DEVELOPING AUTHENTIC LEADERSHIP

IN NOVICE PRINCIPALS

THROUGH LEADERSHIP COACHING

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership

by

Lance R. Stallworth

December 2014

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December 2014

Dedication

It is with a loving and grateful heart that I dedicate this work to my wonderful family. My three children and amazing wife are a daily inspiration for me. I am greeted every morning with joyful energy and end my days with sweet goodnights. Their positive attitudes and support have kept me going as I added the challenge of a doctoral degree to our already busy schedules.

No parent could ask for better children than Philip, Andrew and Abby. Andrew and Abby were patient when I was not available for them, insisted that I take breaks to play, and had an uncanny ability to know when I needed a hug. Philip, attending school in Portland, continued to show his maturity by expressing as much interest in my progress as in talking about his own college experience.

My deepest gratitude and love goes to Andrea. Her ability to keep things normal for the family while I balanced work, class, and research was nothing short of miraculous. She insisted that I keep perspective and made sure that I was still a good husband and father when I could have worked 24/7. Her encouragement, support, love, and patience made this research and degree possible.

Acknowledgments

There are a number of people whose inspiration and support of this work I am pleased to acknowledge. My parents Robb and Geri Beyer set early expectations for excellence and have never waivered in their support of my goals and dreams. My in-laws Jim and Pat Wallis never stopped encouraging me to continue my education and supported me throughout the process. A big thank you to Duncan Klussmann and Sofia Petrou, in Spring Branch, for their relentless pressure to get started on my doctorate. This is just the latest example of a careers worth of good advice that I have received from them.

At the University of Houston, I am grateful for the advice and guidance of Dr. Angus MacNeil and the other professors in the department of Educational Leadership. How they manage to provide such individualized attention to so many students is truly remarkable. I would also like to recognize the Sugar Land cohort of students with whom I had the pleasure of collaborating throughout this process. They are a wonderful group of educators with great ideas, uncompromising dedication to kids, and playful spirits.

Finally, I owe considerable gratitude to my new friends in Cy-Fair. Roy Garcia and Scott Sheppard were gracious with their time and support of this research. They were patient with my requests and made me feel extremely welcome in their district. I also want to thank the principals and coaches of Cy-Fair who spent time with me to better understand their perspectives on the coaching program. The students and parents of Cy-Fair are blessed to have such dedicated professionals leading their schools.

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Stallworth, Lance R. "Developing Authentic Leadership in Novice Principals through Leadership Coaching." Unpublished Doctoral Thesis, University of Houston, 2014.

ABSTRACT

The principalship today challenges the most experienced and capable of leaders. The increasingly rigorous demands of educating a diverse population for a highly competitive global world necessitates exceptional school leadership. Training novice principals before their leadership begins and continuing to support their development during their first several years has become an urgent responsibility for universities and school districts.

This study employed a mixed-methods approach to explore the relationship between leadership coaching and the development of Authentic Leadership, a leadership construct that stresses the importance of leadership grounded in values and self-awareness. An online administration of the Authentic Leadership Questionnaire was administered to two groups of novice principals. One group had received leadership coaching and the other had not. Responses were examined for differences in Authentic Leadership traits between the groups. Semi-structured interviews with coaches and coachees provide a qualitative look at the impact of leadership coaching on leadership development. The research findings provide insight for districts looking to enhance their principal development programs.

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Chapter 1

Introduction

Schools today face a seemingly endless array of challenges. A growing population of students identified as at-risk of not graduating come from homes with fewer and fewer economic resources (Hasan, 2010). These same students need preparation for high stakes tests and a global society that demands extremely high academic achievement. Successful schools in this environment require strong teachers and strong leaders. Research shows that the most critical component for a student's academic success is great teaching (Rockoff, 2003). For a school to be filled with great teachers a school leader capable of selecting, retaining, and developing the best teachers must be present. In addition, the leader must be capable of setting a school vision and culture that focuses everyone's efforts on the ultimate goal of student achievement (Donmoyer, Yennie-Donmoyer, & Galloway, 2012; Grissom & Loeb, 2001; Hallinger, 2011; Hess & Kelly, 2007; Orr & Orphanos, 2011; Robinson, Lloyd, & Rowe, 2008).

Selecting, retaining, and developing campus leaders is the responsibility of school districts, universities, educational agencies, and professional organizations who share the common goal of creating and sustaining great schools (Roach, Smith, & Boutin, 2011). Developing strong campus leaders, most notably the campus principal, requires training prior to attaining leadership roles, during the first few years in the role, and ongoing throughout the leaders' careers (Bodger, 2011; Browne-Ferringno & Muth, 2004; Donmoyer, Yennie-Donmoyer, & Galloway, 2012). Principal training is complex because the role is complex. Principals must be managers, teachers, visionaries,

evaluators, social workers, analysts, problem-solvers, politicians, and cheerleaders (Hess & Kelly, 2007; Roach, Smith, & Boutin 2011).

Some of what a leader needs to learn is teachable in a classroom setting, but much of it requires on the job training. This on the job training is most critical during the induction phase of a principal's development, often considered the first three years on the job. It is during these early years that principals make the difficult transition from teacher to leader. They immediately assume responsibility for every aspect of the campus as they struggle internally to figure out who they are personally as a leader. This steep learning curve and role-transformation requires not only formal ongoing training, but also support from veteran leaders (Daresh, 2004; Wise & Hammack, 2011).

The development of specific leadership traits is part of the role-transformation process. Researchers have grouped traits into leadership styles that conceptualize certain types of leaders. Authentic leadership is a leadership style currently getting attention from researchers for its emphasis on integrity and value driven decision-making (Peus, Wesche, Streicher, Braun, & Frey, 2011; Northouse, 2010). This study looks to explore the impact multiyear coaching of novice principals by retired principals has on the development of authentic leadership traits.

Background of the Problem

A number of studies have attempted to demonstrate a direct link between principal actions and student performance. The correlations have not been extremely strong, but researchers recognize that given the number and complexity of tasks assumed by a principal, finding a direct causal relationship between any given principal behavior and student outcomes is unlikely. Rather, they look at the tapestry of responsibilities and

find that leaders who exhibit qualities across domains of skills are successful at leading effective schools. Noted in the research, schools without effective leaders are rarely successful (Clifford, Behrstock-Sherratt, & Fetters, 2012; Shelton, 2009).

Given that principals are important for school and student success, what traits do successful principals possess that make them effective? The most often sited set of principal standards are the Interstate School Leaders Licensure Consortium (ISLLC) Standards. These standards identify six areas of principal competencies with attributes under each. The breadth of these standards is extensive and includes areas of instructional and resource management, consensus building, and political and social acumen (National Policy Board for Educational Policy, 2008). It is unreasonable to assume that many teachers leave the classroom prepared to effectively lead across all or even most of these areas.

To add to the complexity, ISLLC is not the only developed standard for the principalship. Other constructs exist that identify yet more skills for principals (Hallinger, 2011; Waters, Marzano, & McNulty, 2003). In addition, leadership styles have an impact on a principal's effectiveness. Is the principal a manager, situational leader, servant leader, transformation leader, or an authentic leader? Leadership style is critical as it defines the relationship between the leaders and their followers as they go about the business of running a school and teaching students. Each style has particular strengths and limitations, and researchers continues to seek a clearer understanding of the complex interactions that makeup each style (Northouse, 2010).

Authentic leadership is a recent leadership style discussed in the literature. While no single definition of authentic leadership exists, some of the central tenants are: 1) the

leader strives to develop a positive climate with a strong commitment to ethics, 2) the leader is focused on self-awareness and the development of followers, 3) transparency in the relationship between the leader and followers is important, and 4) decisions are made consistent with core values (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).

One of the strengths of this approach in a school setting is that integrity is highly valued. Teachers, students, and parents need to trust the principal. Teachers, in fact, are more likely to stay in schools where they feel that the principal exhibits integrity as they interact with staff and handle difficult decisions. Students have an innate sense of fairness that guides their perception of people in authority. Their level of trust in the principal contributes to their since of fairness in the school setting. Finally, parents entrust their children to the school and its leadership. The need for trust is clear (Bird, Wang, Watson, Murray, 2012; Cosner, 2010).

In addition to trust, the authentic leadership model gives significant weight to values and morals in decision-making. Principals are asked, on a daily basis, to make countless decisions. Some of these decisions are routine, but many require professional judgment. When principals consistently make judgment decisions around a core set of strongly held and transparent values, their decision-making becomes predictable and easy to support and follow (Bird et al., 2012).

When principals assume their first leadership position, they must learn the tasks of the job, negotiate the challenges of role transformation, and develop their personal leadership style. These challenges come immediately with the new role and little time is given for orientating one's self. The novice principal is expected to lead effectively the first day on the job. Teachers, students, and parents have high expectations that the new

leader will either transform or maintain the current culture. District leaders have high

expectations for performance on state exams and other accountability measures; and all

stakeholders expect a well-run and safe school of which everyone can be proud. In

addition, new principals have high expectations of themselves (Cassavant & Cherkowski,

2001).

Inevitably, new leaders enter the role with a mixture of excitement and

trepidation. Each brings to the principalship some amount of formal training and years of

informal observations of other principals. They have formed their own ideas about what

school should look like and the role of the principal in that model. While no doubt the

level of confidence on day one varies from principal to principal, research shows that

most novice principals recognize that they are not fully prepared for the role when they

first assume the responsibility (Shelton, 2009).

Novice principals must continue their development even if they participated in a

quality pre-service program. Managerial functions, while often not considered as

important to the modern day principal as instructional functions, are critical (Grissom &

Loeb, 2011). Organizing budgets, hiring well, and maintaining effective calendars and

facilities are not always mastered in pre-service programs, further individual districts

often have unique ways of doing business that must be learned from inside the

organization. Instructional leadership, which includes organizing instructional

programing, providing professional development, evaluating teaching staff, and

analyzing student performance data is critical for student success. In addition, leading a

campus vision and organizing all efforts around that vision are necessary principal

attributes that take time to develop (Donmoyer, Yennie-Donmoyer, & Galloway, 2012; Grissom & Loeb, 2001).

Further, to develop these new skills, novice principals must become comfortable in their new roles and manage through the role-transformation that occurs both within themselves and with those around them. Internally, new leaders must come to terms with their new responsibilities and authority. With teachers, novice principals must understand that interactions will be different than they were when they were also teachers (Browne-Ferringno & Muth, 2004). Finally, new leaders must undergo socialization with other principals as they join a new set of peers and learn the norms and expectations for those relationships. While each situation is unique, there does exist some common role-transformation realities that affect all new principals (Boerema, 2011; Cassavant & Cherkowski, 2001; Daresh, 2004; O'Mahoney, 2003).

To assist novice principals in navigating their new learning and role-transformation, and ultimately develop into truly effective leaders, many states now require an induction program (Roach et al., 2011; Shelton, 2009). Typically, these state mandates require a mentoring program in addition to ongoing staff development hours. School districts usually handle these requirements on their own, with some meeting just the minimum standards and others providing their novice principals a more comprehensive experience. In addition, universities, education agencies, and professional organizations provide continuing education for school principals either in partnership with districts or on their own. This wealth of options allows principals to access trainings that meet their individual learning styles and needs (Peterson, 2002).

One of the practices employed by an increasing number of school districts is leadership coaching. Leadership coaching has it roots in the business world. Executives in corporate settings find that a trained coach working one on one with them can increase their effectiveness by getting them to critically explore their assumptions, current practices and ways of thinking about their leadership practices. In so doing, leaders are pushed to develop their individual skill sets while enhancing their effectiveness at meeting the organization's goals (Axmith, 2004; de Haan & Duckworth, 2012). Similarly, in the school setting, districts are seeing the value of involving principals in the reflective activities of coaching (Henderson, 2001; Robertson, 2005).

Unlike mentoring, which provides new leaders with an experienced principal to "show them the ropes," coaching goes deeper with the coach asking the hard questions of the coachee to illicit meaningful reflection and creative problem-solving. To achieve the high level of reflective dialogue necessary for genuine and sustained growth, the coaching relationship must be facilitated by a well-trained coach, with clear norms about trust and confidentiality, and a commitment of time from both the coach and coachee (Akoury & Walker, 2006; Bloom, Castana, Moir, & Warren, 2005). Districts that make the financial commitment to providing coaching for their principals are generally seeking more from their leadership development program than simply development of management and instructional leadership skills. They are seeking leaders capable of transforming the learning culture with an emphasis on high ethics and continuous improvement (Robertson, 2005).

The central challenge for our school systems is to provide engaging learning environments that meet the social and academic needs of all students. Great teaching, a

highly committed and focused learning community, and well-managed operational and instructional programs are necessary in every school to achieve this goal. Strong principals ready to lead with passion, competence, integrity, and commitment are an essential part of any effective school. However, such principals do not exist without a clear commitment to their development both before they assume the role and after. Leadership coaching is becoming a more frequently used tool in that development process.

Statement of the Problem

Researchers have clearly established that the principal role is extremely important to the success of schools. They have struggled, however, to clearly define what makes a successful principal. Is it particular competencies or is it a particular style of leadership that makes the biggest difference? Further, it is unclear how best to develop the attributes that make a principal great. While questions continue about which competencies and styles are the most effective, researchers have noted advantages to all of the skills and strategies under study. Practitioners, therefore, need to focus on what types of professional development to offer novice principals to ensure their positive growth into successful leaders. To date, limited research exists that focuses on the development of authentic leadership in novice principals. Given the self-reflective, value laden, positive attributes of the authentic leadership model, it would seem a valuable style to develop in young principals.

Purpose of the Study

The current study sought to measure the effectiveness of a three-year coaching program for novice principals on their development as authentic leaders. The study used a

mixed methods approach, combining the administration of the Authentic Leadership Questionnaire, Coach/Coachee interviews, and a review of internal school district documents to capture the impact of a coaching program underway in a large suburban school district in Houston, Texas.

The school district under study matches new principals with retired district principals for a three-year coaching experience. The coaches receive training in how to be an effective coach and meet regularly with their assigned principals. This study sought to understand how this three-year experience influences self-reflection, value-based decision making, and leader-follower relations.

Significance of the Study

With a shortage of quality principals and high turnover rates, it is vitally important that school districts develop principals for the long term (Fernet, 2011). Everyone has high expectations that principals will handle their myriad responsibilities with integrity and creativity, making the development of authentic leaders vital for districts that want to invest in principals for the long term. Coaching may provide the key to developing this highly self-reflective approach to leading. Coaching by its very nature challenges coachees to think deeply about their beliefs, assumptions, and standard processes. This approach, more than others, goes beyond skill development to core beliefs that drive decision-making.

This study provides information from one program that has made an investment into the long-term development of principals and gives insight into the potential for this approach to affect authentic leadership qualities. While the limited size of the population under investigation does not allow for generalization to the greater population of

principals, the results of the study may inform practitioners and future researchers about the linkage between coaching and authentic leadership development.

Primary Research Questions

The questions guiding the current study are:

1. How does multiple year participation in a leadership coaching relationship affect the development of authentic leadership traits in new principals as measured by responses on the ALQ survey when comparing mean component scores of respondents participating in the coaching program and those not participating?

2. How do novice principals view their authentic leadership development as a result of their participation in a leadership coaching relationship as elicited from interviews with four randomly selected principals who participated in the coaching program?

3. What elements of the coaching relationship most affect the development of authentic leadership traits as elicited from interviews with four randomly selected principals who participated in the coaching program?

4. How effective do coaches feel at developing authentic leadership traits in their coachees as elicited from interviews with four randomly selected program coaches?

Research Design

The district under study is a large suburban district in the greater Houston area. The district has eighty-one schools and hires new principals every year. The induction of new principals includes formal training sessions, an assigned mentor who is a current district principal, and a leadership coach who is a retired principal from the district. The coaching relationship exists for three years and the district works to make a proper match between the coach and coachee. At the end of the 2013-2014 school year, the coaching

program finished its fourth year of existence and the second cohort of principals exited the program.

This study utilized a mixed methods approach to answer the research questions. Participating principals included those in the coaching program during the 2013-2014 school year and those who had completed the program. In addition, principals from two other Houston area districts with four or less years of experience were also surveyed. The survey administered was the "Authentic Leadership Questionnaire," a sixteen-question survey developed in 2007 by Aviolo and his associates. The survey was validated in a multi-country study, and found to have positive correlations with dimensions of leadership including organizational citizenship, organizational commitment, and performance satisfaction (Northouse,2010; Walumbwa et al, 2008). Of the three distrits involved in this study, only the district under study has a leadership-coaching model.

In addition to the survey, semi-structured interviews of both coaches and coachees explored their experience with the coaching model, the impact the model has on the development of authentic leadership characteristics, and specifically what aspects of the model are most powerful. These interviews in combination with the survey results provide information about the central phenomena of how individualized coaching, designed to increase the self-awareness of novice principals, contributes to reflective decision-making and actions that are based on strongly held values and a commitment to integrity.

Theoretical Framework

The research impacting our understanding of principal induction on leadership development is grounded in three theoretical areas. The first area is leadership theory.

This research looks at three types of broad theories of principal leadership. These three theories are instructional, transformative, and authentic. The impact of each is studied throughout the literature both in isolation and in comparison to each other (Grissom & Loeb, 2001; Hallinger, 2011; Robinson, Lloyd, & Rowe, 2008).

The second theory of relevance is socialization theory. In addition to developing competence is specific leadership skills, novice principals must navigate the role-transformation that occurs when assuming the principalship, find their way into a different group of colleagues, manage a new set of expectations from teachers, students, parents, and community, and adjust to the loneliness of being the one person of ultimate responsibility on the campus (Honig, 2012).

Adult learning theory is the third area of study relevant to this research. Adults have particular needs when it comes to their learning and quality induction programs must pay attention to this area of research in order to provide meaningful support and training. Peterson (2002) argued that quality professional development must be comprehensive in nature and present relevant information at the appropriate time, in the appropriate format, and combine support and actual experiences. He further contends that programs should have job-embedded components that engage participants in reflective activities with the support of a mentor to provide coaching and feedback. (Peterson, 2002).

Key Terms

For purposes of clarity, a few commonly used terms in this review are defined below.

- *Induction programs* are professional development efforts specifically focused on new administrators typically in their first three years in the role. The length of these programs varies from one to three years (Daresh, 2004).

- *Novice principals* are principals in their first three years of the principalship.

- *Pre-service training* are principal preparation programs typically offered by universities but also offered by a growing number of alternative certification programs for educators interested in becoming qualified to be hired as building principals (Peterson, 2002).

- *Mentors* are current principals who are either formally assigned or informally serve to support novice principals during their induction period. Mentor programs vary in their structure and length (Orr & Orphanos, 2011).

- *Coaching* is a leadership development relationship in which the coach facilitates growth in the coachee through a facilitation process rather than a directing process (Bond & Seneque 2013).

Summary

The national dialogue about quality schools has never been richer. The focus on high stakes testing, college readiness, school choice, and closing the achievement gap are only some of the issues that face today's school leaders. To build schools capable of meeting these challenges school district, university, and state leaders must be committed to the development of principals. Research describes a growing number of skills that effective principals possess to meet all their responsibilities. Included in these skills is how effectively principals get others to do their jobs. The "how" they do their job is their

leadership style. Researchers have identified many types of leadership styles and principals often exhibit characteristics of multiple styles.

One style that is currently under study is authentic leadership. The traits that make up authentic leadership include a leader having a clear sense of self-awareness, an uncompromising commitment to acting in ways that are consistent with the beliefs and values they hold true in a way that demonstrates integrity and in the best interest of the organization. What the research has not answered is how to develop authentic leadership traits in school leaders.

Leadership coaching, by focusing on getting leaders to be reflective in their practice, challenge their assumptions, and seek creative solutions to problems, might be an effective tool for developing authentic leadership traits. This study will explore that possibility by examining how involvement in a three-year coaching program impacts the leadership attitudes and behaviors of novice principals.

Chapter two will review the current literature on the need for quality leaders and what makes a quality school leader. In addition, the literature around the unique needs of novice principals will be studied. Authentic leadership, as a potentially powerful leadership model for principals will be reviewed; and, finally, the review will explore the research on coaching as a model for providing professional development for leaders. Coaching will be differentiated from mentoring; another commonly used but very different form for support for novice principals.

