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Scharbrenia Marshelle Lockhart

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THE IMPACT OF GEORGIA'S LEADERSHIP INSTITUTE FOR SCHOOL
IMPROVEMENT (GLISI) TRAINING ON THE CHANGE LEADERSHIP
BEHAVIORS OF SELECTED PRINCIPALS

by

SCHARBRENIA M. LOCKHART

(Under the Direction of Walter S. Polka)

ABSTRACT

This mixed research study explored the perceived change leader behaviors of 18 GLISI-trained principals and 71 observers. This study also determined whether differences existed between the perceptions of 18 GLISI-trained principals and 5 non-GLISI-trained principals regarding their change leader behaviors on five domains of Kouzes and Posner's (2003) LPI survey.

Two 30-item surveys were used in this study: LPI-Self and LPI-Observer. These surveys were completed by 23 principals and 71 observers. In addition, seven open-ended questions were answered by GLISI-trained principals'. Qualitative analysis involved in-depth interviews with five GLISI-trained principals.

Research Question One revealed significant differences between GLISI-trained principals and observers on all five domains of Kouzes and Posner's variables. The differences between GLISI-trained principals and non-GLISI-trained principals' were significant for Challenge the Process and Encourage the Heart; that is, both groups agreed

that these two leadership domains were commonly used. Research Question Two revealed significant differences between the perceptions of GLISI-trained and non-GLISI-trained principals on three domains: Model the Way, Inspire a Shared Vision, and Enable Others to Act. No significant differences were found for Challenge the Process and Encourage the Heart. In terms of what leadership behaviors were perceived to be most important in influencing GLISI-trained principals and non-GLISI-trained principals to lead school-based improvement, Model the Way, Inspire a Shared Vision, and Enable the Act were most influential.

Research Question Three revealed value-added aspects of GLISI training and the principals' personal change leadership behaviors. The value-added aspects of GLISI training benefited GLISI-trained principals in the following emerging themes: cohorts and building relationships; student achievement and school improvement; long-term strategic planning; and hands on experiences with relevant best practices; risk taking; and listening and sharing ideas with other principals and leaders.

Overall, data collected on the perceptions of GLISI-trained principals and observers revealed more differences than similarities for principals than observers. Self-ratings of GLISI-trained principals were slightly higher than observers. Conclusions for perceptions of GLISI-trained principals and non-GLISI-trained principals revealed more similarities than differences. GLISI-trained principals perceived themselves as using practices and behaviors that both GLISI and non-GLISI-trained principals rated as important.

INDEX WORDS: Change

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DEDICATION

In recognition of all of her love, patience, understanding, and encouragement during my entire life, I hereby dedicate this dissertation to my mother, Meirley Nell Lockhart.

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Thank You!

Inspiration, motivation and encouragement are tangible gifts that made my dream a reality. Additionally, I received a cornucopia of intangible gifts from an eclectic community of principals, teachers, elders, neighbors and family. Each of them brought to this endeavor qualities like grace, honor, integrity and dignity. Although they are individualistic in spirit, their commonality was found in their generosity. My faith in God has been the driving force behind my dream realized. I am standing on my faith when this degree is conferred.

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As I stand on the perch ready to take flight and soar to new heights and possibilities, I am reminded of those glorious souls that are gone, but not forgotten. My maternal grandparents, Loyial and Vera Williams, my paternal grandparents Charley and Gladys Lockhart, and my father, Charlie D. Lockhart, know that you will always be in my thoughts, have residence in my heart, and be the wind beneath my wings.

To my aunts, uncles, and cousins, I thank you for every trip. I thank you for every phone call. I thank you for every kind word and, more importantly, every prayer.

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Finally, to my mother, Meirley Nell Lockhart, you may never fully understand the incredible impact your generosity of spirit and hope had on my long and arduous journey. You have been there for every mile, you have sat outside too many classes; and even sat in on a few. I know that these simple words are pale in comparison to your aforementioned gifts; however, I humbly and spiritually offer them to you as a small token of my gratitude. Thank you. I love you.

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CHAPTER I

INTRODUCTION

Research reveals that today's school leaders are more than administrators; they are instructional leaders, change agents, and leaders of performance improvement (Georgia's Leadership Institute for School Improvement, 2006). Managing school change and improvement effectively is one of the most complex tasks of school leadership (North Central Regional Educational Laboratory, 1995). Fullan (2001) and Sparks (1993) noted that school leaders must understand the change process to lead and manage change both effectively and efficiently within their organization. According to Fullan and Miles (1992), school leaders should seek to overcome barriers and cope with conflicts that naturally exist during the process of change.

The main objective of leadership is to influence people (Benson, 2006; Fink & Resnick, 2001). Change is implicit in leadership. Leadership has no meaningful context or purpose without change, because the effect of influence is change (Garfinkle, 2004). Benson (2006) stated that leaders who maintain the status quo or who do not change, just keep doing what they are already doing, thus there is little or no improvement because improvement is the outcome of change. Leaders are change agents and a leader's purpose is to influence people to implement change in order to achieve a common objective or vision identified by the leader (Benson, 2006; Goldring & Rallis, 1993; Louis, Kruse, & Marks, 1996). As a result, leaders become the impetus for change.

