of Education	San Bernardino County
Santa Barbara	Santa Barbara County
San Luis Obispo	San Luis Obispo County Office of Education
Solano County	Solano County Office of Education
Lake/Colusa/Mendocino	Lake, Colusa, Mendocino County Office of Education
Whittier Union High School District	Whittier Union High School District
Fresno	Fresno County Office of Education

Individual Interview Protocol

Time of Interview:
Date:
Place:
Interviewer:
Interviewee:

Good Morning/Afternoon/Evening,

As part of my dissertation research for the doctorate degree in Organizational Leadership at Brandman University in Irvine California, I am interviewing administrators who have completed the ACSA/NTC program. The purpose of the interview is to learn about your perceptions regarding your experience as a participant in the coaching program. The interview will take about 30 minutes to complete and will include six questions. I may ask some follow-up questions, if I need further clarification. Is this still a good time to complete this interview? (If this is not a good time to continue, set another time to meet with interviewee; do not hang up without another set time).

Any information that is obtained in connection to this study will remain confidential. All of my data will be reported without reference to an individual or an institution. After I record and transcribe the data, I will send it to you so that you can check to make sure that I have captured your thoughts and ideas accurately. This interview will include some fixed questions, however, we may ask some follow-up questions if we need further clarification or details. Do you have any questions before we begin?

I want to make this interview as comfortable as possible for you, so at any point during the interview you can ask that I skip a particular question or discontinue the entire interview. With your permission, I would like to tape record this interview so that I ensure that I capture your thoughts accurately. Thank you.

1. How did the coaching process have an affect (or not) on your ability to build a vision of change for the future for your site? (1, 10) Potential follow-up question: Can you think of a specific example that demonstrates how coaching affected your ability to build a vision of change for the future?

2. How did coaching affect (or not) the ways in which ideas are exchanged and problems are solved at your school site? (2) Potential follow-up question: Can you think of a specific example that demonstrates ways in which coaching affected the ways in which ideas are exchanged and problems?

3. What was the affect (or not) of coaching on your ability to utilize differing opinions to focus on your school's goals? (3) Potential follow-up question: Can you think of a

specific example that demonstrates ways in which coaching affected your ability to use differing opinions to focus on your school's mission?

4. How do you think your current staff would describe your leadership style & character? Would you say that your leadership style has changed as a result of the coaching process? (4, 5, 8) Potential follow-up question: Can you think of a specific example of a change in your leadership style resulting from coaching that your staff would notice?

5. What was the affect (or not) of coaching on your ability to build collaboration and teams over time? (6,9) Potential follow-up question: Can you think of a specific example that demonstrates a way in which coaching affected (or not) your ability to build collaboration and teams over time?

6. Please share how coaching affected (or not) your ability to harness the potential of your staff to promote change? (7) Potential follow-up question: Can you think of a specific example that demonstrates ways in which coaching affected (or not) your ability to harness the potential of your staff to promote a change?

This concludes our interview. Do you have any other information that you would like to add or share regarding your experiences with coaching?

Thank you very much for your time and support in completing my research. I will send, through email, the transcription of our interview for your feedback. If you would like a copy of my final research findings once my research is accepted by the university, I would be happy to share it with you. Thank you again.

APPENDIX F

Transformational Leadership Skills Inventory (TLSi)

Larick & White 2012

Every organization must be prepared to abandon everything it does to survive in the future.
Peter Drucker

Leadership matters and the demands for great leaders are increasing each day. The fast paced global age has presented unprecedented challenges and uncertainty to leaders in all sectors of business, government, education, and social institutions. This environment is redefining the skills that leaders must have to be successful. Great leaders today frequently use 360° feedback as a process to analyze their performance as a leader and develop professional and personal growth plans.

According to Jones & Bearley (1996) the term 360° feedback refers to the practice of gathering and processing multi-rater assessments on leader's performance and feeding back the results. In this process the leader rates her/him on a set of criteria using an inventory administered on-line. The same inventory is used by a group of respondents to rate the leader. For example the leader's boss/supervisor, peers and subordinates use the same inventory to provide feedback concerning the leader's perceived performance. The data received from the inventory provides the leader information necessary to identify their strengths and opportunities for growth.