Chapter 2

Review of the Literature

This research explores the needs of principals during their first three years on the job and how leadership coaching may contribute to the development of authentic leadership. To understand the needs of novice principals, it is important to consider the various responsibilities of the role and how the development of leadership traits supports principals in the effective execution of those responsibilities. It is also important to consider research that has asked both novice and experienced principals what they see as the needs of young leaders (Bodger, 2011) and the types of induction programs currently in place to meet those needs (Boerema, 2011).

The 21st Century is quickly becoming one of transformation for American society. Demographic trends clearly show an increase in our traditional minority populations. By 2043, the white population, which has been the majority of our citizenry from the beginning of the Republic, will become a minority (United States Census Bureau, 2012). At the same time, changes in our economy demand a growing number of workers with some level of post-secondary education. According to the Bureau of Labor Statistics (2012), "Jobs requiring a master's degree are expected to grow the fastest, while those requiring a high school diploma will experience the slowest growth over the 2010–20 timeframe" (http://www.bls.gov/ooh/about/projections-overview.htm). The persistent achievement gap in college readiness between white and minority groups is troubling with these evolving trends.

To address the need for greater college ready graduates, a renewed focus on quality schools for all is underway. Schools must improve their work with all students

and at all grades to ensure that a pathway to college readiness is firmly established (Conley, 2010). This task is extremely challenging, and looks different from community to community and school to school. The current round of waiver requests by states from the No Child Left Behind Act, speaks to the need for states and localities to have flexibility and discretion as they work to match the demands of their constituents, the needs of students, and the realities of our evolving educational expectations (U.S. Department of Education, 2013).

The nation's commitment to a quality education for all students ensures that as a society and profession we constantly seek to understand what practices and structures provide the greatest opportunity for student success. One area receiving much attention over the past twenty years from educational researchers is the role of principals and the impact they have on student learning (Hallinger, 2011).

This literature review explores four areas of research relevant to our current study. First, is an examination of the many challenges facing new principals necessitating a strong principal development programs. Second, is a review of the literature around fundamental aspects of leadership including: decision-making, values formation, and the ability to influence others. Third, this chapter seeks to understand the development of the Authentic Leadership construct and its importance as a leadership model for today's principals. Finally, research around the idea of leadership coaching is reviewed to show its unique benefits for leadership development.

Challenges of Novice Principals

Novice principals immediately assume responsibility for student achievement. The most direct impact that principals have on student achievement is through quality

instructional leadership (Robinson, Lloyd, & Rowe, 2008). However, principal behaviors that impact instruction, including planning and delivering professional development, leading data conferences, conducting classroom observations, and coaching teachers are not skills principal candidates come out of pre-service programs having fully mastered (Donmoyer, Yennie-Donmoyer, & Galloway, 2012; Grissom & Loeb, 2011; Levine, 2005).

Additionally, novice principals must create and maintain a school culture in which student learning is the priority and teacher and team development, a focus on student results, and a continuous improvement mindset are the norm (Orr & Orphanos, 2011). Becoming masters of these skills takes not only time, but also a well-designed principal induction program to provide quality support and training (Peterson, 2002).

With a heightened concern about student achievement, most of the attention in pre-service programs has focused on instructional leadership; however, Grissom and Loeb (2011) argue that too little attention is given to the managerial functions of the principalship include hiring, evaluating, and terminating employees, facility management, attending to legal policy, and managing school budgets. These functions take up considerable amounts of the leader's time and have a surprisingly high impact on student performance (Grissom & Loeb, 2011; Hess & Kelly, 2007). This is an area that new principals self-report as an area in which they struggle (Boerema, 2011).

Three widely referenced principal leadership models that enumerate principal competencies are the Interstate School Leaders Licensure Consortium (ISLLC), the Principal Instructional Management Scale (PIMRS), and the Balanced Leadership Framework. These three independently developed models are similar in many respects,

but their differences speak to the complexity of the principalship and the challenges of

preparing and supporting novice principals.

The most commonly used model for principal effectiveness is the Interstate

School Leaders Licensure Consortium's: Educational Leadership Policy Standards

(Peterson, 2002). These standards, updated in 2008 by the National Policy Board for

Educational Administration, are used in many states to guide principal preparation

programs and principal evaluations. The ISLLC Educational Leadership Policy Standards

includes six standards:

Table 2-1. *Educational Leadership Policy Standards (National Policy Board for Educational Policy, 2008)*

Standard #	Standard Description
Standard 1	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
Standard 2	An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standard 3	An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
Standard 4	An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standard 5	An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
Standard 6	An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

These standards, which encompass developing a clear vision, positive culture, and

effective instructional program, being an excellent manager, communicator and

collaborator, serving with integrity, and understanding the greater school community

illustrate the wide range of skills and competencies novice principals must develop on

their way to becoming an effective leader (National Policy Board for Educational Policy, 2008).

The Principal Instructional Management Scale (PIMRS), first introduced in 1982, is another widely used scale for measuring principal leadership. This scale has faired well in tests of reliability and validity (Hallinger, 2011). Similar to the ISLLC standards, PIMRS recognizes the leaders responsibility in, "defining the school's mission", "managing the schools instructional program"; and, "promoting a positive school climate" (Hallinger, 2011, p. 276). PIMRS differs from ISLLC in its call for principals to be highly visible and emphasizing principal responsibility to incentivize learning (Hallinger, 2011). A further difference is the limited focus the PIMRS scale gives to managerial responsibilities. This lack of emphasis on managerial responsibilities has received criticism in some of the literature (Grissom & Loeb, 2001).

Tim Waters, Robert Marzano, and Brian McNulty (2003), proposed a third comprehensive model of principal leadership, the Balanced Leadership Framework. To support their model, the researchers measured the effect size of twenty-one different principal responsibilities on student achievement. They found that the biggest impact comes from the leader recognizing the magnitude of change needed on the campus and ensuring that change happens. This framework was developed not by collecting data independently, but by reviewing data from thirty years of studies on principal leadership.

Of the twenty-one principal responsibilities listed in the Balanced Leadership Framework, nine were not included in either the ISLLC standards or the PIMRS scale. These additional responsibilities are: (1) the principal's attention to providing instructional materials for teachers, (2) celebrating individual success through

recognitions and rewards, (3) establishing a sound communication strategy for teachers and stakeholders, (4) celebrating whole school successes, (5) building relationships with teachers and staff by recognizing personal things about their lives, (6) being an agent of change, (7) inspiring others to embrace new challenges and find creative solutions, (8) personal and professional flexibility to adapt to a highly fluid environment, and (9) demonstrating situational awareness (Waters, Marzano, & McNulty, 2008). When combined, the ISLLC standards, the PIMRS dimensions, and the Balanced Leadership framework capture the breadth and complexity of skills novice principals must develop to become truly effective. As novice principals go through the process of learning and applying these new skills, they are also going through the very personal journey of socialization into their new community and undergoing transformation of their role concept.

Socialization & Role Transformation. Becoming a school principal requires individuals to redefine themselves in their own eyes and in the eyes of those around them. These twin processes of role transformation and socialization occur with all new leaders and while there are certain patterns that hold true for all, at the core these processes are very personal and contextually dependent (Browne-Ferrigno, 2003; Cooner, Quinn & Dickmann, 2008; Crow & Clascock, 1995; Normore, 2004; O'Mahoney, 2003). These processes take time, self-reflection, and assistance from quality pre-service and induction leadership programs (Boerema, 2011; Cassavant & Cherkowski, 2001; Cooner, Quinn & Dickman, 2008; Daresh, 2004; O'Mahoney, 2003). Additionally, extending induction to areas of self-perception and self-discovery gets to the formation of a leadership

disposition that moves principals from managers to leaders (Browne-Ferringno & Muth, 2004).

Key to principal socialization and role transformation is role concept. Crow and Classcock (1995) note that people view role concept from both outside themselves (societal and organizational) and internally (individual). The societal perspective is the general population's expectations for members of a particular profession. The organizational perspective comes from the school community and district in which the principal serves. The individual perspective refers to how professionals see themselves in their professional capacity. The individual perspective is critical to understand for this study.

An individual's role concept originates from a number of sources and evolves over time. Sources for role concept include society's expectations, occupational norms, organizational expectations and culture, and the individual's own life experiences (Crow & Glascock, 1995; Normore, 2004). Society has certain expectations for various professionals. Members of the profession understand these expectations and feel some level of obligation to meet them. Occupational norms are driven by members of the profession themselves. The community of professionals strives to constantly improve the standing of their profession and individual members seek to meet the group's norms (Crow & Glascock, 1995).

The third source of role concept is organizational. Crow and Glascock (1995) list a number of audiences a school principal interacts with whom have expectations for how they perform their responsibilities. This list includes teachers, staff, parents, students, community, and central administration. Normore (2004) uses the term cultural

socialization to define a similar phenomenon. "Culture, in a general sense, provides values, norms, and roles that are enforced by positive and negative sanctions. The learning of these norms is supported by the agents of socialization." (Normore, p. 113) A final source for socialization is the life and career experiences of the individual. Self-identify is built over years through relationships, experiences, and transitional moments like becoming a leader (Cooner, Quinn & Dickmann, 2008; Crow & Clascock, 1995).

An individual's transformation in role concept and their socialization into the principalship have implications in four areas. First is in relationships. Novice principals quickly learn that the dynamics of their relationships with others change when they assume the ultimate leadership role on the campus. How they work to define the new relationships defines, in part, type of leader they become. Second is in task priorities. Principals must see things differently from teachers. This different perspective, born from a different set of responsibilities, informs how tasks are prioritized. Third is language. Language is context specific and novice principals must understand how to use language to accomplish their goals in their new context. The final implication of role concept is in values. Seeking to understand the various values at work in a school system and navigate conflicting values in order to make good decisions is fundamental to the role of a principal and fundamental to effective leadership (Normore, 2004; Crowe & Glascock, 1995).

Research offers different models for how aspiring and novice principals navigate the role transformation and socialization processes inherent in becoming a school leader. One model suggests novice principals navigate three phases, beginning with the decision to leave the classroom and pursue a leadership role. In this phase, aspiring leaders take on

additional responsibilities outside of the classroom, dialogue with administrators about their roles, and begin the process of identifying themselves as something other than a classroom teacher (Browne-Ferrigno, 2003; Crowe & Clascock, 1995; Cooner, Quinn & Dickmann, 2008; Normore, 2004). In the second phase, new leaders begin the formal separation from their old role and into their new one (Browne-Ferrigno, 2003; Crowe & Glascock, 1995). For some, the releasing of the old role is a more substantial challenge than expected. "Even students who assumed quasi-administrative positions or focused intently on their career building reported surprise, even confusion, over this duality of identity reference." (Browne-Ferrigno, p. 495). The final phase in this model is fitting one's self into the particular context of the job. This is ultimately the marriage of the individual's self-concept and the values and norms of the school and district in which the leader serves (Crowe & Glascock, 1995; Normore, 2004).

A second model offered by O'Mahoney in 2003 argues that principals go through four distinct phases of socialization. First, they romanticize the idea of being principal. Second, they feel overwhelmed by their responsibilities. Third, they begin to realize that there is a network of other leaders they can and should reach out to for support; and finally, they fully join the larger community of principals and learn whom they can call on for particular assistance (O'Mahoney, 2003).

Similarly, to develop the knowledge and skills associated with being an effective manager and instructional leader, novice principals need support in navigating the complexities of socialization and role transformation. Districts providing well-trained mentors and/or leadership coaches can mitigate the struggles of new principals during

this socialization process (Boerema, 2011; Cassavant & Cherkowski, 2001; Daresh, 2004; O'Mahoney, 2003).

In addition to developing managerial and instructional leadership and role concept, the principal must also be a leader of others. The principal does not directly teach any student, therefore, a critical role of the principal is to influence and support others as they work toward the shared vision and goals of the campus (Begley, 2001; Wiley, 2001). Developing a culture of success where everyone on the campus is moving proactively in the same direction is the primary leadership role of the principal and requires a different set of skills from managerial and instructional leadership (Clifford, Behrstock-Sherratt, & Fetters, 2012; Marks & Printy, 2003).

Leadership

Competency in the managerial and instructional leadership areas helps in making good decisions. Principal decision-making power is not limitless. Rather, principals exercise discretion within a framework of laws, policies, and regulations. Understanding where discretion is available and feeling confident to take advantage of those areas of freedom to make good decisions is what effective principals do (Begley, 2001; Hightower & Klinker, 2012; Meyer, 2009). The most experienced and effective principals are capable of expanding their window of discretion through creative interpretations of regulations and building a reputation with superiors that allows them more flexibility. Newer principals and those who have demonstrated less effectiveness often find their window of discretion is smaller than the norm as supervisors place greater restrictions on their decision-making authority (Mellon, 2013; Meyer, 2009).

A central challenge of all principals is how to ensure the quality of their daily decisions. Principals make hundreds of daily decisions. Many are routine in nature while others have broad implications for the campus. Some decisions are routine while others touch on intensely sensitive issues within the school community (Meyer, Macmillan & Northfield, 2009). Principal decision-making does not occur in a vacuum; rather, it exists within a context of multiple governing authorities, multiple constituencies, and the professional norms and personal values of the principal (Hightower & Klinker, 2012; Meyer et al, 2009). With so many interests to serve, the decision-making context for principals is often challenging and personal struggle (Dempster, Carter, Freakley & Parry, 2004; Meyer et al, 2009). How principals make decisions, the quality of those decisions, and the consistency of the decisions are regularly monitored and evaluated by their supervisors, community, students, and teachers. The perceived quality of their decisions and decision-making processes strongly affects a principal's support from and influence over others in the school community (Meyer et al, 2009).

The governing authorities that constrain principal decision-making include the federal government, state government, school board, and central administration. Each of these levels of governance have laws, rules, regulations, and funding powers that establish performance expectations and mandate constraints on the decision-making authority of principals (Meyer et al, 2009). In addition to governing authorities, principals serve the interest of their community, parents and students. The community the principal serves, while unable to define specific expectations and regulations about the principal's work clearly sets norms and expectations that exist within the political world the

principal occupies. The community can be a great resource for a principal or a major obstacle (Dempster et al, 2004; Meyer et al, 2009).

Finally, the principal works within a professional community that both influences and is influenced by the principal. Teachers are professionals and the quality of their work is the most critical piece to student learning. Teachers have expectations for their work environment and the overall school culture. Teachers constitute an important constituent for principals, and their full commitment is necessary to build and maintain a great school (Begley, 2001; Wiley, 2001).

While governing authorities provide rules and regulations, constituent groups bring norms and values to the issues that arise in the school. Successful principals seek to understand the norms and values of the groups they serve (Bird, Wang, Watson & Murray, 2009). In addition, principals must understand their own values (Begley, 2001). Some of a leader's values come from the norms inherent in the professional community, while others come from the leader's upbringing and life experiences. Understanding these values, and in cases of value conflict, being able to work through these conflicts is a critical and mature responsibility of leaders (Bird et al, 2009; Begley, 2001; Hodgkinson, 1996; Meyer, 2009). Values are sometimes tied to moral judgments and those typically have right and wrong answers; however, more often values are about preferences in priorities or processes. These value calls are not usually right or wrong at a moral level but may nonetheless evoke strong emotional responses from constituents (Bird et al, 2009; Hodgkinson, 1996; Meyer, 2009).

How principals come to know their own values and those of their constituents, and utilize this information to inform decision-making is important in understanding how

principals lead (Begley, 2001; Demptser et al, 2004; Hightower & Klinker, 2012; Shapiro & Stefkovich, 2011). Decision-making processes can be quick or slow, they can be collaborative or independent, and they can be reflective or reactionary. Often, the type of decision-making process utilize by a principal is based on the situation at hand. Effective principals match the right process to the specific situation, while striving for consistency across similar situations (Meyer, 2009).

In addition to making their own good decisions, principals must influence those who work for them to make good decisions. Like principals, teachers are challenged with making numerous decisions every day, and the effectiveness of a school does not rest solely on the good decision-making of the principal, but the collective decision-making of the entire staff (Bass & Riggio, 2006; Gardner, Avolio, Luthans, May & Walumbwa, 2005). This dual set of responsibilities, decision-making and influencing followers, constitutes the core leadership responsibilities of principals.

As business and academia struggled with identifying the singular construct of leadership that is most effective, some researchers began to turn their attention back to the Aristotelian notion that leadership is as much of a moral calling as a productivity calling (Sergiovanni, 1992; Luthans & Avolio, 2003). In the school setting, Sergiovanni (1992) made the plea for leaders to not forget the importance of leading from the heart in order to make decisions that are good for both the organization and those within the organization. He proposed a model in which the heart, as defined by values and beliefs, drives individuals to create a mental construct about how the world works. This combination of heart leading the head, Sergiovanni argues, drives the decisions, actions, and behaviors of good leaders. Sergiovanni is careful to note, however, that this process

is unique to both the individual and the reality around the individual, making values, mental models, and actions context sensitive.

While Sergiovanni's ideas harken back to the ideal of the "great man" theory, his 1992 study is a plea for a more balanced approach than he was observing in the actions of leaders at the time. He was witnessing a heavy reliance on "rationality, logic, and objectivity." (Sergiovanni, xiii) This approach, he argued, is void of emotion, morality, and meaning, sacrifices the long-term good of the people, organization, and society at that cost of short-term gain.

In 1996, Hodgkinson makes a similar argument to Sergiovanni with his focus on the daily value choices facing leaders. Hodgkinson discusses two extreme ways that leaders can approach value situations. First is Plato's Guardian model in which the leader always puts values over reason. In the second, illustrated in Machiavelli's Prince, the leader values winning at all costs and the ends always justify the means. Hodgkinson contends that neither of these extreme approaches actually exists, rather real leaders balance values and desired outcomes in making choices. "To govern is to chose." (Hodgkinson, p. 109)

Hodgkinson contrasts axiology with morals and ethics. He notes that moral and ethical dilemmas, which involve truly right and wrong scenarios, occur far less often for leaders than other value calls and are typically easy decisions for ethical leaders to make. The more challenging situations for leaders are axiological in nature. These are the decisions in which no obvious right answer exists but the best decision derives from the individual and organization's beliefs about what is good and bad. These value calls are difficult. Hodgkinson defines values as "concepts of the desirable" (Hodgkinson, p. 105),

but notes that unlike facts, which he claims "can never be in conflict, values are always in conflict." (p. 105) These value conflicts exist between the individual and the organization, the current conditions and tradition, and between groups in the organization. They also exist within the same group. For example, a school can value high test scores and the arts. Leaders are bound to negotiate these value conflicts in making their decisions. How they weigh relative values in both process and final decision-making plays into their standing as an authentic leader.

Making good decisions requires knowing what you believe as an individual (Avolio & Luthans, 2003; Begley, 2001; Hodgkinson, 1996; May, Hodges, Chan & Avolio, 2003). This long discussed idea of knowing oneself is foundational for good decision-making. Strong principals ground their practices in uncompromising ethics and moral beliefs. However, strong ethics and morals will not help in every, even most, decision-making situations principals face. Most decisions require value judgments, but values are often more about priorities than about right and wrong (Hodgkinson, 1996). Principals need to know what they value in education and in leading others. A novice principal must think through these questions and realize that what they believed as a teacher and assistant principal may not be the same now that they are in the principal's seat (Browne-Ferrigno, 2003). In addition, to knowing what they value, principals must know their strengths and weaknesses. Only through this keen self-awareness can they self-regulate their behavior in the complex world they now lead and become transparent enough to gain the trust and ultimately commitment of those around them (Gardner et al, 2005).

Not only do novice principals fail to fully know themselves, they do not yet fully understand the complex dynamic of the environment in which they work. What does the community value? What does the staff value? What do the kids value and what motivates them to want to be fully committed to the school and their education? What are the decision-making norms on the campus? These context-related issues are critical for a new principal to understand as decision-making situations arise. Understanding these dynamics help principals make good decisions and equally important make decisions in a way that gains the trust and respect of the school community (Begley, 2001; Dempster et al, 2004; Meyer, 2009).