The 80 items used in this inventory are based on theory and research about leadership and the attributes and strategies that support transformational leadership. An extensive literature search on transformational leadership and the process of change has led to identification of 10 domains and 80 skills that comprise the TLSi.

The development of this instrument has relied on the prior research of John Kouzes & Barry Posner; Ken Wilber; John Kotter; Daniel Goleman; Loyd Cacioppe; David Cashman; Peter Senge; Thomas Havey, Patricia Clark White & Lawrence Kemper; Edgar Schein; Rosabeth Moss Kanter; Ken Blanchard; William Bearley & John Jones; et al.

The TLSI inventory includes 10 domains of leadership that support transformational leadership and was developed through rational and empirical processes. Based on research and field experience, the authors believe that the 10 domains provide a holistic framework for understanding the nature of transformational leadership. While the 10 domains can be disaggregated, the true nature of leadership can only be understood as a whole.

The concept of the Johari window illustrates the value of participating in 360 degree feedback. Johari window is a two-by-two matrix that describes how we perceive ourselves and how the world around us perceives us.

Known to Self Known to Others	Known to Self Unknown to Others
Unknown to Self Known to Others	Unknown to Self Unknown to Others

With the help of the 360 degree feedback leaders can narrow the "Unknown to self/Known to Others" area and develop growth action plans independently or with the guidance of a coach. Leaders can also use the feedback as a starting point for expanding the "known to Self/Known to Others" area in the direction of what was previously unproductively hidden from the outside world.

The data that is received in the 360 degree feedback is not a diagnosis, or a label of any kind. It is input for self-exploration and improvement. As the answers of the respondents may be influenced by a myriad of factors, they many not necessarily be the ultimate truth. Therefore the data is most valuable when used in conversation with a coach or facilitator.

It is advisable to seek feedback from many people who know you from a variety of perspectives. For purposes of this inventory you are asked to solicit feedback from as many sources as appropriate to you as a leader. As a minimum the respondents should include self, boss/supervisor, peers and subordinates.

It is important that responses of peers and subordinates be confidential. No names or identifiers of peer/subordinate will be used other codes associated with the leader's feedback data.

In this instrument you will rate 80 areas of competency expected of successful Transformational Leaders. The scale will range from a high of 5 being "Very great extent" to a low of 1 being "Very Little Extent." These 80 competencies are arranged in ten domains of eight skills each.

The ten domains include:

1. Visionary Leadership
2. Communication
3. Problem Solving & Decision Making
4. Personal & Interpersonal Skills

5. Character & Integrity
6. Collaboration & Sustained Innovation
7. Managing Change
8. Diversity
9. Team Development
10. Political Intelligence

Together, the ten domains describe the competencies of successful transformational leaders. Responses to the eighty (80) skill areas provide data supporting three transformational feedback reports.

1. Summary Report – Aligns the eighty skills in the ten domains providing a profile for each domain and each skill.
2. Domain Summary Report – Aggregates all of the data into a report showing the ten domains.
3. Strength – Growth Report – Identifies the strongest twenty skills and the twenty skills representing opportunities for growth.

Completing the instrument will:

- Enable you to make the choices about the areas you want to develop
- Enable you to identify the areas which are not strengths for you and from there craft leadership improvement plans
- Help you understand how your actions and focus creates an environment which enables others to perform at their best
- Enables you to focus on the areas which are critical to the development of a high performance work environment
- Acquire a higher capacity to manage stress
- Become more effective at operating in teams and organizations
- Expand behavioral repertoires and discover more creative ways to solving difficult interpersonal problems

3. This is where you define your groups. For each code, type the name of the group. For example, G1 might be Board Members. List from 1 to 6 groups which do not overlap.

G1

G2

G3   [_____]

G4   [_____]

G5   [_____]

G6   [_____]

4. For each group you defined, enter the maximum number of responses expected This helps us when sending reminders.

G1   [_____]

G2   [_____]

G3   [_____]

G4   [_____]

G5   [_____]

G6   [_____]

5. Please type the email address where your reports should be sent.

[_____]

Transformational Leadership Skills Inventory

TLSi

Please rate each skill according to the degree to which it is evident in this individual.