When it comes to navigating the decision-making responsibilities of the principalship, novice principals struggle the most. Their lack of experience in the role means they have limited previous decision-making experience upon which to draw. In addition, their value system as a principal is not fully developed making it difficult for them to know what they believe as they face decisions for the first time. In essence, they do not know what "good" is.

Today's novice principals assume their roles in a world of heightened accountability. This accountability increases the pressure to perform their very complex job well from day one. School district leadership can support this transition by recognizing the unique needs of novice principals (Boerema, 2011; Spanneut, Toblin, & Ayers, 2012).

Authentic Leadership

Over the past few decades, researchers have attempted to understand how leaders carry out their responsibilities and what makes them effective at doing so. From the

research has come a variety of leadership styles including servant leadership, transactional leadership, transformational leadership, and authentic leadership. These leadership styles and their theoretical underpinnings evolved our understanding of what characteristics effective leaders possess, how they do their work and influence others. In addition, and understanding of how these behaviors are developed is emerging.

Overarching all of these skill sets is the principal's ability to influence others. This ability is the essence of leadership and is separate and apart from effective management (Bass & Riggio, 2006; Gardner, Avolio, Luthans, May & Walumbwa, 2005). Research in effective leadership has existed for decades in business and education. Organizations seek leaders who propel their companies and schools to better results. Modern leadership theory research began with trait theory that sought to identify those characteristics of great leaders (Northouse, 2010). According to this research, people are born as leaders, and organizations wishing to have great leadership need only recruit individuals with those characteristics. Researchers studied great leaders and identified several traits. These traits evolved over time as the research developed until a rich list of traits was established (Northouse, 2010).

Leadership theory eventually evolved and the idea of developing leadership began to take hold (Luthans & Avolio, 2003; Northouse, 2010). According to this new line of research, leadership characteristics exist in many people but typically need nurturing to reach full potential (Bass & Riggio, 2006; Garder et al, 2005; Luthans & Avolio, 2003; Puente, Crous & Venter, 2007). In addition, researchers began to look closely at the relationship between the leader and followers. This interaction effect became important as researchers came to understand that in the leader-follower relationship both parties are

important to achieving the goals of the organization (Bass & Riggio, 2006; Gardner et al, 2005).

In education, leadership theory took hold around the idea of transformational leadership. While the actual quantitative analysis of the direct impact of transformational leadership shows minimal impact, the idea that the principal's leadership of campus culture in some way affects student performance remains pervasive (Leithwood & Sun, 2012; Robinson, Lloyd, & Rowe, 2008). Transformational leadership occurs in four areas of principal behavior. First is setting the vision and direction of the campus. Second is the development of people to support the direction of the campus. Third, transformational leaders regularly redesign the organization to align with the campus vision; and fourth focus on the campus's instructional programming (Leithwood & Sun, 2012).

The theory behind transformational leadership holds that when established goals are consistent with the values of the people in the organization, and effective training and support are provided, employees are highly motivated to carry out the vision. Further, when everyone is committed and working together toward a set vision, the goals of the organization are more likely to be met (Leithwood & Sun, 2012; Robinson, Lloyd, & Rowe, 2008).

A second leadership theory frequently discussed in research is instructional leadership. According to Robinson, et al. (2008), instructional leadership demonstrates an effect size three times greater on student learning than transformational leadership. The researchers attribute this difference to the direct impact instructional leadership has on actual classroom practices as opposed to the more indirect effects of transformational leadership (Robinson, Lloyd, & Rowe, 2008). Principals prioritizing instructional

leadership, plan and implement professional development, conduct regular classroom visits, coach and mentor teachers, provide induction for new teachers, and engage with teachers in data analysis (Clifford, Behrstock-Sherratt, & Fetters, 2012; Grissom & Loeb, 2001).

A third leadership theory in education is managerial leadership. In Grissom and Loeb's 2001 study of principal behaviors, the researchers found impactful behaviors loaded more heavily on a traditional management factor involving facilities, budgets, and security than any other factor in their study. They further found that principals' self-assessment in this same domain correlated positively with improved math and reading scores. (Grissom & Loeb, 2001).

In addition to managerial leadership showing some direct relationship with student achievement, principals spend most of their time in this area. According to one study, a solid majority of principals reported spending time every day on managerial issues, while a slight minority reported spending time every day on instructional issues (Grissom & Loeb, 2011).

The leadership theory under study in this research is authentic leadership. With the turn of the 21st century, the country faced a number of crisis including 9/11 and business scandals like Enron and World Com that drew more attention to the notion our society needs leaders who base their decisions and actions on positive values, morals, and ethics. In 2003, Luthans and Avolio presented their model of authentic leadership in the anthology *Positive Organizational Scholarship* (2003). While the notion of authenticity in leadership was not new, Luthans and Avolio offered a formal model in which they attempted to define authentic leadership and situate it theoretically among other

leadership styles. Further, the authors sought to identify the characteristics and behaviors of authentic leaders, demonstrate how authentic leadership impacts followers and the organization, propose a construct for potentially understanding and measuring how authentic leadership works, and discuss ideas for authentic leadership development.

Subsequent to Luthans and Avolio 2003 study, numerous scholars in business and educational leadership worked to refine the authentic leadership model and find ways to measure its benefits as a leadership style. Most researchers agree on the importance of authenticity in leadership and recognize a demand for leaders capable of leading organizations in a manner sensitive to values, ethics, and morals. The need for these types of leaders is essential in the fast-paced, multicultural, results driven world in which most executives now lead. Although the need for authentic leadership is generally accepted, precisely defining authentic leadership is more challenging.

The Merriam-Webster dictionary (2014) defines authenticity as being "true to one's own personality, spirit, or character." In order for one to be true to one's self, one must truly know one's self and understand the underlying beliefs, values, and motivations that drive choices and actions (Maric, 2013). An important assumption that drives the theory presented by Luthans and Avolio is that authentic leaders necessarily have positive and moral dispositions. This is a critical assumption in their argument. For an authentic person to have a positive impact on an organization his true self must be good. Without that working assumption, the notion of authenticity always resulting in positive outcomes fails to make sense.

The field of positive organizational behavior provides support for the positive assumptions made by Luthans and Avolio. According to this line of research, focusing on

affirming characteristics of leaders and followers positively affects productivity. Further, these researchers contend that many of the positive characteristics people demonstrate on the job are not hard-wired personality traits but can be developed (Luthans & Avolio, 2003). This idea of trait development is important to the authentic leadership theory and is a distinguishing aspect of this theory over many previous trait-based leadership theories.

Paul Begley (2001) in an article about authenticity in school leadership, that predated the Luthans and Avolio model, made a strong argument linking authenticity to positive organizational outcomes. Begley argued that in addition to knowing one's self, leaders must recognize the impact that their values have on those they lead and the organizational climate they help to create and maintain. Authenticity in leadership, Begley contends, is not only about being true to one's self but also marrying the genuine self with the responsibility to lead others. "Authentic leadership may be thought of as a metaphor for professionally effective, ethically sound, and consciously reflective practices in educational administration." (Begley, p. 353)

According to the underlying argument of authentic leadership our current complex business and educational environments call for leaders who can navigate difficult crosscurrents of values and motivations with consistency and sensitivity. Authentic leaders must recognize that they do not work in a vacuum and that their decision-making must be reflective not only of their own personal values but of the organization they serve. The role of self-awareness and self-regulation are a critical aspect of Luthan and Avolio's argument. Self-aware and self-regulating authentic leaders not only consider their personal values but also the values of the organization and

community they serve. Being self-aware in this context means understanding all the values at play and self-regulating as necessary to make the best decision based on that complex value scenario. The act of self-regulation is critical especially when a leader works in a community that does not carry the same value structure he holds as his own.

These ideas of self-awareness and self-regulation were further refined by Gardner, Avolio, Luthans, May, and Walumbwa (2005). According to these authors, "gaining self-awareness means working to understand how one derives and makes meaning of the world around us based on introspective self-reflective, testing of our own hypotheses and self-schema" (p. 347). Self-regulation behaviors are: internalized, balanced processing, relational transparency, and authentic behavior. Internalized behaviors are those that become the core internal values of the leader rather than reactionary to external pressures. Balance processing refers to leaders' attention to unbiased inputs from external sources about their leadership and decision-making. Leaders exhibiting balanced processing get to know themselves better by paying attention to what they can learn about themselves from the perspective of others.

Relational transparency speaks to the relationship between authentic leaders and their followers. Leaders demonstrate relational transparency through honest interactions with others. This honesty includes a leader's willingness to expose their own weaknesses and deficiencies. By exposing vulnerability, leaders create a more trusting and authentic relationship with followers. The final self-regulating behavior according to Garnder et al is authentic behavior. "Authentic behavior refers to actions that are guided by the leader's true self as reflected by core values, beliefs, thoughts and feelings, as opposed to environmental contingencies or pressures from others" (p. 347). These core commitments

of self-awareness and self-regulation allows leaders to make difficult value-laden decisions with an eye toward the long-term benefit of the organization and greater community over short-term and self-serving decisions (May et al, 2003).

In addition to connecting the idea of authenticity to well-established traditions in positive psychological theory, Luthans and Avolio also see authentic leadership as fitting within the development of leadership theories under study throughout the 20th century. In particular, they argue that authentic leadership comes from the confluence of positive organizational behavior, transformational leadership theory, and ethical and moral perspective-taking capacity and development (Luthans & Avolio, 2003). These three firmly established areas of research have components of what the authors contend is a larger and more holistic view of positive leadership.

Within the authentic leadership framework, the authors assert that four predominate personality characteristics are essential. The four characteristics are confidence, hope, optimism, and resiliency. Each is a unique construct, and most importantly to the theory can be developed within people. Confidence, it is argued, is essential for a leader to maintain strength during difficult moments and lead others to become their best. Hope is defined as the combination of "willpower and waypower." (Luthans & Avolio, p. 253) It describes the leaders' ability to believe they can influence outcomes and the belief they know how to make it happen. Optimism, while closely related to hope, is an outlook for all of life in both positive and negative situations. An optimist sees negatives as temporary situations to overcome and sees positives as the expected outcome of things. Resiliency is "defined as the ability or capacity to rebound

or bounce back from adversity, uncertainty, conflict, failure, or even positive change." (Luthans & Avolio, p. 255)

Again, preceding the formal model of Luthans and Avolio, in 2001 May discusses additional characteristics he finds to be essential of school leaders who demonstrate authenticity. May finds these leaders to be visionary and creative as they confront their decision-making responsibilities. Authentic school leaders possess an understanding of the needs of their diverse constituencies and can integrate these interests with their own deeply held values (May, 2001). In 2013, Maric, et al. expanded on this characteristic arguing that leaders must be self-aware first before effectively serving others. It is through ongoing self-reflection in combination with a genuine desire to understand and serve constituencies that make an authentic leader (Maric, et al, 2013). Additional authentic leadership characteristics discussed in the literature are transparency and interest in follower development (Bird et al, 2012).

Moving from the theoretical to the observable, Luthans and Avolio describe authentic leaders as having six important types of behaviors. First, authentic leaders demonstrate a commitment to work within a clearly articulated set of values grounded in the best interest of their constituents. Second, they strive to align their decisions and actions with their values and beliefs. Third, authentic leaders understand their own weaknesses and are transparent about them. Fourth, authentic leaders set the example by taking risks and inspiring others with their "hope, optimism, and resiliency." (Luthans & Avolio, p. 248) Fifth, they view the long-term development of followers as equally important to achieving short-term goals. Finally, successfully navigating the value and

ethical questions involved in difficult decisions is within the capacity of authentic leaders.

In articulating authentic leader behaviors, Bird et al (2009) found through their survey of teachers that authentic principals are consistent in their beliefs and actions, make decisions in line with their core values, act in a supportive manner of others, and seek the opinions of teachers. They also reported that authentic leader principals listen attentively and are concerned about how their decisions and actions affect others (Bird, 2009). Maric and his colleagues (2013) found that authentic leaders build others up by focusing on positives and avoiding over emphasizing negatives. These leaders seek through this approach to build a supportive risk-taking culture.

The value of authenticity in leadership is the quality decision-making that affects the overall performance of the organization and the greater community. To realize the full benefit of the authentic leadership qualities, the authentic leaders must be intentional about their work with their subordinates. Central to this collaborative work is developing a culture of trust that begins with the leader being just and consistent in employee matters. When employees can accurately predict how their leader will respond in situations and know the leader is ethical and fair, they develop trust (May, 2003). According to previous research, employee trust of leaders is a strong predictor of employee commitment to organizational goals, extra effort, and intention to remain with the organization (Prues, 2012; Bird, 2012).

In addition to being fair and consistent in decision-making, authentic leaders take a strong interest in the development of their followers. "Authentic leaders must identify the strengths of their followers and help them with their development and integration

towards a common goal, purpose, vision and identity of the organization (Maric, 2003)."
The leader develops subordinates by focusing on relationships, modeling self-regulating
behaviors, demonstrating consistency in decision-making and expecting others to do the
same. The careers of subordinates are valued and authentic leaders recognize their
responsibility in promoting advancement opportunities for others (Wang & Bird, 2011).
Through the work with subordinates a culture of authenticity develops. People throughout
the organization begin to value the core mission, accept their responsibilities in the
organization, and align their actions in accordance with the values.

In a subsequent 2012 study, Bird and his colleagues surveyed teachers about their
levels of trust and engagement in their schools. Teachers were administered three
surveys: the *Authentic Leadership Questionnaire*, which measures the degree to which a
leader demonstrates authentic leadership qualities; the *Workplace Trust Survey*, a 32
question survey instrument designed to measure an employees level of trust in their
supervisor, co-workers, and organization; and the *Gallup Organization's Q12 Survey*, a
measurement of employee engagement in their work. Teachers were also asked if they
intended to return to the school the next year (Bird et al, 2012).

The study sought to measure how important the presence of an authentic leader
principal was to teachers' sense of trust and their level of engagement in their work, and
their intention to stay at their current school. After controlling for other principal
variables, the researchers found a significant and strong relationship between authentic
leadership, trust, engagement and teacher intention to return. Similar results were found
by Pues et al (2012) in business settings. Authentic leadership correlated positively with
follower satisfaction of their supervisor, organizational commitment, and extra-effort.

For the purposes of this study which seeks to understand the impact of a leadership coaching experience with principals on the development of authentic leadership, an understanding of how those leadership characteristics and behaviors are developed is essential. A review of leadership development literature follows; however to tie the authentic leadership model to the idea of leadership development it is important to understand the theoretical components for authentic leadership development.

As seen in the Gardner et al (2005) model below, previous life experiences of leaders and ongoing "trigger events" can be either positive or negative but strongly influence the development of authentic leadership if the individual is self-reflective about the events and their meaning. These ongoing trigger events sometimes occur naturally in the course of an individual's life, but can also be manufactured through simulations. The key is to process the trigger event as a learning experience through personal reflection.

Fig. 2-1. The conceptual framework for authentic leader and follower development. (Gardner et al, 2005, p. 346)
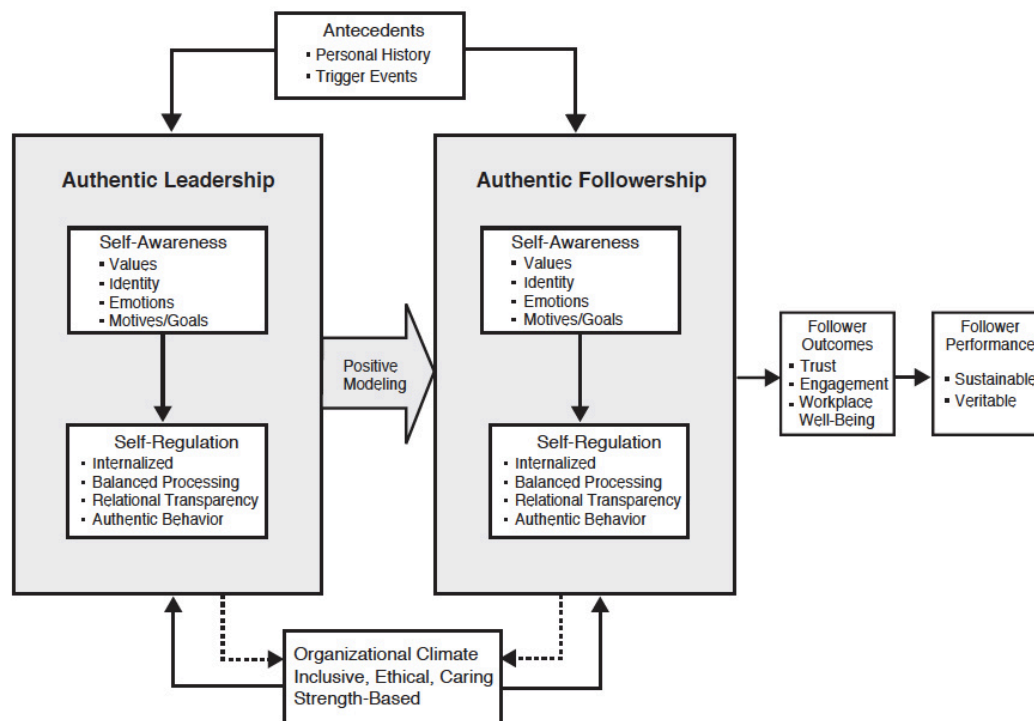
Leadership Coaching

Exploring the topic of principal induction is an important and largely under studied aspect of principal leadership. However, the large number of studies linking principal leadership and campus performance speaks to the growing belief that principals do affect, even if indirectly, student learning (Donmoyer, Yennie-Donmoyer, & Galloway, 2012). Researchers have struggled to explain the exact linkage, which speaks to the complexities of the educational process and role of the principal (Cassavant & Cherkowski, 2001). Preparing future leaders to handle these complexities has largely been the responsibility of universities. Studied have identified exemplary programs and program characteristics, but these programs and practices are far from the norm, resulting

in large numbers of novice principals unprepared for their first day on the job

(Donmoyer, Yennie-Donmoyer, & Galloway, 2012; Levine, 2005).

New principals often struggle to meet the wide range of tasks, make the role-transformation from teacher to administrator, overcome the loneliness of the job, competently lead a school culture to ensure a common vision, and effectively serve as the campus instructional leader. Too often, failing to meet all these demands leads to short tenures and perpetuates the ongoing shortage of quality building principals in the country (Peterson, 2002).

Even with growing attention to improving pre-service programs, "there is no absolute preparation for an individual assuming the hot seat of the principalship in advance" (Daresh, 2004, p. 504). What are necessary are quality ongoing professional development efforts that start with supporting novice principals during induction and continue throughout the various career stages of campus leadership (Boerema, 2011)

Given the challenges of principal leadership and the belief that effective leadership can be developed, those responsible for staffing schools with effect leaders must provide quality professional development for pre-service, novice, and experienced principals. The typical career path to the principalship includes years of teaching experience (often coupled with teacher leader experience), university based principal certification programs often connected with a masters degree or alternative certification program, some time as an assistant principal and finally the principalship. The combination of teaching, leadership experiences, and coursework generally qualifies a person to receive a principal certification and become a principal. Research shows, however, that these experiences and certification programs with varying degrees of

quality are insufficient to completely prepare an individual for the principal's role (Roach et al., 2011; Shelton, 2009).

Principal learning must continue with support from those with a stake in developing quality school leaders. State education agencies, universities, districts, and principal professional organizations share this task along with the individual principals themselves. In creating these professional development opportunities, attention must be paid to the myriad of responsibilities of principals, their individual strengths and weaknesses, and adult learning theory (Peterson, 2002).

Without paying particular attention to the learning styles of adults, trainings run the risk of not affecting behavior in any meaningful way. Traditional sit and get workshops may be adequate for learning technical tasks, but are insufficient for teaching leadership skills necessary to influence teachers in instructional practices, visioning and goal setting, motivating others, and establishing shared decision-making processes. These leadership skills are essential for building a culture of sustained success. Further, novice principals face the challenge of becoming self-actualized in the role, finding their place in a new professional community, and managing the role transformation that occurs moving from follower to leader.