5 = Very great extent 4 = Great Extent 3 = Some Extent 2 = Little Extent 1 = Very Little Extent

Domain

Visionary Leadership: Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.	1	2	3	4	5
1. Plans & actions match the core values of the organization	1	2	3	4	5
2. Uses strategic thinking to create direction for the organization	1	2	3	4	5
3. Communicates personal vision effectively	1	2	3	4	5
4. Involves stakeholders in creating a vision for the future	1	2	3	4	5
5. Inspires others	1	2	3	4	5
6. Anticipates and plans for the future	1	2	3	4	5
7. Mobilizes stakeholders to transform the organization	1	2	3	4	5
8. Challenges thinking about the future	1	2	3	4	5

Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization.	1	2	3	4	5
9. Listens to & tolerant of divergent points of view	1	2	3	4	5
10. Uses technology & social media to communicate with stakeholders	1	2	3	4	5
11. Writes in a clear, concise style	1	2	3	4	5
12. Builds strong relationships through open communication & listening	1	2	3	4	5
13. Is accessible	1	2	3	4	5
14. Presents ideas & information in a clear & well-organized manner	1	2	3	4	5
15. Communicates an inspiring vision	1	2	3	4	5
16. Communicates effectively in oral presentations	1	2	3	4	5

Problem-Solving & Decision Making: Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization.	1	2	3	4	5
17.Conducts effective meetings	1	2	3	4	5
18 Manages decisions decisively	1	2	3	4	5
19. Involves staff in decisions	1	2	3	4	5
20. Organizes people & resources to accomplish tasks	1	2	3	4	5
21. Pays attention to critical details	1	2	3	4	5
22. Brings conflict into the open	1	2	3	4	5
23. Sets clear goals	1	2	3	4	5
24. Explains & clarifies new tasks	1	2	3	4	5

Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence.	1	2	3	4	5
25. Is approachable and easy to talk with	1	2	3	4	5
26. Provides feedback in a constructive manner	1	2	3	4	5
27. Has a good sense of humor	1	2	3	4	5
28. Displays energy in personal & work goals	1	2	3	4	5
29. Motivates team members	1	2	3	4	5
30. Anticipates and manages conflicts	1	2	3	4	5
31. Counsels & supports team members	1	2	3	4	5
32. Provides support for personal development	1	2	3	4	5

Character/Integrity: Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others.	1	2	3	4	5
33. Accepts responsibility for actions & decisions	1	2	3	4	5
34.Treats others with respect & dignity	1	2	3	4	5
35. Is considerate of others	1	2	3	4	5

36, Balances personal & work life	1	2	3	4	5
37. Develops trust & credibility with team members	1	2	3	4	5
38. Remains calm in tense situations	1	2	3	4	5
39. Sincere & straight forward	1	2	3	4	5
40. Follows through on agreed on actions	1	2	3	4	5

Collaboration: Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution.	1	2	3	4	5
41. Delegates responsibility	1	2	3	4	5
42. Gives and receives feedback	1	2	3	4	5
43. Encourages open dialog	1	2	3	4	5
44. Manages unproductive behavior in teams	1	2	3	4	5
45. Participates in team meetings	1	2	3	4	5
46. Builds strong relationships of team members	1	2	3	4	5
47. Facilitates decision making	1	2	3	4	5
48. Gives teams members authority to accomplish tasks	1	2	3	4	5

Creativity and Sustained Innovation: Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.	1	2	3	4	5
49. Promotes a positive culture of change and improvement	1	2	3	4	5
50. Generates new ideas	1	2	3	4	5
51. Fosters & encourages creativity	1	2	3	4	5
52. Supports risk taking	1	2	3	4	5
53. Demonstrates willingness to take a courageous stand	1	2	3	4	5
54. Provides resources that support non-traditional solutions	1	2	3	4	5
55. Uses divergent fields & disciplines to create something new	1	2	3	4	5
56. Establishes clear expectations	1	2	3	4	5

Diversity: Integrate the strengths that individual an cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society.	1	2	3	4	5
57. Recognizes the value of people with different talents and skills	1	2	3	4	5
58. Thinks about own feelings and reactions to people before acting	1	2	3	4	5
59. Exhibits the humility to knowledge what they don't know	1	2	3	4	5
60. Demonstrates empathy and sees things from other people's perspective	1	2	3	4	5
61. Understands that treating people fairly may mean treating them differently according to their ability and background	1	2	3	4	5
62. Reflects and learns from experience	1	2	3	4	5
63. Involves diverse stakeholders in planning and decision making	1	2	3	4	5
64. Assists others to cultivate productive & respectful relationships	1	2	3	4	5

Team Building: Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict.	1	2	3	4	5
65. Provides subordinates effective mentoring & coaching	1	2	3	4	5
66. Builds a culture of open communication	1	2	3	4	5
67. Encourages divergent thinking	1	2	3	4	5
68. Challenges & encourages team members	1	2	3	4	5
69. Holds self & others accountable	1	2	3	4	5
70. Empowers others to work independently	1	2	3	4	5
71. Provides feedback for improved performance	1	2	3	4	5
72. Builds a culture that is safe and promotes risk taking	1	2	3	4	5

Political Intelligence: Generating organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission.	1	2	3	4	5
73. Builds support for organizational initiatives	1	2	3	4	5

74. Builds trust & support with constituents	1	2	3	4	5
75. Develops key champions for organizations agenda	1	2	3	4	5
76. Identifies & maintains resources supporting the organization	1	2	3	4	5
77. Negotiates effectively on behalf of the organization	1	2	3	4	5
78. Avoids negative politicking and hidden agendas	1	2	3	4	5
79. Builds coalitions & support through networking	1	2	3	4	5
80. Anticipates obstacles by engaging others to share ideas	1	2	3	4	5

APPENDIX G

Informed Consent

INFORMATION ABOUT: Secondary Principals' Perceptions of the Blended Coaching Model on their Development as Transformational Leaders

BRANDMAN UNIVERSITY

16355 LAGUNA CANYON ROAD

IRVINE,

CA 92618

RESPONSIBLE INVESTIGATOR: Janine Ezaki

PURPOSE OF STUDY: The purpose of this ethnographic study is to study the experiences of secondary principals who have been coached in the Blended Coaching model, as analyzed through the lens of the ten transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi). The study will strive to discover principals' perception on their growth in each of the ten domains of transformational leadership as measured by the Transformational Leadership Skills Inventory and seek to understand which coaching strategies employed were most valuable in their development of transformational leadership skills.

This study will fill the gaps in the literature by determining the perceived impact of the Blended Coaching model on developing the transformational leadership skills of secondary principals. The results of this study may assist districts in the design of effective coaching programs for school leaders charged with bringing about transformational change in schools to meet the demands of 21st century and the global marketplace. This study may also provide much needed information and data to school leadership credentialing programs regarding the coaching strategies that have the greatest impact on developing transformational leadership skills in novice school leaders.

By participating in this study I agree to participate in a one-on-one interview and/or focus group interview. The one-on-one interview will last approximately 30 – 40 minutes and will be conducted by phone. If you agree to also participate in a focus group interview, it will last approximate 30 – 40 minutes and will be conducted in person, by phone or electronically. In addition, participants may volunteer to complete an electronic survey using Survey Monkey. The survey will take approximately 20- to 30 minutes to complete. Completion of the focus group interview, one-on-one interview and electronic survey will take place November through December 2014.

I understand that:

a) There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file drawer that is available only to the researcher.

b) The possible benefit of this study to me is that my input may help add to the research regarding coaching programs and the impact coaching programs have on developing future school leaders. The findings will be available to me at the conclusion of the study and will provide new insights about the coaching experience in which I participated. I understand that I will not be compensated for my participation.

c) Any questions I have concerning my participation in this study will be answered by Janine Ezaki. She can be reached by email at ezak9101@mail.brandman.edu or by phone at 562.587.8237.

d) My participation in this research study is voluntary. I may decide to not participate in the study and I can withdraw at any time.   I can also decide not to answer particular questions during the interview if I so choose. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the Investigator may stop the study at any time.

e) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it and hereby consent to the procedure(s) set forth.