With the new expectations of No Child Left Behind, Race to the Top, and the Common Core Standards movement, states and districts around the country recognize the need to provide strong pre-service and induction programs as well as ongoing professional development for principals (Shelton, 2009). In Texas, the Texas Administrative Code (TAC 241.25) requires that all principals and assistant principals participate in an induction period that focuses on general managerial skills and

development of leadership specific to the individual's needs and the needs of their

campus and district (Texas Administrative Code 2009). Districts have the option of

providing this induction themselves or contracting with outside groups, such as Region

Service Centers.

Many organizations, states, districts, and universities offer induction programs

that take a variety of forms. These programs range in content, structure, duration, and

theoretical focus (Peterson, 2002). There is a growing consensus, however, that the

induction programs should align with adult learning theory and include a combination of

workshops, networking opportunities, job imbedded activities, self-reflection, and

mentoring support (Levine, 2005; Peterson, 2002).

Mentoring. Research shows successful mentoring programs can assist in meeting

the various needs of novice principals. Mentoring helps in role-transformation,

socialization, communication, and skill development (Daresh, 2004; O'Mahoney, 2003).

In addition, effective mentoring expands the range of ideas for creative problem solving

by exposing new administrators to the ideas of experienced principals. Most importantly

well-trained mentors are able to get novice principals to think creatively for themselves

(Cassavant & Cherkowski, 2001).

Not all mentoring programs are successful. Research clearly points to the need for

well-designed programs that select and train mentors carefully, are sensitive to the

changing needs of novice principals, and provide sufficient time to make the relationship

meaningful (Daresh, 2004; O'Mahoney, 2003).

Leadership Coaching. Leadership coaching is a unique form of coaching that

focuses on the development of individuals in leadership roles. Typically, the coach is a

trained professional from outside of the organization (Hagan, 2012). The purpose of the coaching relationship is to provide self-reflective learning opportunities for executives through a structured relationship for the benefit of both the individual and the organization (Bond & Seneque 2013; de_Haan & Duckworth, 2012; Turner, 2006). Organizations utilize leadership coaching to develop new leaders, assist current leaders in areas of weakness, accelerate the development of those in the organization with leadership potential, and provide a sounding board for senior level executives in strategic planning situation (Axmith, 2004).

Leadership coaching has its roots in psychotherapy. "Coaching is tailored to individuals so that they learn and develop through reflective conversation within an exclusive relationship that is trusting, safe, and supportive" (de_Haan & Duckworth, 2012, p. 7). The goal is to uncover underlying assumptions, challenge previous thinking, enhance self-awareness, and seek alternative courses of action through creative thinking (Axmith, 2004; Bond & Seneque, 2013; de_Haan & Duckworth, 2012). This deep reflective thinking and seeking for greater awareness are essential for true learning and ensuring a shift from leaders who are merely competent managers to true leaders capable of leading complex organizations during challenging times (Robertson 2005). What makes coaching different from psychotherapy is the desired outcome of the coaching relationship. While psychotherapy is solely for the benefit of the individual, leadership coaching exists for the benefit of the organization. In essence, working to make the individual a better leader serves the purpose of building their capacity to better facilitate the success of the organization (de_Haan & Duckworth 2012).

School principals are the senior executives of the schools they run. The organizations they lead are complex by the nature of the governance structures and diverse constituencies. As described earlier, the current environment of high expectations and growing diversity further complicates their reality. School leaders are not different from business executives in their need for appropriate and timely leadership development.

Leadership coaching for principals takes the same form as for business, with a one-on-one coaching relationship over time for the purpose of leadership development to serve the overall goals of the school system. Coaching is very different from traditional principal trainings. Most principal trainings, whether pre-service or during the principalship, are focused on management items like policy, budget and instructional practices, and are delivered through workshops, conferences, and sometimes mentoring programs. While these trainings certainly have a role in delivering actionable information and providing advice, they are very different from coaching (Boerema, 2001; de_Haan & Duckworth, 2012; Robertson, 2005). Coaching focuses on building capacity from within through reflection while traditional trainings focus on imparting information, knowledge, and wisdom from outside sources.

Research on leadership coaching has existed for about twenty years with most of the work in the business setting. Studies in leadership coaching in the educational context are far newer and almost exclusively qualitative and antidotal in nature. There are two reasons for this. First, the practice of providing coaching for principals is new and very few school districts offer this opportunity to their principals. Second, measuring the

effectiveness of coaching is challenging, as neither clear agreement on outcomes nor sufficient numbers exits to support rigorous quantitative studies.

Many attempts at measuring effectiveness in the business setting focus on interviewing coaches and getting their perspective of coaching success (Turner, 2006). Others have attempted to capture the perceived effectiveness by interviewing and surveying coachees (Turner, 2006; Henderson, 2011; Bond & Seneque, 2013; de_Haan & Duckworth, 2012). Finally, some have interviewed those in the organization who contracted the services of the coach to measure their perception as to the value of the investment for the organization (de_Haan & Duckworth, 2012). While these qualitative studies have generally found positive feelings about coaching, questions still exist about defining universally accepted outcomes for measurement.

The effectiveness of traditional trainings, those focused on developing concrete skills, are easier to measure than coaching. One can observe an individual engaged in a new skill following a training and know if the training was a success; however coaching which has as its goal the promotion of "self-directed learning (that) supports sustained behavioral change," (Bond & Seneque 2013, p. 68) is far more difficult to observe in action. In previous eras, leaders could rely solely on the development of managerial skills to be successful in their work; however, in today's business and educational settings, leaders have far more responsibility to lead socially responsible organizations that are adaptable, responsive, and effective. Leadership is therefore more about leading than managing (Robertson, 2005).

According to Jan Robertson (2005), coaching is an effective professional development approach for today's principals because it helps school leaders become better at:

1. "constructing new leadership knowledge;

2. creating opportunities to gain critical perspectives and critical thinking;

3. crossing boundaries to new ways of being and knowing" (Robertson, 2005, p. 15).

Robertson argues that this self-guided problem solving approach, with the help of a coach, builds capacity within the leader to confront complex decision-making with confidence, creativity, and empathy; all skills necessary for success in school leadership in the 21st century (Robertson, 2005).

Research has shown that for a leadership-coaching program to be successful, several key factors must be in place. The coaching relationship is a one-on-one relationship that takes time to develop (Turner, 2006). The most critical aspect of the coaching program is the relationship between the coach and the coachee. The purpose of the relationship is to facilitate the self-learning and growth of the coachee. To achieve this goal, both the coach and the coachee must come to the process with certain abilities and attitudes (Axmith, 2004; Bond & Seneque, 2013; de_Haan & Duckworth, 2012, Turner, 2006; Wise & Hammack, 2011).

Coaches must understand that principals need to discover their own learning. The goal is for sustained learning over time; therefore, the coaches facilitate a self-reflective process that novice principals will eventually do on their own (Axmith, 2004). To facilitate this process, the coach must have, "superior cognitive ability, self-awareness,

high levels of empathy, strong impulse control and sound judgment" (Axmith, 2004, p. 5). Each of these skills is critical for the coach to build trust, ask appropriate and timely questions, listen attentively for underlying assumption, and get the coachee to be truly reflective and thoughtful. The coach must also be skilled in challenging the assumptions and actions of the coachee while not undermining the trusting relationship (Wise & Hammack, 2011).

The Coachee, as an equal partner in the relationship, must also bring certain skills and attitudes to the relationship. First, the coachee needs to be receptive to coaching and willing to genuinely open up to the coach. Second, the coach should have realistic expectations about the coaching program. Leaders used to getting the right answer from professional development activities must realize that the coach is not going to bring any answers. Third, the coachee must own the responsibility for their learning, choices, and leadership (Axmith, 2004; Robertson, 2005).

When the coach and coachee come to the relationship with the right skill set and attitudes, a positive coaching relationship can exist. "The relationship is influenced by the effectiveness of the coaching techniques, the personality match between the coach and coachee, and the level of client self-efficacy in the relationship" (de_Haan & Duckworth, 2012). It is incumbent on the organization to make a conscientious effort to match personalities between the coach and coachee. This match is important for building trust and respect in the relationship (de_Haan & Duckworth, 2012).

As discussed earlier, there are limited quantitative studies on the effectiveness of leadership coaching; however, there are a growing number of qualitative studies. Erik de_Haan and Anna Duckworth in 2012 conducted a meta-analysis of existing research on

leadership coaching and found that most studies based on interviews showed positive impacts of coaching. Specifically, the research they cited showed participants felt good about the coaching relationships, believed the learning was impactful on their work, and lead to sustained learning and changes in behavior. However, the authors make clear that there are no clearly defined and measurable outcomes for coaching, limiting the rigor of most studies (de_Haan & Duckworth, 2012).

In a 2013 study, Christopher Bond and Megan Seneque looked to compare and contrast coaching to other forms of leadership development including managing, consulting, facilitating, and mentoring. They utilized a grounded theory approach to their work, exploring previous research, conducting interviews, and establishing a theoretical construct. Bond and Seneque found coaching did have distinguishing characteristics which emphasize goal setting, self-reflection, and capacity building more so than other types of leadership development. They found coaching to be an important part of a systemic leadership development program better able than other activities to "foreground complexity, pluralistic perspectives, unpredictability, and contextual factors and the search for achieving a balance between stability and instability" (Bond & Seneque, 2013).

Christine Turner conducted a typical qualitative study of leadership coaching effectiveness in 2006. Turner interviewed several coachees about their perception on the benefit of their coaching experience. She found five overriding benefits in her study. First, coachees found the consistent one-on-one relationship important for sustained change. Second, they reported having their thinking expanded by the challenging questions posed by their coach. Third, coachees felt coaching enhanced their level of self-

awareness, especially in their ability to see their blind spots. Fourth, the coaching process made them feel more accountable for their own learning than typical training programs. Finally, they valued the just in time nature of the coaching model that allowed them to focus the development on timely issues (Turner, 2006).

One of the few attempts at measuring the impact on coaching in a school setting came from Donald Wise and Marc Hammack in 2011. These researchers sought to connect coaching with measurable student achievement outcomes indirectly through a principal self-report survey that tied coaching competencies to perceived changes in principal leadership around instructional best practices. "…The coaching competencies selected have been placed into three categories: establishing the coaching relationship, communicating effectively, and facilitating learning and performance" (Wise & Hammack, 2011, p. 456). These three categories were further defined into twenty best practices for coaches and nine key focus areas for principal improvement. Survey results found that principals were very positive on both the coaching experience and on how they felt the coaching experience benefited their ability to implement best practices (Wise & Hammack, 2011).

Conclusion

Central to the current research, is the relationship between leadership coaching and the development of authentic leadership. The central purpose of coaching is the commitment to sustained learning, creative problem solving, and contextual sensitivity through a leader's self-reflective practices that challenge underlying assumptions and improve decision-making. Assumptions typically derive from our values, motives, and life experiences. Uncovering these underlying currents within one's decision-making

process is critical for knowing one's self and becoming authentic in leading. It would be difficult for a leader to lead with integrity and authenticity without truly understanding oneself and being willing to challenge one's own values and motives (Axmith, 2004). "More CEOs are using value-driven stakeholder analysis to assess the potential impact of important decisions on their customers, shareholders, employees and the communities in which they operate" (Axmith, 2004, p. 5). While Axmith was writing about a business environment, his argument clearly fits a school setting.

As Bond and Seneque (2013) found in their study, no current form of leadership development, except coaching, engages leaders in the type of facilitated self-reflection activities necessary to uncover and challenge underlying values, motives, and assumptions. All aspects of a well-designed and executed coaching program are in theory designed to provide the type of structured learning experience necessary for the development of authentic leadership skills. While there still exists the challenge of effectively measuring authentic leadership, it is clear that the importance of authentic leadership in today's highly complex schools is necessary and district's interested in the developing this type of leadership in principals might consider coaching as an effective approach.

Chapter 3

Methodology

The goal of this study was to explore the affect of a multiyear leadership-coaching program for novice principals on the development of authentic leadership traits. Authentic leadership is a relatively new construct in the literature; and leadership coaching for principals is an emerging practice. Given our limited experience with both authentic leadership and leadership coaching, there is minimal research and practice to study. Therefore, this study focused on a single district's leadership-coaching program utilizing a mixed methods approach to triangulate findings in an attempt to reveal if and how leadership coaching affects authentic leadership development.

The mixed methods approach utilized quantitative research through the administration of the Authentic Leadership Questionnaire (ALQ), developed by Avolio, Gardner, & Walumbwa, (2007), to two groups of principals. Group One included principals from the district under study who had either participated in the coaching program in the 2013-2014 school year or who had completed their participation. Group Two consisted of principals who worked in districts other than the district under study and who had four or less years of principal experience. While Group Two principals had participated in various forms of leadership development, none had experienced a multiyear leadership-coaching program as part of that development in their current roles. The ALQ instrument, developed and validated over the course of several national studies, is a 16 question self-assessment given to principals to measure their authentic leadership traits in four domains (Walumbwa, et al, 2008).

The purpose of the quantitative portion of this mixed methods study was to compare the authentic leadership abilities of principals involved in a coaching program against their peers in other districts who had not participated in a coaching program. In addition to the ALQ questions, respondents were asked to provide information about their years of principal experience. This additional information was collected to see if authentic leadership traits grew stronger throughout the induction period and if that growth differed between the two groups of principals.

The qualitative portion of this research involved a review of internal district documents on the purpose and design of the coaching program and interviews of principals and coaches involved in the coaching program. The open-ended interview protocol used in this research sought to understand if participants saw any connection between their experience in the coaching model and the development of authentic leadership traits. In addition, the interviews sought to understand what aspects of the program were most beneficial in developing leadership skills, especially those within the authentic leadership construct. Interviewing both principals and coaches allowed for a more comprehensive view of both the components and outcomes of the program. Through the qualitative portion of the study, a rich explanation of the relationship between the coaching program and the development of authentic leadership traits evolved through the voices of those who have lived the experience.

Both the quantitative and qualitative data was collected in the spring and summer of 2014, making this a concurrent triangulation mixed methods study. According to Creswell (2009), this strategy allows for a comparison of multiple sets of data to give strength to findings. This is especially important when one or more of the datasets have a

weakness. In this study, because a limited population was studied the sample size is too small to generalize to the broader population of principals. However, combining the quantitative and qualitative data provides both a comparative and internal look at the phenomena under study.

The purpose of the quantitative analysis was to illustrate through measures of central tendency, the differences in authentic leadership traits of novice principals who had participated in a coaching program and those who had not as measured by the ALQ. Averages of both groups were calculated on each of the four authentic leadership components. In addition, participant scores were examined by years of experience across both groups to see the difference in self-perception of authentic leadership traits with additional years in the role.

The qualitative analysis built on the quantitative study in four ways. First, internal documents clarified the purpose and design of the coaching program. Second, the qualitative data provided insight into the relationship between the coaching experience and authentic leadership development. Third, interviews provided the principals' voice to understanding what aspects of the coaching relationship they felt contributed to their leadership development. Finally, interviews provided the coaches' voice to understanding how they saw the development of their coachee and what they felt was important in the principal's leadership development.

Research Questions

This mixed methods approach attempted to address the following research questions:

1. How does multiple year participation in a leadership coaching relationship affect the development of authentic leadership traits in new principals as measured by responses on the ALQ survey when comparing mean component scores of respondents participating in the coaching program and those not participating?

2. How do novice principals view their authentic leadership development as a result of their participation in a leadership coaching relationship as elicited from interviews with four randomly selected principals who participated in the coaching program?

3. What elements of the coaching relationship most affect the development of authentic leadership traits as elicited from interviews with four randomly selected principals who participated in the coaching program?

4. How effective do coaches feel at developing authentic leadership traits in their coachees as elicited from interviews with 3 randomly selected program coaches?

Overview of Quantitative Research Method and Design

The quantitative portion of this study utilized the Authentic Leadership Questionnaire (AQL) a 16 question self-assessment survey developed by Avolio, Gardner, & Walumbwa, (2007) as a tool to measure the degree of authentic leadership traits a leader possesses. In designing the instrument, the researchers wanted to build and validate a survey that would capture the four fundamental components of the Avolio and Luthans (2003 & 2006) authentic leadership construct.

The four components of authentic leadership that are independently measured in the survey are self-awareness, relational transparency, balanced processing, and internalized moral perspective. Self-awareness refers to the ability of a person to know their strengths and weaknesses, understand their internal motivations, and recognize how

their actions affect others. Relational transparency is how a person aligns their interactions with others and their true internal self. Balanced processing is the ability and willingness to look at issues from multiple perspectives and examine one's own beliefs before making decisions. Finally, internalized moral perspectives refer to the important idea of self-regulation. Is a leader able to avoid external pressures and do what is right?

The researchers make two critical assertions about the instrument for the purposes of the current study. First, the instrument was built on the Avolio and Luthan's construct, which in part argues that authentic leadership, is "ultimately something one can develop in leaders." (Walumbwa et al., 2008, p. 93) This is critical claim for a study exploring the affect of a training program on the development of authentic leadership traits. If authentic leadership were theorized to be an innate set of characteristics, exploring the affect of a training program would be inappropriate for the model. Second, according to the authors, the ALQ is a "reliable and valid instrument for examining the level of authentic leadership exhibited by its managers." (Walumbwa et al, 2008, p. 120) This assertion allows the ALQ to be used as a tool to collect the authentic leadership levels of principals across various districts for comparison purposes.

Setting

The ALQ was administered as an online survey through Survey Monkey. Ninety-five principals who met the participation criteria were invited to respond to the online survey. Forty-six of those invited had participated in the leadership-coaching program. Fifty were from the other two districts in the study. These other districts provide training to their principals, typically is some combination of workshops and mentoring, but what is important for this study is that they do not offer a formal multiyear coaching

component. All three of the districts are suburban and in the greater Houston area. They are all different in their principal hiring practices and they all have diverse school demographics.

The district under study is a large suburban district in southeast Texas. The district serves over 110,000 students from diverse socio-economic backgrounds. African-American students constitute 16% of the student population, Asian students 8%, Hispanic students 43%, and White 29%. Thirty-seven percent are considered at-risk for not graduating and 50% are economically disadvantaged. English Language Learners constitute 15% of the entire student population. The district operates 84 campuses and covers 186 square miles within its boundaries. Over the past four years, sense the inception of the coaching program, the district has hired 46 new principals.

The leadership-coaching program. In 2009, the district had an unusually large number of principal vacancies to fill. District leadership explored ways to adequately support all their new principals. Several components of a principal induction plan were already in place. These components included mentoring, a leadership academy, and support from district supervisors. Even with these pieces in place, they felt that a level of support and leadership development was missing for the new principals. Their search led them to adopt the leadership-coaching model, which according to one internal document (see Appendix A – "The Benefits of Coaching") offered new principals the following benefits:

- Guidance and support during initial year of the job
- Increased self confidence
- Encouragement to take risks to achieve goals

- Opportunities to discuss professional issues with a veteran

- Increased reflective thinking and maximizes walk through process

- Move toward greater self reflective practice in decision making

The leadership-coaching program is required of all principals in their first three years in the role. Novice principals are assigned a retired district principal as a coach. The district profiles both the principal and coach in an attempt to make a good match. Coaches are often assigned multiple principals in a given year. It is the goal of the program that the same coach works with the principal all three years of the program; however, the district is willing to change coaches if the match is not working well.

Leadership coaches receive annual training from district leadership (see Appendix A – "Coaching Training Meeting" agenda) on effective coaching, program goals and structures. In addition to the annual training, coaches are invited to all leadership meetings and are encouraged to stay informed about district initiatives. Coaches often collaborate with each other to keep their training ongoing. These collaborations include book studies and dinners where they discuss successes and struggles in their roles. Coaches are careful in these collegial conversations to keep the conversations about their skills as a coach and not about the principals they serve.

In the first semester of a principal's coaching experiencing, the novice principal and coach meet weekly for an hour. These meetings have a set agenda, but the broad nature of the topics allow for flexibility to respond to the individual principal's needs. Meeting times with the coach are often a combination of private time and "walk around" time. The private time is intended for open and honest reflective discussions. The "walk

around" time allows the coach to see the principal in action and often generates further reflective conversation.