_____   _____

Signature of Participant or Responsible Party   Date

_____   _____

Signature of Principal Investigator   Date

Synthesis Matrix

1	2	3	4	5	6	7	8	9	10	11
...guilar/ e Art of aching, 13	Allison & Reeves/ Renewal Coaching, 2009	Anderson & Anderson/ The Change Leaders Roadmap, 2010	Bass & Riggio/ Transformational Leadership 2nd edition 2006	B. Warren, personal communication, April 15, 2014 (Interview)	Bloom et. al/ Blended Coaching, 2005	Bossi/ ACSA leads on new coaching-based induction pathway, 2007	Breaker/ Transformational leadership and the leadership performance of Oregon secondary	Bush/ Leadership Development and School Improvement 2009 (article)	CTC Administrative Services Credential Program Standards, CTC 2014	CTC Program Sponsor Alert, May 23, 2014
					LEADERSHIP COACHING					
	mentoring vs. coaching						TL preferred model of leadership: Drivers	Global + Tech Change Drivers		
					mentoring vs. coaching -					
ansform onal aching		Anderson & Anderson/ ational	Bass/ Transform ational							
								Bush/ Leadership Developme		

	13	14	15	16	17	18	19	20	21	22	23	24
	Evans et. al/ Theoretical framework guides...	Farver/ Value of coaching in building leadership capacity of principals in urban schools, 2012	Fox/ Building capacity in urban schools by coaching principal practice toward greater	Fullan/ The Principal, 2014	Goldsmith & Lyons/ Coaching for Leadership, 2006	Grissom & Harrington /Investing in Adminstrator Efficacy: An Examinatio n of PD	Hacker/ How to coach individuals, teams, and organizatio ns to master transforma tional	Hammack/ Perceived leadership practices of CA elementary principals, 2010,	Hargrove/ Masterful Coaching (2008)	Houle/ The shift age, 2007	Houle/ America's future in global education, 2010	Internation al Coaching Federation, (ICF), 2010

LEADERSHIP COACHING

	13	14	15	16	17	18	19	20	21	22	23	24
									Definition: Leadership Coaching	Global + Tech Change Drivers -	Global + Tech Change Drivers +	Definition: Leadership Coaching, para 1:
			Mentor vs. coaching					"guided younger, less				This process helps
			Executive coaching					History - Socrates/s ports	Masterful coaching - transforma			
					Purpose of leadership coaching							

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	26	27	28	29	30	31	32	33	34	35	36	37
	en/ ool cipals, lership ches, dent eveme 2011	Kissane-Long/ Using mentot-coaching to refine instruction al supervision skills of	Leadership Coaching an LCAP Ally, 2014	Leithwood et. al/ How Leadership influences student learning, 2012	Lovely/ Staffing the principalshi p, 2004 (book)	Loving/ The sustainabili ty of a coaching model for beginning principals, 2011	MacKie/ The effectivene ss of strength-based executive coaching in enhancing full range	Marks & Printy/ Principal leadership and school performan ce, 2003	Marzano et. al/ School leadership that works, 2005	Mendels & Mitgang/Cr eating Strong Principals, 2013	New Teacher Center, 2013, organizatio n's website	Orozco & Oliver/ A lack of principals, 2001
LEADERSHIP COACHING								TL preferred model of leadership leadership	TL preferred model of leadership leadership			
					Mentoring principals - historical	Mentoring - effective use of						
				Leithwood / How Leadership	History - Business p.28	History - executive	History - executive			Mendels & Mitgang/Cr eating		
							Purpose of leadership coaching					