Over time, the frequency of the coach visits diminishes. In the second semester of the first year, meetings are bi-weekly and in subsequent years there are eight coach visits. This intentional gradual release approach is recognition that a principal needs less facilitated reflection time with the increase in experience.

Participants

Through 'gate-keepers' in each of the three districts participating in the survey, the researcher gained access to a list of all principals with four or fewer years of experience in their current role. There were 45 principals fitting the criteria in the coaching district and a total of 50 principals in the two non-coaching districts. All principals in these districts fitting the tenure requirement received an email explaining the purpose of the survey and a link to access the survey. All participants were provided information about the confidentiality of the participation and responses. Further, it was explained that by completing and submitting the survey they granted consent for their responses to be included in the findings of the study.

Data Collection & Analysis

The purpose of collecting the ALQ data was to see if any difference exists in the magnitude of authentic leadership traits between principals who had participated in a multiyear leadership-coaching program and those who had not. To that end, data was organized by individual respondent, associated district, and years of experience. Once organized, the data was aggregated on the four individual components of Authentic Leadership for both Group One (district under study) and Group Two (comparison

districts). Because of the small sample size, descriptive statistics were more appropriate than inferential statistics. Group mean scores were calculated on each of the four components. In addition, mean scores for principals with different years of experience were calculated for comparison. All of these findings are presented in graphs found in chapter five.

Overview of Qualitative Research Method and Design

While the quantitative portion of the research relied on a 16 question self-assessment survey of Authentic Leadership traits, the qualitative portion focused on gaining a deeper understanding of how the coaching model influences leadership development in novice principals. By interviewing both coaches and coachees, underlying themes about the program's affect on leadership development was revealed.

From the list of principals and coaches provided by the district, the researcher randomly selected four principals and four coaches to invite for interviews. The random sampling was generated by assigning each principal and coach a number within a set range then using a random number generate to select participants. These individuals were initially contacted via email and subsequently received follow-up phone calls. Two of the interviews were conducted in person, while the remaining six were done over the phone. All of those interviewed allowed for the interviews to be recorded and these recordings were then transcribed for analysis.

The four interviewed principals were asked the same 14 standard questions; however, based on their responses, unique follow-up questions were asked of each. The 14 standard questions were:

1) What is your name and at what school do you serve as principal?

2) How many years have you served as principal?

3) Have all those years been your current district? Have all been at your current school?

4) Did you participate in the leadership-coaching program during your first three years as principal?

5) What is your overall impression of the coaching program?

6) What particular benefits did you realize from the coaching program?

7) How would you describe your relationship with your coach?

8) How did your relationship with your coach evolve over the three years?

9) How did your leadership behaviors evolve over the three years?

10) How did your beliefs about leadership evolve over the three years?

11) What role did the coaching program play in the evolution of your leadership?

12) What was it about the leadership program that you felt make it successful in developing your leadership?

13) What other leadership development opportunities did you have over the three-year period?

14) How would you describe the relative benefit of the coaching program in comparison to your other opportunities?

Similarly, each of the four leadership coaches were asked a battery of standard questions but were asked additional questions when appropriate. The standard questions are listed below:

1) What is your name?

2) How long have you served as a leadership coach?

3) What professional experiences have you had that qualified you for the coaching role?

4) Can you describe the training that was provided by the district prior to the start of your coaching?

5) Can you describe the district's expectations of you as a coach?

6) What were your goals entering the coaching relationship?

7) Can you describe your relationship with your coach?

8) Can you describe how that relationship evolved over the course of the thee years?

9) Please describe the changes you saw in your coachee over the course of the three years.

10) How would you describe the impact of the coaching program on the principal development?

11) Do you have specific examples of coaching interactions that you believe illustrate the positive potential of coaching for leadership development in novice principals?

12) How would you compare coaching as a means of developing principal leadership compared to other traditional forms of leadership development?

13) What do you see as essential components of an effective coaching program?

14) Please describe the process you and your coachee went through to establish a trusting and constructive relationship.

According to Creswell (2009), qualitative research has several fundamental characteristics. First, qualitative research typically takes place in the natural setting of the

phenomena under study. The purpose for this natural setting component is to more accurately capture reality than one might achieve by taking people or activities out of their normal setting. To that end, interviews were conducted at times and places convenient to the interviewee. Some interviews were at schools in the district while others were conducted over the phone.

Second, Creswell (2009) argues that qualitative researchers rely on multiple sources of data. A single data source may offer only one perspective on a complex problem and limit the researcher's ability to see the complete picture of the issue. The researcher interviewed participating principals to understand their experience in the program and what components they felt were most impactful. In addition, the researcher interviewed coaches to get their perspective on the program and how they saw the development of the principals they coached. Internal district documents were also reviewed.

A third characteristic of qualitative studies is the inductive data analysis approach that is used. "Qualitative researchers build their patterns, categories, and themes from the bottom up, by organizing the data into increasingly more abstract units of information." (Creswell, 2009, p. 175) This type of approach combines the two sets of interviews to form a more holistic picture of the phenomena under review. While the researcher recognizes bias in the research questions around the development of Authentic Leadership traits, it is critical the researcher stays open-minded for other themes that emerge through the analysis of the qualitative data.

Creswell (2009) notes that a fourth characteristic of qualitative research is a commitment on the part of the researcher to stay true to the participant's meaning. This

again is a caution about brining the researcher's bias to the collection or analysis of the data. This also gets to the question of validity in the qualitative data. "Validity in qualitative research has to do with description and explanation and whether or not the explanation fits the description." (Janesick, 2000, p. 393) One way to increase validity is through member checking which was utilized in this research. Member checking is when emergent categories and themes are brought back to participants to ensure that what is being identified matches their true experiences and beliefs.

Setting & Participants

The qualitative portion of this research was exclusively within the district under study. Documents for review were collected from the central administration building. Principals interviewed were currently in the leadership-coaching program or had already completed the coaching program. Coaches interviewed had all served in the capacity at least one year.

Data Collection

The first step in data collection was gaining approval through the University's Internal Review Board. A second round of approvals was secured from each district involved in the study. Once this study was approved, the "gatekeepers" were identified. Interviews were scheduled at times convenient for the participants. The participants were made aware of the general types of questions prior to the interview, so they were comfortable with the line of questioning. Interviews were kept to one hour or less and recorded with the permission of the participants. The interviewer took limited notes and was prepared in the semi-structured format to ask follow-up questions to allow for the full development of a line of inquiry. The questions were open-ended, so that the

researcher could gain knowledge about the specific behaviors of creating the culture of learning and teaching without any constraints.

Winning the support and trust of participants was critical. Because participants were asked questions about their personal actions and perceptions, it was imperative that they felt their information would be shared in a productive and professional manner and that any items they wished to be held as confidential would be treated as such. One commitment that was made to the participants was that findings would be shared with them.

Data Handling & Analysis

With the volume of interviews and information gained from analysis of internal documents, it was important to make sure that the data were very well organized. The transcripts of interviews were reviewed and key ideas tagged. Once the data were tagged, the process of developing codes proceeded. Since there was a wealth of information, developing codes was vital in helping to create themes for interpretation.

Coding helped to make sense of the data. Starting with the process of lean coding and assigning only a few codes initially facilitated the development of themes to which other pieces of data emerged. Codes were analyzed for redundancy and narrowed. The themes developed were narrowed to a few that helped to provide more depth in the findings. The themes receiving the most focus were those that address the central phenomenon.

A narrative discussion provides a detailed summary of the findings from the data analysis. This narrative discussion includes in-depth findings related to the themes and how they are interconnected.

Limitations

The current study focuses on a single program offered in one school district. The number of participants in the program is limited to the number of new principals hired each year into the system. Thus, there are necessarily a small number of principals available to include in this study. While it is hopeful that the findings are useful to school systems as they consider ways of improving their leadership development programs, it would be inappropriate to assume any findings from this study could be generalized to other settings.

Summary

The mixed methods approach of this study combines quantitative findings from the ALQ survey of novice principals in three districts with quantitative data from internal district documents and interviews of participants involved in the coaching program. The goal of the study is to provide insight into the affects of a leadership-coaching program for novice principals on the development of authentic leadership characteristics. The data triangulation approach provides both additional confidence in any given finding, and rich descriptions of the phenomena that practitioners may find valuable as they evaluate their current leadership programs and consider changes for the future.

Chapter 4

Results

This study seeks to understand the impact a multiyear leadership-coaching program has on the development of authentic leadership skills in novice principals. A mixed-methods approach was utilized to triangulate information to glean the most information possible from a relatively small sample size. The study reviewed the novice principal leadership-coaching program in a large suburban district in the greater Houston area, and focused on the following research questions:

1. How does multiple year participation in a leadership coaching relationship affect the development of authentic leadership traits in new principals as measured by responses on the ALQ survey when comparing mean component scores of respondents participating in the coaching program and those not participating?

2. How do novice principals view their authentic leadership development as a result of their participation in a leadership coaching relationship as elicited from interviews with four randomly selected principals who participated in the coaching program?

3. What elements of the coaching relationship most affect the development of authentic leadership traits as elicited from interviews with four randomly selected principals who participated in the coaching program?

4. How effective do coaches feel at developing authentic leadership traits in their coachees as elicited from interviews with four randomly selected program coaches?

Survey Results

The purpose of the survey was to examine self-assessment scores on the Authentic Leadership Questionnaire (ALQ) between novice principals who have participated in a leadership-coaching program and those from districts who do not offer leadership coaching. The ALQ is a 16-question self-assessment survey developed by Avolio et al (2007) as a tool to measure the degree of authentic leadership traits a leader possesses. In designing the instrument, the researchers wanted to build and validate a survey that would capture the four fundamental components of the Avolio and Luthans (2003 & 2006) authentic leadership construct. These four components are relational transparency, internalized moral perspective, balanced processing, and self-awareness.

Principals from the leadership coaching district where combined for purposes of analysis into Group One. Novice principals from two neighboring districts who do not offer leadership coaching were combined into Group Two. ALQ self-assessment scores from these two groups are reported below. The three districts have similar types of support for novice principals with the major exception of the existence of a multiyear coaching program in the district under study. The common practices include leadership workshops, mentoring, and administrative support. Given that the one substantial difference between Group One and Group Two is the existing of the coaching program and that leadership coaching targets self-reflective leadership development, this research hypothesis is that some amount of difference in ALQ scores may be attributed to the leadership-coaching program.

Participation. Ninety-five principals who met the participation criteria were invited to respond to the online survey. Forty-five of those invited had participated in the

leadership-coaching program and are included in Group One. Fifty were from the other

two districts in the study and are included Group Two. Table 4-1 illustrates the number of

survey participants broken down by Group, type of school served, and years of

experience.

Table 4-1. *Survey Participation Count by Program Participation, Type of School, and Years of Experience*

	All Participants	Group One	Group Two
Participation Count	32	15	17
Type of School			
Elementary Principals	22	11	11
Middle School Principals	8	2	6
High School Principals	1	1	0
Alternative School Principals	1	1	0
Years of Experience			
Year 1	5	2	3
Year 2	8	4	4
Year 3	8	4	4
Year 4	11	5	6

Note: Group One=Principals participating in leadership-coaching program
Group Two=Principals not participating in leadership-coaching program

There was almost even distribution in participation from Group One principals

and Group Two principals. The respondents were highly skewed to elementary school

leaders, but were more evenly distributed among years of experience. Both type of school

and years of experience distributions stayed relatively consistent between those who had

participated in the leadership-coaching program (Group One) and those who had not

(Group Two).

ALQ Responses. The ALQ consists of 16 questions. Walumbwa et al (2008) were able to establish reliability and validity not only on the overall instrument but also on the individual components measured through groups of questions on the questionnaire. In the ALQ, respondents are asked to evaluate themselves on leadership characteristics by responding to questions that all begin with the stem: As a leader I…(Avolio, et al, 2007).

Relational transparency measures the leader's practice of honest interactions with others including acknowledgment of their own weaknesses and deficiencies to create a more trusting and authentic relationship with followers. Relational transparency is measured through questions about the leader's willingness to admit mistakes, express emotions aligned with feelings, tell the truth even when doing so is difficult, and encourage others to speak their mind (Avolio, et al, 2007).

Internalized moral perspective is associated with self-regulation and the leader's ability to avoid external pressures and do what is right. In the ALQ, internalized moral perspective is measured through questions asking leaders to self-assess on their ability to be consistent with beliefs and actions, make value-based decisions, take positions aligned with those values, and exhibit decision-making reflective of a commitment to high ethical standards (Avolio, et al, 2007).

Balanced processing is the ability and willingness to look at issues from multiple perspectives and examining one's own beliefs before making decisions. In the ALQ, balanced processing is measured by asking the leaders about their willingness to ask others to challenge their thinking, make data based decisions, and carefully consider other points of view in decision-making (Avolio, et al, 2007).

Finally, self-awareness refers to the ability of a person to know their strengths and weaknesses, their understanding of their internal motivations, and how their actions affect others. In the ALQ, self-awareness is measured by asking leaders if they ask others for feedback to improve interactions, truly know how others view their ability, if they are willing to rethink positions on issues when it is important to do so, and have awareness of when and how their actions impact others (Avolio, et al, 2007).

Respondents were asked to do the following with the 16 questions of the survey.

> The following survey items refer to your leadership style,
> as you perceive it. Please judge how frequently each
> statement fits your leadership style using the following
> scale:
>
> 0 = Not at all
> 1 = Once in a while
> 2 = Sometimes
> 3 = Fairly Often
> 4 = Frequently, if not always

The responses for each individual were averaged to get scores on each of the four authentic leadership components. Group averages for each of the four components were then calculated and are reported in Figure 4-1.

Figure 4-1. Authentic leadership average component scores by group
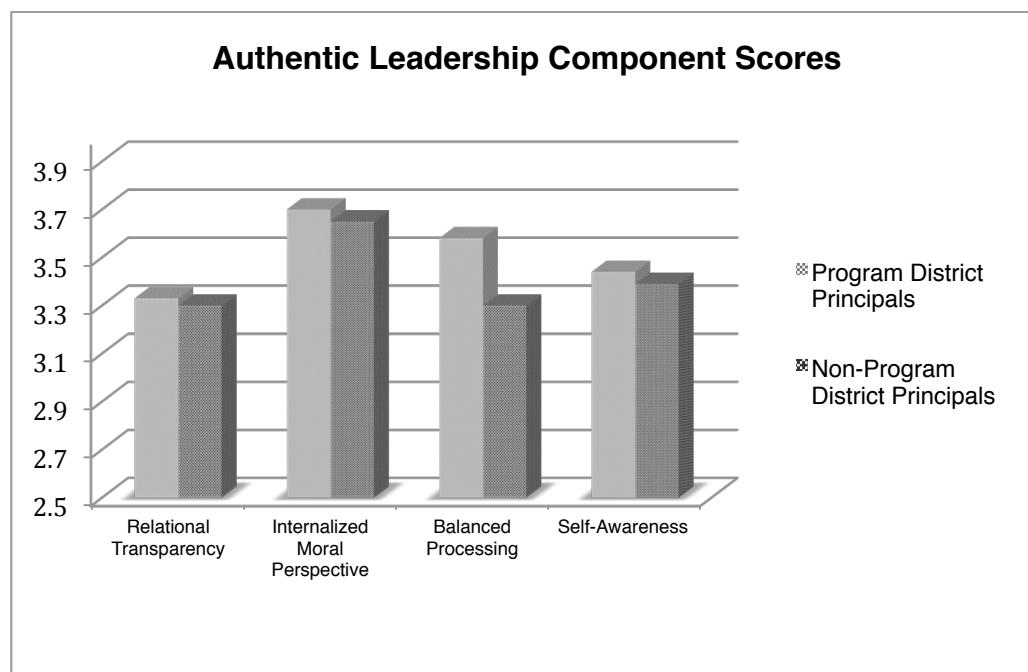
In each of the four component areas, the average score of the principals who had

participated in the multiyear coaching program (Group One) was greater than those who

had not participated in the program (Group Two). In transparency, Group One had an

average transparency score of 3.33 compared to a 3.30 average for Group Two. This

relative tie in averages was the closest average of the four. In internalized moral

perspective, Group One had an average score of 3.7 while Group Two's average was

3.65. The greatest difference was found in balanced processing with Group One

averaging 3.58 and Group Two 3.3. Finally, Group One's average on self-awareness was

3.44 compared to an average score of 3.39 for Group Two.

In addition to examining whole group differences on each of the four components,

this study also explored what differences might exist between the groups at different

years of principal experience. The following charts show average component scores

between Group One and Group Two members based on the respondent's years of

principal experience.

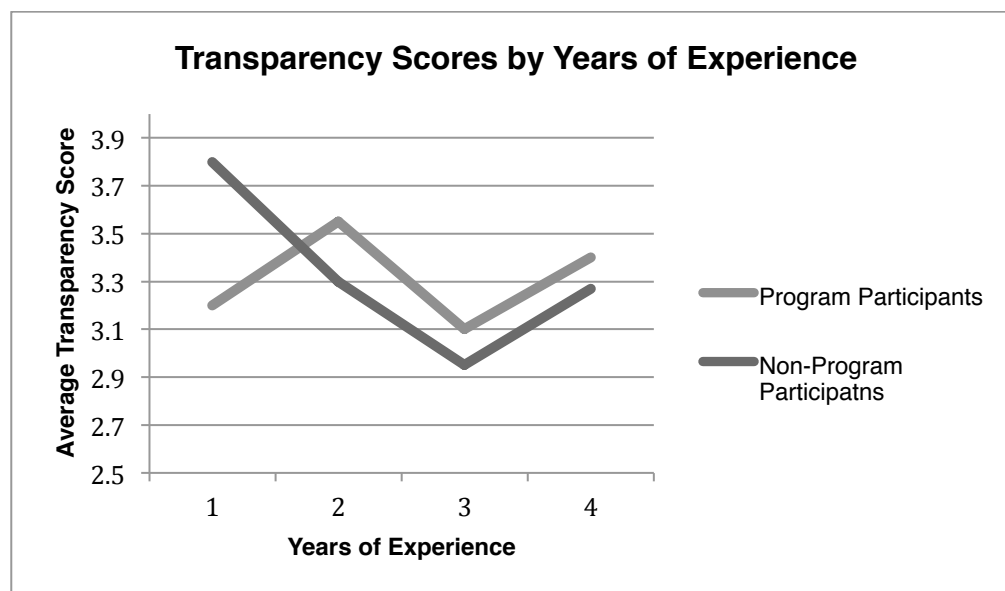Figure 4-2. Transparency scores between groups by years of experience

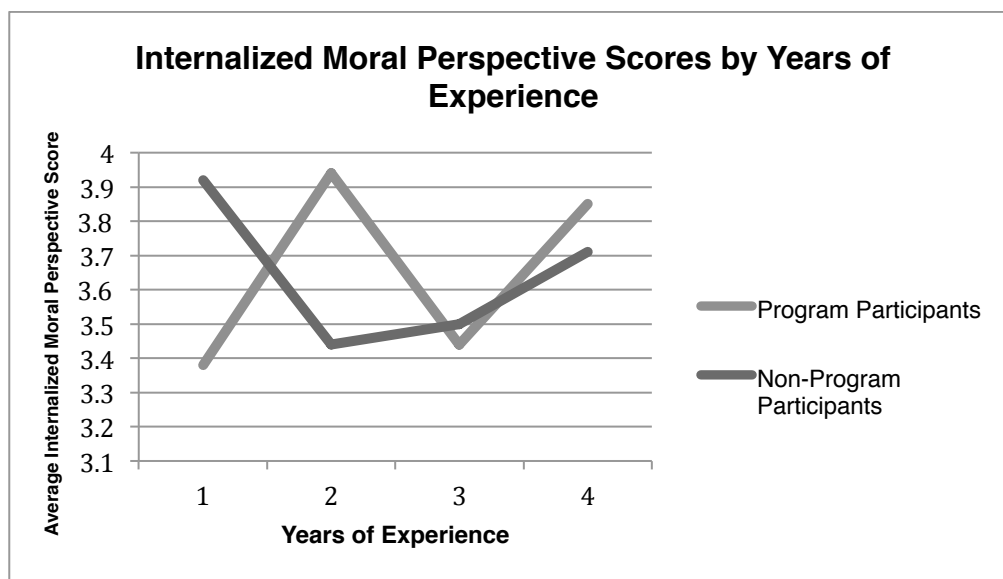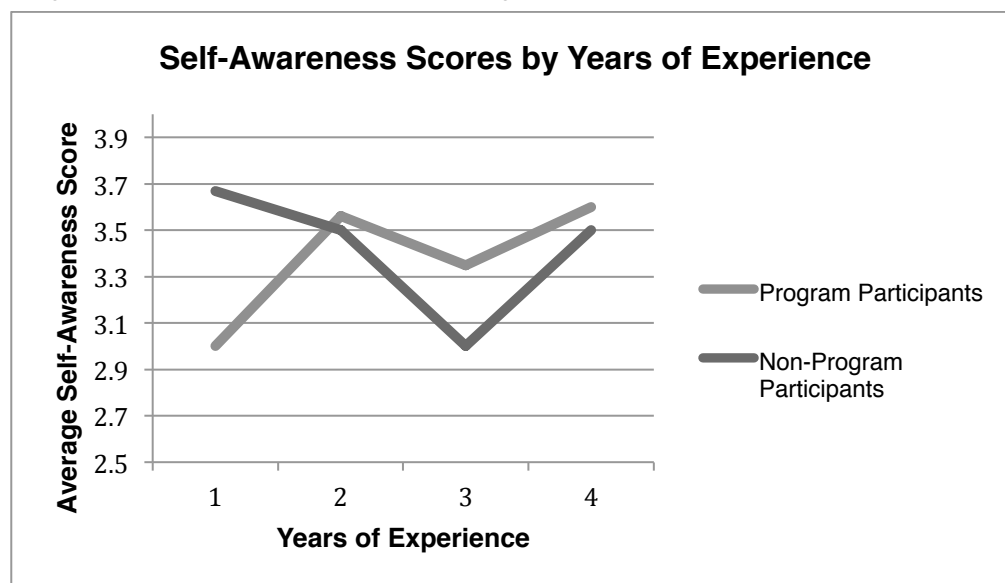*Figure 4-3.* Internalized moral perspective scores between groups by years of experience

Figure 4-4. Balanced processing scores between groups by years of experience

Self-Awareness Scores by Years of Experience

Figure 4-5. Self-awareness scores between groups by years of experience

While it must be noted that a small sample size is further reduced when we break up respondents by years of experience, a similar pattern holds true across all four components. First year respondents in Group One self-assessed lower on all four components than those in Group Two; however, by year four principals who had participated in the multiyear coaching program scored higher in all four components than those who had not received coaching. It must be further noted that this is not a cohort study, rather this is a single survey of principals with different years of experience, so these data do not presume to illustrate growth of an individual respondent over time.

Internal District Documentation

A series of internal district documents from the district under study are included in Appendix A. These documents include an overview of the professional support programs for novice principals (including the coaching program), an agenda from a coaching training meeting, a sample coaching visit agenda, a document listing the

benefits of coaching, and three feedback forms from novice principals on their perception

of the coaching program. These internal documents provide insight into the goals and

outcomes from the perspective of those who created the program and those who have

participated in it.

An analysis of these documents reveals district leadership's intended purpose and

stated benefits of instituting a multiyear coaching program for novice principal:

- "…continued success of campuses and the district is directly related to the support and leadership development of new campus leaders."

- "The program is developed to be a 'gradual release' of the new principal."

- A regular part of every coach/coachee meeting agenda is "reflective conversation on leadership development skills."

- "Coaching vs. Mentoring
    - Mentoring is day to day support; technical skills of job
    - Coaching is leadership feedback and development"

- "Benefits to the Rookie Coach
    - Guidance and support during initial year of the job
    - Increased self confidence
    - Encouragement to take risks to achieve goals
    - Opportunities to discuss professional issues with a veteran
    - Increased reflective thinking and maximizes walk through process
    - Move toward greater self reflective practice in decision making"

- "Benefits to the district
    - Promotes positive/supportive organizational climate

o Clarifies roles and expectations

o May increase job satisfaction due to support provided

o Suggests commitment and loyalty to the new principal

o Coach/principal role becomes collaborative interaction with a

focus on continuous growth"

Analyzing the coach feedback documents included in Appendix A, novice principal perspectives on their coaching experience are captured. Some of the more relevant findings for the current study are listed below:

- Program Likes

    o "Not a 'one size fits all' program. Customized for each rookie"

    o "Allowed learning in the moment as coach was on campus often"

    o "Coaches are non-evaluative; trust"

    o "Coach takes calls anytime"

    o "Having someone to reflect with"

    o "As I moved from first year to second year, I noticed the meetings

    moved from 'what should I do' to 'this is what I did"

    o "Having a safe person who is non-judgmental to talk to"

    o "Helping us celebrate our successes"

    o "Helps me think through solutions"

    o "Willing to walk through critical issues with me"

- Program Suggestions:

    o "Spring semester is difficult to meet weekly"

- "A more fixed agenda in beginning because I did not know what to talk about at first"

- "Perhaps starting with a great deal of support and then becoming more flexible with time as the year progresses"

- "We're doing lots of reflection, walkthroughs, discussion, but sometimes other hard core data/activities to help us black and white people chart our personal growth as leaders."

Interviews

Interviews were conducted with program coaches and principals who participated in the coaching program. The purpose of the interviews was to gain insight about the program from those involved. Participants shared their perspectives on the benefits of the program and what they believe are the critical attributes for program success.

Interview procedures. Four coaches and four principals were interviewed. Each of the participants agreed to the terms of the Informed Consent Agreement (Appendix C), which included a request to audio tape the session. Participants were given the choice of being interviewed in a face-to-face session or over the phone. Two coach participants preferred a face-to-face interview; while the other two coaches and all the principals found a phone interview to be more convenient for them.

The interviews were semi-structured with one set of questions for the coaches and one set of questions for the principals. Each set of questions was used to guide the interview; however, follow-up questions were used in each interview based on the types of responses the coach or principal was providing. This semi-structured approach allowed

for the interviews to flow naturally and gave each participant an opportunity to give more information in areas of particular interest to them.

The audio recordings were then transcribed and evaluated for common themes. These themes were developed through a process of first creating codes for each idea that came up in the interviews. These codes were then collapsed into a first iteration of themes. The interview transcripts were then re-read and the themes reevaluated. Some of the initial themes were collapsed, while others were broken out into sub-themes. Each theme and sub-theme is described below.

Subjects. The four principals interviewed for this study all had four years or less principal experience. They all started the coaching program in their first year as principal and they are all female. Other than these three common characteristics, each brings a unique background to the role. To protect the anonymity of the principals, they will be referred to as Principal A, Principal B, Principal C, and Principal D.

Principal A had just completed her third year as principal at the time of the interview. Her entire professional career has been in the program district. She has held several different roles in the system and is well connected throughout the organization. However, she was not familiar with her coach prior to her becoming a principal. Principal A leads an elementary bilingual campus, but had no experience working in a bilingual environment prior to taking on the leadership role. When asked to describe her first year, she said, "I was either doing a memo, an investigation determination report, I was firing people. I have never experienced that in my whole educational career, some of the things that happened in just my first year."

Principal B recently completed her second year as a middle school principal. Principal B has also spent her entire career in the program district, but unlike Principal A, she knew her coach in a professional capacity prior to the coaching relationship. She explained getting started in the relationship with her coach was simple. "We're very alike as in—we just kind of have the same belief system about building relationships and that helps a lot."

Principal C was a year removed from the coaching program, having completed her fourth year as principal at the time of the interview. She was in the first cohort of novice principals who had participated in the program. Principal C is an elementary school principal that worked in two other districts before being hired by the program district for her current role. Her only principal experience is at her current school. When she reflected back on the coaching experience, she said, "I believe that was the best experience, the best opportunity for a new principal."

Principal D was another member of the original cohort, having just completed her fourth year as an elementary principal. She came from outside of the district, serving as an assistant principal for one year with the district before being named principal of her current school. Principal D is a self-described non-conformist who is a "march to the beat of my own drum kind of person." Like Principal A, Principal D had many challenges in her first year, "I dealt with a lot my first year like I had a grievance against a teacher my first year. I had a custody issue my first year. What else did I have? I had a whole bunch my first year."

The coaches interviewed, were all former principals in the program district and have served as coach for multiple novice principals. All four have been with the program

from its beginning and were finishing their fourth year of service. They all carried

multiple coachees at various years of experience. They all received the same training, and

were all very positive about the program and their role in the program.

Interview Results

Three themes came through when reviewing the interview transcripts of both

coaches and principals. While individuals responded to questions from their unique

perspective (coach or principal, experienced in or new to district), common themes

emerged. The themes were the importance of relationships in coaching, the power of

coaching to enhance reflective practice, and the positive impact of coaching on decision-

making.

Table 4-2. *Themes from coaching interviews*

Theme #	Theme Description
Theme #1	Importance of relationships in coaching
Sub-theme #1	The coach's mindset is critical: 1. Service mindset 2. Trust and confidentiality 3. Non-judgmental and non-evaluative
Sub-theme #2	The principal's mindset is also important: 1. Willingness to be coached 2. Honest and vulnerable
Sub-theme #3	The coach wears many hats in the relationship: 1. Nurturer 2. Resource 3. Guide
Theme #2	Coaching enhances reflective practice.
Theme #3	Coaching has a positive impact on decision-making.

Theme #1: Importance of relationships in coaching. The most common and

frequent topic of conversation in the interviews was the relationship between the coach

and the coachee. Both coaches and principals talked extensively about the importance of

having a positive relationship as an essential precondition for any benefit from coaching. Experience varied on how that positive relationship was achieved, but some clear findings emerged.

Sub-theme #1: The coach's mindset is critical. All those interviewed talked about the mindset of the coach. Coaches felt to do their jobs well they needed certain mindsets going into the relationship and it was obvious talking to the principals that they felt similarly. The first mindset that effective coaches bring to the relationship is one of service to the principal. This service mindset is apparent in the coach's commitment of time, energy, and attention.

Principal perspective:

- "She was very supportive."

- "She was living it with me."

- "I think it was the consistency of her being here, her availability. She was easily accessible."

- "She stayed up to three hours, and it was just having that one-on-one time just to be able to talk through a lot of these things that were happening and that to me helped a lot."

- "I think it requires someone who can give the time, energy and effort to their coachee beyond the school day."

Coach perspective:

- "You just drop everything and you come on."

- "You're available, emailing, or texting"

- "Some of them will call at night on the way home in the car, you know, this happened today or whatever, and that comes with the relationship."

- "I did not go in as an expert in any particular field, but it was more to support the leadership side of that position as they face, as principals do, a whole variety of issues."

- "In coaching, that principal is our focus, providing whatever level of support we can for that person."

The second mindset that an effective coach brings to the relationship is commitment to trust and confidence. Principals value this aspect of the relationship as it allows them to feel comfortable being open and vulnerable with their coach. Coaches recognize that trust is foundational to growing the principal.

Principal perspective:

- "It has been very confidential, and I like that because I feel like I could talk to her about the nitty-gritty stuff and that's between us."

- "It is huge for me to be able to feel like I can trust you and really open up to you."

- "When she took me on as a coach, the relationship was more personal. It was more intimate."

Coach perspective:

- "Our confidentiality is crucial, that the principal would not feel safe in the role if we didn't establish up front with them that what went on between the two of us stayed between the two of us."

- "My first goal is to establish trust."

- "So my job with her was first we need to get to know each other – you need to know that I'm safe."

- "I do think that the natural responsibility for that lies with the coach, and the coach is the one who should, in my opinion is the one who has developed confidence and feels more confident and it's our job to give the most, especially in the beginning, to establish trust and relationship."

The third mindset for coaches is to be non-judgmental and non-evaluative. Principals were clear in their responses that the coaching relationship was possible only because the person was not their appraiser. Further, they indicated that the ability to grow as a leader required the coach to let them work through their own thinking as a non-judgmental guide.

Principal perspective:

- "Not being your appraiser that helps move along the trusting relationship."

- "She was non-threatening."

- "She didn't judge."

- "She didn't evaluate. When you start to evaluate, that changes the relationship."

- "(Coaches) have to be okay when a decision doesn't go the way that they believe it should go and never let their (coachee) know that they disagree with it."

- "They have to almost always be neutral."

Coach perspective:

- "They're not going to lose their job. We're just trying to grow them."

- "I didn't want to come across as I know it all."

- "I work very hard to make that exceedingly clear that I am not there to pass judgment. I'm not there to tell them what to do."

Sub-theme #2: The principal's mindset is also important. In addition to the coach approaching the relationship with certain mindsets, a principal wishing to get the most out of the opportunity must also come with particular mindsets. The two principal mindsets that came through in the interviews were being open and receptive to working with a coach and allowing yourself as a coachee to be honest and vulnerable in the work of the relationship.

Principals and coaches felt that a principal had to be willing to be coached to get any value out of the program. Both principals and coaches shared that while their experiences with the model were very positive other principals complained to them of less productive experience. Those interviewed attributed the negative experience of others to a lack of a willing mindset on the part of the principal.

Principal perspective:

- "When you are working with the same people, you tend to fall under what they've done and, you know, you don't really look outside of what you've always known."

- "I think every coaching situation is different. I was very thankful to have another person I could talk to. I had no one."

- "You have to build a relationship in order to benefit from in."

- "I went in thinking teach me, teach me."

Coach perspective:

- "I have to tell you most of the principals are very open, and that's important. You know, when you get one that's not so open and think that they've got it sometimes you have to let them have a hard time and then talk about that hard time and build from there."

- "With the two that I knew, it was almost instantaneous. They knew me. They trusted me already and I go into their offices and they've got a list of questions a mile long that they finally have somebody that they feel safe that they can ask."

The second principal mindset in an effective coaching relationship that emerged through the interviews was a willingness on the part of the principal to be honest and vulnerable. This mindset came right away for some of the principals and evolved over time for others. How quickly a principal becomes comfortable with this mindset appears to be a combination of their own personality and the specifics of the situation they are in. Those who are open by nature had and easier time than those who are less relational. Those who had a positive relationship with their coach prior to the coaching relationship also had an easier time with brining and open and vulnerable mindset to the relationship. Regardless of when they reached that mindset, they found it essential for a strong working relationship.

Principal perspective:

- "I inherited some real issues. I went through a lot of staff issues, I mean, and that was very challenging for me."

- "This is about me going through my journey as a first year."

- "You have to lend yourself available to that. You have to be open and vulnerable and receptive."

- "When you move up the ladder, your friendships or your groups of people that you can trust with confidential information gets smaller and smaller and smaller."

- "I was confident in, you know, some things that I knew and very – had a huge lack of confidence in other areas."

Coach perspective:

- "(Other coaches) have told me that they are really having a hard time breaking through, that their principal is so afraid that somebody's going to think she's not doing a good job."

- "Some of them (principals) are like, I don't want to call you. I don't want you to think I can't handle it, so you've got to get beyond that-because you are not evaluating at all."

- "I think each year is so different. I think there is some survival - a survival element to the first year. More importantly, there's that confidence building element in the second and third years."

Sub-theme #3: The coach wears many hats in the relationship. Through the interviews, it became clear that effective coaches serve multiple roles in their work with novice principals. The three roles that emerged from the interviews were nurturer, resource, and guide. These roles played out differently depending on the situation, so the coach had to also demonstrate flexibility in how they approached their work with each individual principal being served.

In the nurturer role, coaches were often that positive support who was there for the principal when it felt like no one else was. The coach was often seen as the single person who was focused on the principal when everyone else was expecting to be served by the principal. That nurturing relationship seemed to be different for principals in their first year than in subsequent years.

Principal perspective:

- "She just heard me. She listens."

- "I guess it is just very hard to articulate to have someone coming in that's just there to support you and listen."

- "When I have an opportunity to talk to my coach, it's all about me and my school. When she is there, she's not worried about what every other middle school in (the district) is doing. She's just there to talk about me and my building."

- "I am to the core who I am and that's why I've stayed on. And absolutely (my coach) helped me to understand that a little bit more."

Coach perspective:

- "We listen, but then we try to turn it around as much as possible because that's not going to help anybody to just sit and dwell on the negative."

- "We suffered through the year together and we really – I think she realized that I was the one person who wasn't on her case."

- "(I) just continually check on them and let them know how much you care about them."

As a resource, coaches provide specific information as needed to their coachee. Sometimes the information is technical in nature and some times it is connecting them to other people in the organization who can be of assistance. The resource role does not take the place of the good reflective work that coaches do, but is sometimes an important assistance to first year principals and especially those new to the district. Coaches cautioned about drawing on their experience too much out of concern that the coach role would begin to look too much like a mentoring role.

Principal perspective:

- "She always brought little resources or things that she had done in the past."

- "I'm a bilingual campus and she came from a bilingual campus and so she had great insight."

- "(She) had a wealth of knowledge."

- "My coach had that type of experience of having a principalship where there was a lot of active parents."

- "She had kind of started young like I did, too, in having to kind of gain the respect of people who were older than you."

Coach perspective:

- "(Novice principals) want that safety net of having that conversation with somebody who, number one, knows the players and, number two, knows the job. And to me that's the greatest gift we can give them is a safety net to safely talk through their problems."

- "I want to be a resource of information. I want to be a sound board."

The third role of the coach is that of guide. This role is central to the development of the principal's leadership skills and is discussed fully as a second major theme below. With all these roles, the coach has to be sophisticated enough in their approach to meet the unique needs and learning styles of each novice principal they coach. A coach's ability to recognize and adapt to the individual coachee is critical for success. This aspect of a coach's responsibilities was not specifically discussed by the principals, but was an important topic for the coaches.

Coach perspective:

- "We have 54 elementary schools and every one of them are totally different because of the clientele. And so, you can go to workshops and you can learn the general things, but when it comes down to specifically how – what's going to happen in your building, it's also unique that they have to – they have to read their clientele. They have to read their staff."

- "Now if you've got someone that's pretty much going and feels pretty good and has the support of the campus for many different reasons maybe by the end of October you might pull back and start doing every other week."

- "A lot of times you get principals that are brand new, that have been assistant principals. They know that job really, really well. So they're trying to do that job along with the assistant principals.

- "The situations are so different."

- "What you do and how you respond and react is a coaching situation is very dependent upon the individual that you're working with. I think first

and foremost is the basic leadership style of a particular individual and how they are approaching their job. The other factors that influence that individual have to do with their particular campus, the student population, the community, and the teaching and support staff."

Theme #2: Coaching enhances reflective practice. One of the stated goals of the coaching program from the district's internal documents was to "increase reflective practices." Principals and coaches were all specifically asked about the time they spent talking through various issues and how useful they found that time. All of them shared that the coaching program increased both the frequency and quality of reflective activities.

Principal perspective:

- "It was more of having a conversation with, someone who could listen, who could then mull over it. It wasn't about business as usual."

- "She does not tell you what to do or tell you how to do it but maybe asks those guiding questions that would get you to think about what a good leader would do."

- "She would ask those questions that would get to me to start thinking about things in a different perspective from the assistant principal role to the principal's role."

- "We could be reflective, but how do you reflect when you're not sure – you don't know what you're doing? You know when you're still like, okay, that didn't go well but could – did it go well? I mean, was it okay?"

- "Her open-ended questions that she would ask pushed me even deeper into really thinking."

Coach perspective:

- "I think forcing yourself to have the time to sit down together makes you have the reflective piece. When they have to talk about the dilemmas, when they have to talk about their successes, when we walk together, because a lot of times when we do that professional walk each time, we're following up on something we did the week before, so we are continually, I think reflecting."

- "I've found that rarely do I need to come in prepared with something to talk about – almost inevitably something develops from the conversation that we are having as we go."

- "I was always one of those who just kept asking questions until they got there."

- "Principals get loads and loads and loads of information, but having someone to help us process through it and put it into action I think is the piece that is missing, and that I think is what coaching offers."

- "I'm not so much there to tell them what to do but to serve as a guide and support."