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	38	39	40	41	42	43	44
RESOURCES	Psencik/ The coach's craft 2011	Reiss/ Leadership Coaching for Educators (2007)	Tschannen-Moran & Tschannen-Moran/ Evocative coaching, 2010	Wahl et. al/ On becoming a leadership coach (2013),	Whitmore/ Coaching for performance (2009)	Wise/ School leadership coaching 2010	Wise & Hammack, Leadership coaching, 2011
LEADERSHIP COACHING							
Leadership Coaching Background: Definition		Definition: Leadership Coaching, Ch. 1		Definition: Leadership Coaching			Definition: Leadership Coachingp 453
Mentoring VS Coaching		mentoring vs. coaching			mentor vs. coaching		
History of Leadership Coaching		History - Business, Ch. 1, para.		History - Socrates/s ports -	History - Socrates/s ports,		
Purpose of Leadership Coaching		Purpose of leadership coaching					
Coaching Research							

1	2	3	4	5	6	7	8	9	10	11
ilar/ Art of ching, 3	Allison & Reeves/ Renewal Coaching, 2009	Anderson & Anderson/ The Change Leaders Roadmap, 2010	Bass & Riggio/ Transform ational Leadership 2nd edition 2006	B. Warren, personal communic ation, April 15, 2014 (Interview)	Bloom et. al/ Blended Coaching, 2005	Bossi/ ACSA leads on new coaching-based induction pathway, 2007	Breaker/ Transform ational leadership and the leadership performan ce of Oregon secondary	Bush/ Leadership Developme nt and School Improvem ent 2009 (article)	CTC Administra tive Services Credential Program Standards, CTC 2014	CTC Program Sponsor Alert, May 23, 2014
			LEADERSHIP COACHING IN EDUCATION							
	Leadership coaching - From Bunsiess to				Leadership coaching - From Bunsiess to					
									New induction program -	New coaching Tier II
					Backgroun d of CLASS creation, personal	ACSA/NTC program - CLASS			The novice administrat or receives coaching that is "on-	

13	14	15	16	17	18	19	20	21	22	23	24
Evans et. al/ Theoretical framework guides school improvement, 2012	Farver/ Value of coaching in building leadership capacity of principals in urban schools, 2014	Fox/ Building capacity in urban schools by coaching principal practice toward greater	Fullan/ The Principal, 2014	Goldsmith & Lyons/ Coaching for Leadership, 2006	Grissom & Harrington /Investing in Adminstrator Efficacy: An Examinatio n of PD	Hacker/ How to coach individuals, teams, and organizatio ns to master transforma tional	Hammack/ Perceived leadership practices of CA elementary principals, 2010,	Hargrove/ Masterful Coaching (2008)	Houle/ The shift age, 2007	Houle/ America's future in global education, 2010	Internation al Coaching Federation, (ICF),
						LEADERSHIP COACHING IN EDUCATION					
	Coaching as PD				research has shown "significan t positive association						
			Support principals to lead		Support principals to lead						

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26	27	28	29	30	31	32	33	34	35	36	37
en/ ol cipals, ership ches, lent eveme 2011	Kissane-Long/ Using mentot-coaching to refine instruction al supervision skills of principals, 2011	Leadership Coaching an LCAP Ally, 2014	Leithwood et. al/ How Leadership influences student learning, 2012	Lovely/ Staffing the principalship, 2004 (book)	Loving/ The sustainabili ty of a coaching model for beginning principals, 2011	MacKie/ The effectivene ss of strength-based executive coaching in enhancing full range	Marks & Printy/ Principal leadership and school performan ce, 2003	Marzano et. al/ School leadership that works, 2005	Mendels & Mitgang/Cr eating Strong Principals, 2013	New Teacher Center, 2013, organizatio n's website	Orozco & Oliver/ A lack of principals, 2001
		based on the *blended coaching*									
		ACASa - largest Tier II coaching program								Backgroun d informatio	
port cipals ead	Support principals to lead										Support principals to lead

LEADERSHIP COACHING IN EDUCATION

LEADERSHIP COACHING IN EDUCATION

SOURCES	Psencik/ The coach's craft 2011	Reiss/ Leadership Coaching for Educators (2007)	Tschannen-Moran & Tschannen-Moran/ Evocative coaching, 2010	Wahl et. al/ On becoming a leadership coach (2013),	Whitmore/ Coaching for performance (2009)	Wise/ School leadership coaching, 2010	Wise & Hammack/ Leadership coaching, 2011
...aching as ...o for ...	Leadership coaching - From		Leadership coaching - From				
...C							
CSA/NTC Tier II Program - CLASS		Support principals to lead					
...stain Principals						Support principals to lead	Support principals to lead