Theme #3: Coaching has a positive impact on decision-making. The authentic leadership model has a component called balanced-processing. Balanced-processing refers to one's ability to take multiple perspectives into account when making decisions. This notion of growing to see multiple perspectives in decision-making was a common

theme in the principal and coach interviews. In addition, both groups talked about the importance of the coach asking questions that allowed the principals to come to their own decisions rather than telling them what to do.

Principal perspective:

- "What helped me is to be able to look at things from another perspective."

- "I think she probably has helped me with some of my decision-making because I think – she kind of plays devil's advocate."

- "All of those questions that just get you to thinking and looking at the big picture, broadening your perspective, that helped with leadership development."

- "Never once did she tell me what to do. Even when I said, 'Just tell me what I should do,' she wouldn't."

- "What are the future ramifications behind the decision you're going to make? Having someone to push you too do all of that, to – you know, not – I shouldn't say require, but to push you and expect that you think things all the way through definitely helps leadership."

- "A great part of leadership is the decision-making piece of it, and we don't always have somebody to reflect with about our decisions. We just have to make them sometimes, but I did. I had someone for three years."

Coach perspective:

- "I would definitely think that they have (become better decision-makers) just by us questioning them all the time that they begin to look at things

from everybody's standpoint, and think through, you know, how parents

are going to react to such and such."

- "And so it's helping them take that idea and crystallize what their vision is
about what they want to do so that they have the confidence to move
forward and put their plans into effect."

- "My goal is to ask questions so that the principal comes to see themselves
what might be a problem in a situation."

- "I think you're dealing more in the wisdom area in the second and third
years. They're getting the technical expertise, now we're going to deal
with the effective decision-making and what do those interpersonal
relations look like."

In chapter five, the results of the quantitative and qualitative portions of the

research are discussed. In addition, a triangulation of the findings is considered in an

attempt to respond to the four research questions.

Chapter 5

Discussion and Conclusions

School principals hold one on the most difficult and important positions in our society. The role is complex with a large variety of challenges including developing an effective instructional program for diverse learners, maintaining a safe and highly organized work and learning environment, navigating laws, regulations, and policies from a variety of governing bodies, meeting the social and emotional needs of children, leading a group of professionals, and meeting the expectations of the larger school community (Hess & Kelly, 2007; Roach, Smith, & Boutin 2011). Research shows that the quality of the principal does make a difference for school success; therefore, more attention in recent years has been directed to developing strong principal candidates within leadership pipelines, recruiting and hiring quality principal candidates, and providing initial and ongoing training of novice principals (Clifford, Behrstock-Sherratt, & Fetters, 2012; Levine, 2005; Shelton, 2009).

Strong principal preparation programs are critically important; however, pre-service training is insufficient to meet the needs of novice principals (Donmoyer, Yennie-Donmoyer, & Galloway, 2012; Grissom & Loeb, 2001). The transition from assistant principal to principal is substantial; with very different responsibilities and significantly higher levels of responsibility. Ongoing training and support must be provided to novice principals to help them learn the technical responsibilities of their new role, navigate role transformation and develop leadership skills.

In choosing the type of support to provide novice principals, school districts must consider what they value in their leaders. Authentic leadership offers a construct of

leadership traits that may appeal to many school systems given the diversity of the communities they serve and the importance of ethics and values. Authentic leadership describes four critical skill sets for leaders: transparency, balanced-processing, self-awareness, and an internalized moral perspective (Luthans & Avolio, 2007). While school districts certainly strive to hire principal candidates who already possess these traits, they can be further developed through deliberate leadership training and support programs. Leadership coaching may provide a support structure for refining these traits while supporting the novice principal through the role transformation (Akoury & Walker, 2006; Bloom, Castana, Moir, & Warren, 2005).

Leadership coaching is customized support and training designed to meet the unique needs of the individual learner (Dempster, Carter, Freakley & Parry, 2004; Meyer et al, 2009). The emphasis is on reflective practices that engage the leader in deep thinking about their work. One of the most significant changes in moving from the assistant principal to principal is decision-making responsibility. Leadership coaching can be particularly effective at getting novice principals to think critically about decisions both before and after they are made. This reflective practice has the potential to assist in the development of quality decision-making skills (Meyer et al, 2009).

Overview of study

This current study examined a three-year coaching program in a suburban Houston area school district. The program matches retired principals from the district with novice principals. According to internal district documents, the stated goals of the program are:

- Guidance and support during initial year of the job

- Increased self confidence

- Encouragement to take risks to achieve goals

- Opportunities to discuss professional issues with a veteran

- Increased reflective thinking and maximizes walk through process

- Move toward greater self reflective practice in decision-making

These program goals parallel the authentic leadership components in a couple of ways. First, self-confidence is related to self-awareness. Principals who have a greater understanding of their beliefs and values will be more self-confident in their decision-making (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Second, moving toward greater self-reflective practice in decision-making is connected to internalized moral perspective, balanced-processing, and self-awareness. Reflective decision-making principals are clear and consistent with morals and ethics, take multiple perspectives into consideration, and are self-aware about what they value when making decisions.

Given that the stated goals of the program aligned as closely as they do with the authentic leadership components, the study took a mixed-methods approach to answer the following research questions:

1. How does multiple year participation in a leadership coaching relationship affect the development of authentic leadership traits in new principals as measured by responses on the ALQ survey when comparing total score and domain scores of respondents participating in the coaching program and those not participating.

2. How do novice principals view their authentic leadership development as a result of their participation in a leadership coaching relationship as elicited from

interviews with four randomly selected principals who participated in the
coaching program?

3. What elements of the coaching relationship most affect the development of
   authentic leadership traits as elicited from interviews with four randomly selected
   principals who participated in the coaching program?

4. How effective do coaches feel at developing authentic leadership traits in their
   coachees as elicited from interviews with four randomly selected program
   coaches?

The quantitative part of the research examined how principals in both the
coaching district and non-coaching district responded to the questions on the Authentic
Leadership Questionnaire. The survey was administered to principals in their first four
years in the role. For those in the district who received coaching, the survey included
principals who had completed years one, two, and three of the program and those who
had been out of the program for a year. Because the research was focused on only one
district, the sample size of the survey was too small for any inferential statistics and none
of the results should be generalized to the greater population of principals. Some
interesting patterns, however, showed up in the data.

The coaching district principals self-reported higher scores on all four of the
authentic leadership components, with the largest difference on the balance-processing
component. What is interesting about the balanced-processing score, it that it is most
directly connected to reflective decision-making. When looking at the themes in the
interview section of the research, reflective conversations around decision-making is one

area that all the coaches and principals identified as an important part of the time they spent together.

Examining scores by years of experience, showed those principals in their first year of the coaching program self-reported lower in all four areas than their colleagues who were not in the coaching program; however, year four principals who had been coached had higher scores than their non-coached peers. This pattern is interesting and may indicate that the effect of coaching has value over time as measurable by the Authentic Leadership Questionnaire, but the results would be much more compelling if the sample size was larger and the study was longitudinal with a cohort.

Although no conclusions should be drawn from the quantitative results in this study, the idea of using the Authentic Leadership Questionnaire (ALQ) as a tool for examining the impact of leadership coaching may have value. This research proposes a link between leadership coaching and authentic leadership development; the ALQ may be a useful tool for both researchers and practitioners to explore the validity of this claim. The ALQ can be administered as either a self-report instrument or a follower response instrument. Future researchers may find more confidence in the follower response approach.

In addition to the survey, this research examined internal district documents to better understand the stated purpose of the coaching program and how the program was designed and implemented to meet the program goals. It was important to examine these documents to avoid making assumptions about program goals in this research. What was found through this review was a highly focused program in which clearly defined needs were articulated, sufficient resources committed, and ongoing training and support

provided to ensure both effectiveness and longevity of the program. It was clear from both the internal documents and interviews that there is a high level of commitment to the coaching program from the top of the organization to the novice principals themselves.

The final portion of the research was interviews of both coaches and principals involved in the program. Four coaches and four principals were interviewed to get their perspectives on the program. Specifically the interviews sought to understand what role the program played in developing the leadership skills of novice principals and particularly what aspects of the program seemed most beneficial in supporting that development. Examining the interview transcripts revealed three major themes.

The first theme was that for effective coaching to take place, both the coach and coachee had to bring particular mindsets to the relationship and effective coaches play multiple roles for their coachees. Coaches in positive coaching relationships had a mindset of commitment to their coachee made apparent through the dedication of time, energy, and attention, they committed to a trusting and confidential relationship, and they were non-judgmental and non-evaluative in their feedback. Principals said for them to get the most out of coaching they had to be willing to be coached, and they had to be honest and vulnerable with their coaches and themselves. Finally, both coaches and principals shared that coaches played several roles including nurturer, resource, and guide. How the coach played these roles was largely dependent on the needs, backgrounds, and learning styles of the different principals with whom they worked.

The second theme spoke to the impact of coaching on both the frequency and quality of reflection time. The fast-paced life of the principal was forcefully interrupted by the required time with the coach, especially in the first year. This forced time carved

out an opportunity for reflective thinking and dialogue that may not have happened without the coaching time. Further, the principals reported that the coach's probing questions and experience were both valuable in helping them work through their thinking.

The third theme focused on the power of coaching to help the novice principal become a better decision-maker. This theme is closely related to the reflection theme. What makes the two distinct is the content of the reflection. The reflective practice described in theme two concerns processing outcomes of past events, interactions, and decisions. Theme three, while reflective in nature, spotlights the impact of coaching on the novice principal's ability to think through impending decisions. It is this part of coaching time where coaches explored possible decisions and potential consequences of those decisions. It is also where coaches and principals discussed the perspectives of and impact on various stakeholders in regards to pending decisions. Principals who were interviewed found this time with the coach to be particularly valuable.

Discussion of Results

In a mixed methods approach, it is important to utilize findings from all aspects of the research to respond to the research questions.

How does multiple year participation in a leadership coaching relationship affect the development of authentic leadership traits in new principals as measured by responses on the ALQ survey when comparing mean component scores of respondents participating in the coaching program and those not participating?

It is not possible with this research to answer this question definitively; however, there is evidence in both the design of this particular coaching program and in the

responses from the coaches and novice principals, that components were intentionally designed to develop some of these skills. In particular, the expectations, training, and commitment of time to reflective conversations shows a clear interest in developing the balanced-processing and self-awareness skills of novice principals in the district. The patterns in the survey data seem to align with the findings in the internal documents and interviews, but again caution must be exercised when looking at the survey data.

How do novice principals view their authentic leadership development as a result of their participation in a leadership coaching relationship as elicited from interviews with four randomly selected principals who participated in the coaching program?

In their interviews, principals did express that their leadership development benefitted from coaching. They spoke about the power of the their coach's questioning to get them to think more deeply about issues, take other's perspectives into account, and be willing to reevaluate past decisions. All these benefits align with the development of balanced-processing and self-awareness. In addition to the authentic leadership components, the principals also spoke about the role of the coach in getting them through the first year. The nurturing and resource roles the coach played were equally important for the first year experience as the reflective piece. That emphasis changed in years two and three as the principals moved out of survival mode and into a more proactive and thoughtful stage of their development. Internal district documents and survey results are less valuable in responding to this research question than the interviews.

What elements of the coaching relationship most affect the development of authentic leadership traits as elicited from interviews with four randomly selected principals who participated in the coaching program?

Both internal documents and interviews are useful in responding to this research question. The program is designed around the concept of gradual release, with the greatest amount of structured time occurring early in the tenure of the principal. This approach allows for the novice principal to get the highest level of support early when the transition issues are greatest but allows for less coaching time as the principal becomes more comfortable in the role and is able to think with a more long term lens. While the meeting structure is set, principals value the opportunity to access their coach at any time they have the need.

A second design element of the program was the ongoing training of the leadership coaches. The retired principals were specifically selected for their ability to work with novice principals and received initial and ongoing training in support of their work with principals. The training is designed to enhance their ability to effectively work with the principal as a guide rather than as an expert, to ask good questions rather than tell "old war stories," and to focus on developing good trusting relationships.

A third element of the program intended to develop leadership traits consistent with authentic leadership, and discussed in several interviews, are the professional walks built into most coach visits. These opportunities for coaches and principals to walk the school building together allows the coaching discussion to go beyond simple principal reflection to a more active experiences that provides rich opportunities for conversations between the principal and the coach. During these walks, the coach is able to observe the principal interacting with students, staff, and parents and often provokes a wider range of discussion items than would be possible if the meetings were constrained to the principal's office.

How effective do coaches feel at developing authentic leadership traits in their coachees as elicited from interviews with four randomly selected program coaches?

Responding to this research question is limited to the feedback received through the coach interviews. Coaches were extremely positive and excited about the program and their participation in it. They clearly value the opportunity to continue to stay connected to the work of the school district and get particular professional and personal satisfaction from working with novice principals. They recognize and are sensitive to the time that coaching takes for a principal and are committed to making that time as valuable as possible. Every coach interviewed had strong opinions about the impact coaching had on their coachees. They saw their principals make the transition from survival mode to "wisdom" mode. They watched as principals moved away from wanting the answer to dilemmas to being comfortable with their decision-making. Finally, they saw their coach evolve into a principal that no longer needed them.

The coaches spoke extensively about how self-awareness and decision-making skills grew over the three years in the coaching program. There was an understanding that some of this is the natural maturation of a principal, but they were all able to give examples of their work with principals that seemed to provide evidence that the coaching relationship was helpful in the journey. All the coaches that were interviewed work with multiple principals at one time and all are planning to stay involved with the program.

Conclusion

If the research is correct, and school leadership matters, school districts in partnership with universities, state agencies, and other organizations interested in K-12 education must work together to ensure that quality principal training and support exists

for pre-service, novice, and experienced principals. Even the most experienced and successful assistant principal needs support in making the transition to the principalship. There are no pre-service trainings that can prepare an individual to assume all the responsibilities and leadership requirements of a school principal.

In addition, each principal's reality is unique. The principals' backgrounds, the community they serve, the staffs they inherit and the organizational structure in which they work are different for each person. These differences are not insignificant and require customized support for each novice principal. While trainings offered for all principals in a more traditional setting have value, they don't necessarily provide that level of support that each principal needs especially in the first three years in the role. Districts have offered administrative support and mentors for a number of years, but the recent addition of leadership coaching for principals in some districts is presenting another option for support.

Unlike administrative support, which often times as an evaluative component, or mentoring, which is typically more just in time technical support, the coaching role is designed to be a deeper and richer relationship. Built on trust and lacking any form of evaluation, this type of support focuses on developing the individual as a leader. The individual nature of the relationship allows for that customized experience that many novice principals need. It is a relationship that takes a commitment of time, energy, and resources from the district, the coach, and the principal.

The desired payoff of the relationship is the development of leaders who are effective at leading their schools in a way that is consistent with the values and goals of the organization. For many educational entities, those leadership attributes articulated in

the Authentic Leadership Model are important. From this small research on one district's coaching program, there does appear to be value in the coaching relationship to support the development of at least some of the authentic leadership traits in novice principals. The two traits that appear to be most connected to the coaching model in this district are balanced-processing and self-awareness.

Implications for future research

There is a growing emphasis among practitioners for understanding the impact that principal leadership has on school success, what characteristics and practices effective principals bring to their role, and how to develop those skills and characteristics in all principals. This increased attention is shared by a growing number of researchers as well. There are several future research topics arising from the current study.

First, expanding on this current study could be informative for practitioners and extend our theoretical understanding of authentic leadership development. There is a clear need for a larger sample size for any future research and more coaching programs would need to be included to see if any findings are unique to the one district that was studied or if similar findings exist in other school districts. In addition, understanding the impact of coaching over time would take a cohort study of sufficient size to track principal responses across multiple years.

Second, researchers could explore the question of how much school districts value the leadership attributes defined in the Authentic Leadership Model. The current study makes the assumption that these attributes have value; however, in a time of high stakes testing school districts may value other leader qualities more highly than they value those of authentic leadership. Further, researchers may want to establish a correlation between

authentic leadership attributes and measures of school performance. For example, does being an authentic leader correlate with higher student achievement or higher graduation rates.

Third, future research may take a look at what other leadership models coaching impacts. Do coaching relationships show growth in transformational leadership or servant leadership characteristics? Are there certain components of various coaching programs that drive improvement in any or all of the leadership constructs?

Any of these future research endeavors will help us better understand how we can support principals in becoming successful leaders. The purpose of all of this work is to improve the learning opportunities for our students and provide for them an education that will allow for a productive and happy life. If understanding how to develop successful school leaders furthers this goal, the work is well worth the effort.

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APPENDIX A

COACHING PROGRAM DISTRICT: INTERNAL DOCUMENTS

Office of School Administration

♦ **Coaching Program for First, Second, and Third Year Principals**
CFISD provides an intensive coaching model for principals during their first 3 years. Since its creation 2 years ago, 27 principals have participated in this program. The district recognizes the continued success of campuses and the district is directly related to the support and leadership development of new campus leaders. Research states that most districts use the "sink or swim" model with new principals and further states that most course work for the role of principal does not adequately prepare principals for their first years on the job. Research states that a three year coaching program is recommended, but at least one year should be required. CFISD has hired nine former CFISD principals who met the established criteria for our program, to work on a part-time basis. The program includes specific training for the coaches, frequent monitoring of progress of coaches/principals, and a feedback instrument to ensure program effectiveness . The program is developed to be a "gradual release" of the new principal. The coaches meet weekly with their new principals on their campus during their first semester. Visits then reduce to biweekly for the remainder of the first year. The second and third year, visits taper off to 8 visits per year. The coaches observe the principals in action (i.e. conducting staff meetings, staff development training, A-Team meetings, etc.) as well as walk the building/instructional areas each week. These visits give the coach opportunities to gain feedback from staff members as well as to see firsthand the leadership skills of the principal. The principal and coach then reflect at the conclusion of each session. Agendas from each session are sent to the office of school administration to maintain accountability as well as communication.

♦ **Rookie/Mentor Program for new Principals**
The Rookie/Mentor Program provides support for the first year principal as he/she acquires the technical skills of leading a school. Additionally, it allows principals an opportunity to learn more about the various departments of the Instructional Support Center (ISC) and how those departments support campuses. Rookie are assigned a Mentor, who is a current principal serving in our district. The Rookies and Mentors meet monthly at ISC for two hours. Each monthly meeting is designed to incorporate an interactive presentation from an ISC department with a discussion on current issues principals may be facing. Rookies and Mentors are encouraged to visit each other's campuses to share management techniques. Mentors are another resource for the Rookies and provide invaluable support to them during their first year.

♦ **Leadership Academy II Program**
Sixteen current district administrators are participating in the Leadership Academy II Program. LA II meets once a month, after school, for two and a half hours. This program is to help prepare candidates who are seeking a principalship in our district. The participants engage in readings from renowned authors on leadership, including John Maxwell, Flip Flippen, and others. Leadership activities related to those readings allow participants to apply their learning. The program also allows central office administrators an opportunity to more closely observe candidates in simulations and leadership activities, while giving candidates an opportunity to further develop their leadership skills.

CFISD PRINCIPAL COACHING PROGRAM
Developing Transformational Leaders

CFISD Principal Coaching Program
Coaching Training Meeting – Sept. 17, 2010

I. Welcome
   a. Introductions
   b. Ice Breaker
   c. Solicit ideas for Name for this Program
   d. Confidentiality Statement

II. Purpose of Program
   a. Share benefits to Principal
   b. Beyond retention, but focus on leadership development

III. Coaching Model vs. Rookie Mentoring Model
   a. Mentoring: Day to day functioning, local processes, etc.
   b. Coaching: Development of Leadership Behaviors & Disposition
   c. CFISD will use both models simultaneously

IV. Read Article
   a. Sections I and II
   b. Discuss and Share

V. Share Principal Info
   a. Pictures with Name of Coaches
   b. Background of Principal

VI. Review Campus Info
   a. TAKS Data
   b. EPS/OHI Results
   c. Staff List & District Map
   d. Special Programs on campus

VII. Process
   a. Coaching Visit Agenda Form (Submit to: Donna/Vicki after each visit)
   b. Time Sheet Process for Payment (TRS Rules)
   c. Meeting mid-year to reflect/refine
   d. Leadership Skills Evaluation
   e. Professional Walk Form – Create with the Coaches

VIII. Rate of Pay
   a. $400 full day (>4 hours on campus, paper work time, and travel)
   b. $200 ½ day (>2 hours on campus, paper work time, and travel)

IX. First Meeting
   a. Complete "Who Am I" Sheet
   b. My Leadership Skills
   c. Review TAKS Data
   d. Review Flippen TrAction Plan
   e. Set complete Agenda for next visit

X. Mid-Year Meeting – January 11, 2011 at 10:30, TBA

CFISD PRINCIPAL COACHING PROGRAM
Developing Transformational Leaders

CFISD Principal Coaching Program-Second Year Principal Coaching Visit Agenda

Principal: _____   Coach: _____

Date of Visit: _____

I.   Introductions
     (Coach and principal share a little about each other)

II. School Information
     (Principal shares information about school, TAKS, Special Programs, areas of strengths/ areas targeting for school, etc.)

III. Reflective Conversation on Leadership Development Skills.
     (Principal shares self-reflection; TrAction Plan, or discuss areas of strengths and areas wanting to grow as a leader)

IV. Design Plan for Future Coaching Visits
     (Discuss dates of future visits; determine plans of next visits.)

The Benefits of Coaching

Benefits to the Rookie Principal

- Guidance and support during initial year on the job
- Increased self confidence
- Encouragement to take risks to achieve goals
- Opportunities to discuss professional issues with at veteran
- Increased reflective thinking and maximizes walk through process
- Move toward greater self reflective practice in decision making

Benefits to the District

- Promotes positive/supportive organizational climate
- Clarifies roles and expectations
- May increase job satisfaction due to support provided
- Suggests commitment and loyalty to the new principal
- Coach/principal role becomes collaborative interaction with a focus on continuous growth

Benefits to the Coach

- Ability to familiarize new principals with the workings and priorities of the principalship
- Help prepare/assist new leaders to fit into the system and to challenge and change it in the interest of learning for all students.
- Satisfaction gained from helping new principals
- Enhances professional reputation for commitment
- Opportunities to strengthen knowledge, teaching and coaching skills

SUMMARY OF COACHING FEEDBACK

LIKES	SUGGESTIONS
Meeting 1 time per week in fall and bi-weekly in spring (Gradual release)	Start earlier in the year
Continue program next year	Send coaches campus and district information to keep them up to date
Not a "one size fits all" program. Customize for each rookie	Hold more coaches' meetings during the year to keep everyone on the same page
Allowed learning in the moment as coach was on campus often	Send coaches agendas from DLT, RT
Word of the Week	Allow rookie to give input into coach selection
Coaches observing rookie in different settings (i.e. A-Team, Staff, and PTO Mtgs.)	
Coaches are non-evaluative; trust	
Give coaches topics to discuss for first meetings	
Discussing successes	
Simple Agenda	
Book Study and Articles	

Coaching Programs

WHAT DID YOU LIKE? KEEP THIS…..	WHAT SUGGESTIONS DO YOU HAVE? I WISH WE HAD LESS….AND MORE….
- Love that "I"(meaning principal) set the agenda - Walking the building with the coach - Coach takes calls anytime - Having someone to reflect with - As I moved from first year to second year, I noticed the meetings moved from "what should I do" to "this is what I did" - I relied on my coach more than I thought I would. - My coach has become a great friend - Book studies and material shared - Selecting a coach we had no prior relationship was good idea - Meeting with both my coach and mentor to discuss roles - Starting visits in summer before teachers came back - The ability to "say no" some weeks that are busy - Having a safe person who is non-judgmental to talk to - I learned to fully trust my coach and I liked her constructive feedback	- Spring Semester is difficult to meet weekly (newest principals) - During testing, reduce meetings - Allow 3rd year principals flexibility with number of meetings - A more fixed agenda in beginning because I did not know what to talk about at first

Principal Coaching Program

WHAT IS WORKING WELL?	WHAT CAN WE DO TO MAKE IT EVEN BETTER?
• Enjoy having an "ear" to discuss campus concerns/issues. • Another set of eyes to look at campus. • It's nice to have ideas & suggestions; things I haven't thought of.	• 2nd half of the year – maybe every other week. • Maybe a specific agenda – i.e. next week have this to show me / let's look at this.
• Conversations • Walkthroughs • Helping us celebrate our successes • Sometimes when we are "in it" it's hard to see all of the good stuff that is happening. ☺	• Maybe start coming every two weeks in the spring.
• Great coach with lots of experience • She is a wonderful listener and helps me "think through" solutions. • She has met w/my A team, my AP's/SS's and was a great contributor to our meetings. • I have greatly benefited from her help & support. [coach] has been a wonderful gift this year.	• Perhaps starting with a great deal of support and then becoming more flexible with the time as the year progresses. Maybe starting with two hours per week and second semester moving to two hours every two weeks.
• Great! Nice to have someone to check in on me and discuss positives and any challenges. • I look forward to our visits.	• Not sure yet.

• Great reflective conversations!	• Less time!! ☺
• Providing examples / samples of how she organized data, the budget, PTO info. • How to organize additional info such as: a homework/grading policy on a sheet along with "plans" calendar for the year by grades – therefore if a parent calls after hours – info is available for some support. • Provided suggestions on CPS tracking and how to track court case. • Provided samples of a school glossary of terms.	• 2 hours each week is still a bit much to be in an additional meeting each week (even though I♡my person. • I would like to not meet in the Spring during the TAKS or CBA testing weeks.
• Sounding board. • Ability to walk the building to find out how staff performs related to my goals. • Willing to walk through critical issues with me.	• Pair coaches based on experience ie. Elememtary vs Secondary. • Give me [coach] next year☺
• Mtgs. w/coach are beneficial. She's a great sounding board, lots of wisdom. • Knowing she's coming helps me focus my reflecting in key areas. • Support & encouragement - has been very beneficial w/tough situations.	• We've been focusing on words each week to guide our thinking. Not to add more to our very large wk load, but is there a way for us to maybe have specific targeted activities to help us grow w/our coach? (ie. book studies, online prof. dev., Flippen assessmt., etc.) • I hope this makes sense. ☺ We're doing lots of reflection, walk throughs, discussion, but sometimes other hard core data/activities to help us black & white people chart our personal growth as leaders.

• The advice given. • Professional walks. • Sitting in on meetings. • The opportunity to trouble-shoot weekly. • Non-judgmental help. • The knowledge and experience my coach shares with me is priceless!	• Because I have such a comfortable, trusting relationship with my coach, this program is the best it could possibly be for me.
• Enjoy the two hour session with [coach]. Very informative and great resource for day in/out items to discuss. • Consistency and collaborative plans discussed. • Coach acknowledges staff as well to promote morale. • Great! I am glad when I see her to go through my list of questions.	• Maybe a checklist of items to discuss that flow through you.
• Mutually agreed upon meeting times. • Very supportive and validating. • Reflective in nature. • Positive and encouraging.☺	• Possibly decrease the every week – 2 hour session to every other week or monthly.
• Great feedback. • Great ideas. • Great sounding board. • Love my coach!	• Once a week has been good @ the beginning. However, once every other week may be more helpful due to time constraints, etc. in the Spring.
• Openness of dialogue. • Having someone to be honest with. • Good, constructive criticism. • Global look at the campus & my personal growth to help the campus continue to move forward. • Observations of different presentations I give and mtgs I have. • ♡The idea of "Phase II" for 2nd yr. principals!	• If there are any concerns the superintendents have for the campus, share it with the coach so they can guide us for improvement in that specific growth area (this may already be happening, and if so – great!)

• Words of wisdom. • I like the discussion of my challenge ideas and advice. • She shares ideas from other schools. • Love her insight as we walk the building. • *I love the support!!	• Time commitment is challenging.
• Being flexible to meet at different times based on campus schedule.☺	• Meet bi-weekly instead of weekly in Spring. • No meeting – April & May, are hectic due to TAKS & EDY close out procedures.

APPENDIX B

REASEARCH APPROVALS

UNIVERSITY OF HOUSTON
Division of Research
Institutional Review Board Application

Generated at: 9/20/2014
2:02:06 PM

Learning. Leading.

Institutional Review Board
Application ID :

14289-01 - (4243)

Title :

Developing Authentic Leadership in Novice Principals through Leadership Coaching

Approval details for the Application Id: 4243

	Decision	Approver Name	Date	Comment
PI signature	Approved	Stallworth, Lance Mr.	05/01/2014	
DOR signature	Approved	Admin, IRB	05/02/2014	

mind garden

To whom it may concern,

This letter is to grant permission for Stallworth Lance to use the following copyright material for his/her research:

Instrument: *Authentic Leadership Questionnaire (ALQ)*

Authors: *Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa*

Copyright: *2007 by Bruce J. Avolio, William L. Gardner, and Fred O. Walumbwa*

Three sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

Mind Garden, Inc.
www.mindgarden.com

Cypress-Fairbanks Independent School District

Department of School Improvement and Accountability

Ashley Clayburn, Ed.D.
Assistant Superintendent School Improvement and Accountability

To: Lance Stallworth

From: Ashley Clayburn, Ed.D.

Date: February 20, 2014

CC: Scott Sheppard, Ed.D.

Re: Approval of Application to Conduct Research in Cypress-Fairbanks ISD

Your request to conduct the following research project in Cypress-Fairbanks ISD has been approved: Developing authentic leadership in novice principals through leadership coaching.

As you pursue this project, please refer to the conditions listed below:

- Dr. Scott Sheppard, Assistant Superintendent for Secondary School Administration, will serve as your research sponsor.

- Contact Dr. Sheppard at 281-807-8945 or larry.sheppard@cfisd.net to obtain contact information for principal participants.

- Provide Dr. Sheppard with your consent forms for principal participation. He will then send them to the selected principals. Once the signed consent forms are collected, he will then provide you with the names of principal participants.

- You may only contact the principals provided to you by Dr. Sheppard.

- No additional student, teacher, administrator, or campus level data may be collected.

- Practice confidentiality while conducting the various steps necessary to complete the project.

- Use a random code system to record data collected. Never use names or ID numbers.

- Use a pseudonym instead of the district or campus name in your research.

FBISD
A Global Tomorrow

Fort Bend Independent School District

Department of Accountability and Program Evaluation

March 17, 2014

Dear Mr. Lance Stallworth:

Based on the review committee's review of your research application, we give permission for you to conduct the study entitled **"Developing Authentic Leadership in Novice Principals through Leadership Coaching" (Application No. 2014-3)** within Fort Bend Independent School District. As part of this study, I authorize you to conduct your study in Fort Bend ISD **from March 3, 2014 to June 6, 2014**, depending on when you obtain the university IRB approval. Your study will involve surveying district principals in their 3rd or 4th year of career as a principal. Please note that despite the district approval, individual staff's participation will be voluntary and at their own discretion.

When you complete your research, please submit the Data Collection Completion Notification Form (available on the FBISD research website) and share with us your findings in a summary.

We wish you good luck in your research efforts. If you have any further question, please let us know.

Yours Sincerely,

Yuping Anselm

Yuping Anselm, Ph.D.
Coordinator of Research and Program Evaluation
Fort Bend ISD
Tel: 281-634-1296
Email: Yuping.Anselm@fortbendisd.com

Fort Bend Independent School District
3119 Sweetwater Blvd. Sugar Land, Texas 77479 • Phone: 281-634-1296 • Fax: 281-634-1532
yuping.anselm@fortbend.k12.tx.us

Spring Branch Independent School District

Department of Accountability and Research
955 Campbell Road, Houston, Texas 77024
Phone 713-251-2402 • Fax 713-365-4684
Jennifer.Cobb@springbranchisd.com

Jennifer Cobb, Director - Program Evaluation and Research

February 7, 2014

Lance Stallworth
14302 Carolcrest
Houston, TX 77079

Dear Mr. Stallworth,

The Spring Branch Independent School District is pleased to approve your study entitled, "Developing authentic leadership in novice principals through leadership coaching." The purpose of this research is to explore the impact of leadership coaching on the development of authentic leader traits in novice principals. The proposed study will be completed by June 2014.

Approval to conduct the study in SBISD is contingent on you meeting the following conditions:

- The study is limited to surveying principals at Cedar Brook, Thornwood, Treasure Forest, Wilchester, Spring Branch Middle, and Spring Forest Middle.
- The researcher will ask participants to take an online survey that takes approximately five minutes to complete.
- The investigator will keep the confidentiality of principal and school data according to IRB or Human Subjects Approval.
- The study does not interfere with district-wide instructional/testing program.
- The study involves no expense to the district.
- The district receives copies of the completed final report within 30 days of completion.

Any changes or modifications to the current proposal must be submitted to this department. Please contact me at (713) 251-2402 if you have any questions.

Sincerely,

Jennifer P. Cobb
Director
Program Evaluation and Research

CC: Keith Haffey   Jeffrey Post   Lynn Austin   Blanca Reyes
        Bryan Williams   Kaye Williams

Inspiring minds. Shaping lives.
Duncan F. Klussmann, Ed.D., Superintendent of Schools

www.springbranchisd.com

APPENDIX C

INFORMED CONSENT DOCUMENTS

UNIVERSITY OF HOUSTON

CONSENT TO PARTICIPATE IN RESEARCH

Survey Consent

PROJECT TITLE:
Developing Authentic Leadership in Novice Principals through Leadership Coaching

You are being invited to participate in a research project conducted by Lance Stallworth, doctoral student in the College of Education at the University of Houston. This project is part of a doctoral thesis under the supervision of Dr. Angus McNeil.

NON-PARTICIPATION STATEMENT

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question.

PURPOSE OF THE STUDY

The purpose of the study is to explore the potential link between the development of authentic leadership traits in novice principals and their experience in an executive coaching model. While not everyone asked to participate in the survey will have participated in a coaching program, data from principals with various induction experiences will allow for comparison. The pool of participants is limited to principals in their first four years from a select group of school districts in the Houston area.

PROCEDURES

All first through fourth year principals from four Houston area school districts will be asked to participate in this project. You will be one of approximately 100 subjects asked to participate.

Each participant will complete an online survey. The survey, the Authentic Leadership Questionnaire (AQL), is a well-established 16-question survey. In addition to the 16 questions of the formal survey, Participants will also be asked to answer five questions about their school and their induction experiences. The complete online survey should take each participant no more than five minutes to complete.

CONFIDENTIALITY

Your participation in this project will be kept strictly confidential. All survey responses will be presented as aggregate data and no individual responses will be discussed in any way as part of this research.

RISKS/DISCOMFORTS

No foreseeable risks are anticipated as a result of participation.

BENEFITS

As a benefit of participating in this study, an individualized score report on each of four domains built into the Authentic Leadership Model will be sent to you via email upon your completion of the survey.

It is the hope of this research to inform practice around principal training so that for the benefit of future principals.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT

The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

If you have any questions, you may contact Lance Stallworth at 713-251-2237. You may also contact Dr. Angus MacNeil faculty sponsor, at 713-743-5038.

Any questions regarding your rights as a research subject may be addressed to the University of Houston Committee for the Protection of Human Subjects (713-743-9204). All research projects that are carried out by Investigators at the University of Houston are governed be requirements of the University and the federal government.

By proceeding with this survey, you are acknowledging that you have read and understood this consent form and agree to participate in this research study. Please print a copy of this page for your records.

PROJECT TITLE:
Developing Authentic Leadership in Novice Principals through Leadership Coaching

You are invited to participate in a research project conducted by Lance Stallworth, doctoral student in the College of Education at the University of Houston. This project is part of a doctoral thesis under the supervision of Dr. Angus MacNeil.

NON-PARTICIPATION STATEMENT

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question.

PURPOSE OF THE STUDY

The purpose of the study is to explore the potential link between the development of authentic leadership traits in novice principals and their experience in an executive coaching model. Cypress-Fairbanks' three-year coaching model is a unique program in the Houston area and may benefit the development of authentic leadership skills in novice principals. This project has a mixed-methods research design. One design element is an online survey in which third and fourth year principals from several Houston area school districts will respond to the Authentic Leadership Questionnaire.

The second design element is semi-structured interviews conducted with a sampling of Cypress-Fairbanks third and fourth year principals involved in the coaching program and a sampling of leadership coaches. This particular informed consent document is for participation in the interview portion of the research.

PROCEDURES

Cypress-Fairbanks principals and coaches randomly selected to participate in the interview will be contacted by the primary researcher to set up a time and location of convenience for the interview. Interviews will be one-on-one and last no more than one hour. The purpose of the interview is to capture participant perspective on the benefits and limitations of the coaching program and the impact of the program on the leadership development of novice principals. The interview will be audio recorded and notes will be taken by the researcher.

Follow-up phone calls and/or emails may be requested for clarification of responses.

CONFIDENTIALITY

Your participation in this project will be kept strictly confidential. No other person will be notified of your participation in the interviews and no identifiable information will be included in the report. Because the number of possible interviewees is relatively small, it is possible that identification could be gleaned from information

presented. If requested, any portion of the report involving a participant's responses can be made available for review by the participant prior to publication.

AGREEMENT FOR THE USE OF AUDIO

If you consent to take part in this study, please indicate whether you agree to be audio taped during the study by checking the appropriate box below.

☐ I agree to be audio taped during the interview.

☐ I do not agree to be audio taped during the interview.

RISKS/DISCOMFORTS

No foreseeable risks are anticipated as a result of participation.

BENEFITS

It is the hope of this research to inform practice around principal training so that for the benefit of future principals.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT

The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

If you have any questions, you may contact Lance Stallworth at 713-251-2237. You may also contact Dr. Angus MacNeil faculty sponsor, at 713-743-5038.

Any questions regarding your rights as a research subject may be addressed to the University of Houston Committee for the Protection of Human Subjects (713-743-9204). All research projects that are carried out by Investigators at the University of Houston are governed be requirements of the University and the federal government.

SIGNATURES

I have read (or have had read to me) the contents of this consent form and have been encouraged to ask questions. I have received answers to my questions to my satisfaction. I give my consent to participate in this study, and have been provided with a copy of this form for my records and in case I have questions as the research progresses.

Study Subject (print name):_____

Signature of Study Subject: _____

Date: _____

I have read this form to the subject and/or the subject has read this form. An explanation of the research was provided and questions from the subject were solicited and answered to the subject's satisfaction. In my judgment, the subject has demonstrated comprehension of the information.

Principal Investigator (print name and title):_____

Signature of Principal Investigator:_____

Date: _____

APPENDIX D

INTERVIEW QUESTIONS

Interview Questions: Coaches

1) What is your name?

2) How long have you served as a leadership coach for CyFair?

3) What professional experiences have you had that qualified you for the coaching role?

4) Can you describe the training that was provided by the district prior to the start of your coaching?

5) Can you describe the district's expectations of you as a coach?

6) What were your goals entering the coaching relationship?

7) Can you describe your relationship with your coach?

8) Can you describe how that relationship evolved over the course of the thee years?

9) Please describe the changes you saw in your coachee over the course of the three years.

10) How would you describe the impact of the coaching program on the principal development?

11) Do you have specific examples of coaching interactions that you believe illustrate the positive potential of coaching for leadership development in novice principals?

12) How would you compare coaching as a means of developing principal leadership compared to other traditional forms of leadership development?

13) What do you see as essential components of an effective coaching program?

14) Please describe the process you and your coachee went through to establish a trusting and constructive relationship.

Interview Questions: Principals

1) What is your name and at what school do you serve as principal?

2) How many years have you served as principal?

3) Have all those years been in CyFair? Have all been at your current school?

4) Did you participate in the Leadership Coaching program during your first three years as principal?

5) What is your overall impression of the coaching program?

6) What particular benefits did you realize from the coaching program?

7) How would you describe your relationship with your coach?

8) How did your relationship with your coach evolve over the three years?

9) How did your leadership behaviors evolve over the three years?

10) How did your beliefs about leadership evolve over the three years?

11) What role did the coaching program play in the evolution of your leadership?

12) What was it about the leadership program that you felt make it successful in developing your leadership?

13) What other leadership development opportunities did you have over the three year period?

14) How would you describe the relative benefit of the coaching program in comparison to your other opportunities?