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	1	2	3	4	5	6	7	8	9	10	11
...RCES	Aguilar/ The Art of Coaching, 2013	Allison & Reeves/ Renewal Coaching, 2009	Anderson & Anderson/ The Change Leaders	Bass & Riggio/ Transformational Leadership 2nd	B. Warren, personal communication, April 15, 2014 (Interview)	Bloom et. al/ Blended Coaching, 2005	Bossi/ ACSA leads on new coaching-based induction	Breaker/ Transformational leadership and the leadership	Bush/ Leadership Development and School Improvem	CTC Administrative Services Credential Program	CTC Program Sponsor Alert, May 23, 2014
					BLENDED COACHING						
...ound ...A and					Background d of /ACSA and	Background d of /ACSA and	Background d of /ACSA and				
...ng	Coaching skills	Trust and listeining - relationshi				CLASS is specifically "designed					
...Strip						Mobius strip					
...ional ...g						Instruction al coaching					
...tive ...g	Facilitative coaching					Facilitative coaching					
...ative ...g						Consultativ e coaching					
...rative ...g						Collaborati ve					
...matio ...hing	Transform ational coaching		Anderson & Anderson/			Transform ational coaching					
...ouble- ...oop						Triple loop					
...s chan	Systems thinking	Systems thinking				to look beneath and beyond					

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12	13	14	15	16	17	18	19	20	21	22	23	24
ng-mond / aring ipals	Evans et. al/ Theoretical framework guides principals	Farver/ Value of coaching in building leadership capacity of school	Fox/ Building capacity in urban schools by coaching	Fullan/ The Principal, 2014	Goldsmith & Lyons/ Coaching for Leadership, 2006	Grissom & Harrington /Investing in Leadership or Efficacy:	Hacker/ How to coach individuals, teams, and organizatio	Hammack/ Perceived leadership practices of CA elementary	Hargrove/ Masterful Coaching (2008)	Houle/ The shift age, 2007	Houle/ America's future in global education, 2010	Internation al Coaching Federation, (ICF),
					BLENDED COACHING							
			One-to one coaching				Coaching skills					
									Facilitative coaching			
									Transform ational coaching			
							Systems thinking		Triple loop			
									Systems thinking			

5	26	27	28	29	30	31	32	33	34	35	36	37
ic, email	Kelsen/ School Principals, leadership coaches, and	Kissane-Long/ Using mentor-to-coaching to refine	Leadership Coaching an LCAP Ally, 2014	Leithwood et. al/ How Leadership influences student learning,	Lovely/ Staffing the principalshi p, 2004 (book)	Loving/ The sustainabili ty of a coaching model for	MacKie/ The effectivene ss of strength-based	Marks & Printy/ Principal leadership and school performan	Marzano et. al/ School leadership that works, 2005	Mendels & Mitgang/Cr eating Strong Principals, 2013	New Teacher Center, 2013, organizatio n's website	Orozco & Oliver/ A lack of principals, 2001
						BLEDNED COACHING						
		Trust and listeining - relationshi										
											Instruction al coaching	
											Facilitative coaching	
											Collaborati ve	
											Collaborati ve	

RESOURCES	38 Psencik/ The coach's craft 2011	39 Reiss/ Leadership Coaching for Educators (2007)	40 Tschannen-Moran & Tschannen-Moran/ Evocative coaching,	41 Wahl et. al/ On becoming a leadership coach	42 Whitmore/ Coaching for performance (2009)	43 Wise/ School leadership coaching, 2010
Background of /ACSA and Blended ...			BLENDED COACHING			
Coaching Skills	Trust and listening - relationshi	Reiss (2007) defined	Coaching skills	Coaching skills		
Mobius Strip						
Instructional Coaching						
Facilitative Coaching	Collaborative	Facilitative coaching	Facilitative coaching			
Consultative Coaching						
Collaborative Coaching	Collaborative					
Transformational coaching						
Single, Double-, Triple-loop						
Systems change			Systems thinking			