Significantly, the principal is the most important leader within the organization and this notion cannot be minimized. A school leader's attitude and traits influence change and impact school improvement (Birky, Shelton, & Headley, 2006). To cause

change to happen, principals must lead their own change by becoming change leaders (Garfinkle, 2004; Waters & Grubb, 2004). Moreover, Garfinkle (2004) commented that change leaders have the heart and courage to transform their own attitudes towards change from timidity and resistance to strength and appreciation.

The Change Leader

The role of the principal requires strong communication and different management styles for different tasks. Principals typically manage several areas of the school's operation simultaneously; each of which requires a different management style: monitoring the physical facilities, evaluating teachers, managing school discipline, maintaining a good rapport with parents and the business community, and dealing with central office staff (Herron, 2006; Waters & Grubb, 2004).

The change leader demonstrates the ability to nurture the team as he or she navigates through the change process, assists in creating a balance between demands and support, and builds buy-in for change implementation (Georgia's Leadership Institute for School Improvement Leadership, 2005; Waters & Grubb, 2004). Change is everywhere in schools today (Kotter & Cohen, 2002). In order to get people to buy into the leader's vision for change, change leaders must possess strong change management skills (Leonard, 2002). Principals should set an example concerning their behavior, ethics, and standards (Kotter & Cohen, 2002; Leonard, 2002).

According to Leonard (2002), leaders of today should interact more with faculty and staff. School principals should walk around and get to know teachers and staff and learn about the challenges and issues they face on a daily basis. As change agents, principals must be as sincere as possible in their interactions with others by letting others

get to know them. Leonard (2002) supports rapport and trust between and among interactions with other principals. Further, to be a strong change leader, an individual should have passion about his/her vision because leadership is tedious and others should share the principal's vision. Kotter and Cohen (2002) concurred that sending "clear, credible, heartfelt messages about the direction of change establishes genuine buy-in from staff and shows up in how people act" (p. 83). Using words, deeds, and new technologies to unclog communication channels and overcome confusion and distrust are effective means of sharing the vision with others.

Roettger (2006) stated that change is a personal journey, a journey of the heart. With careful leadership, and the building of a group of dedicated teachers moving toward continuous quality improvement for all students, it is a journey worth taking. Kotter (1996) reported that without "credible communication, and a lot of it, employees' hearts and minds are never captured" (p. 9).

Kotter's eight stage change process involves "establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating the change vision, empowering broad-based action, generating short-term wins, consolidating gains and producing more change, and anchoring new approaches in the culture" (p. 21). Kotter (1996) stated that "successful change of any magnitude goes through all eight stages in sequence" rather than skipping stages (p. 24). These stages may be best accomplished when they are made up of a number of smaller projects.

A change leader should be able to communicate effectively with higher-level administration and understand all functions of the change process (Kouzes & Posner, 2002; Stark, 2000; Waters & Grubb, 2004). The change leader has to communicate goals

and visions to the organization and take responsibility for delegating tasks to people according to individual strengths. Stark (2000) asserts that the change leader must develop a mindset that change is inevitable.

School leaders can make changes without being change leaders, however, the organization benefits greatly when leaders have the courage to transform their attitudes toward change from one of timidity and resistance to one of strength and appreciation (Garfinkle, 2004; Kotter & Cohen, 2002). Challenges and unexpected difficulties must be viewed as opportunities (Garfinkle, 2004; Kouzes & Posner, 2002).

Garfinkle (2004) believed that the change leader focuses on successes and opportunities rather than on pressing problems. Resources must be used wisely to help the change leader imagine new possibilities that lie ahead. Waters and Grubb (2004) found that change leaders should take action today for what they want tomorrow. According to Schiller (1991), principals are faced with a challenge to either maintain the status quo, or foster change. Principal leadership behaviors are both a comprehensive and complex responsibility and, therefore, are important elements in school functioning (Luo & Najjar, 2000).

The role of the principal has become increasingly more demanding and complex. Principals are fraught with challenges not only to be successful leaders but also to operate effectively in an organization of constant change (Hoyle, English, & Steffy, 1998). Currently, the role of many principals includes that of instructional leader, building-level manager, community liaison, and organizational visionary (Farkas, Johnson, Duffett, Foleno, & Foley, 2001; Levine, 2005; Waters & Grubb, 2004). Ferrandino (2001) suggested that the principal's role within an organization is that of a manager.

A principal's leadership skills should be constantly reviewed and assessed to promote continuous improvement (Luo & Najjar, 2000). One way to assess principal leadership is to examine teachers' perceptions of principals' leadership behaviors. Such perceptions of principals can be used to evaluate their principals' leadership abilities and quality (Bennis, 2003). Understanding how teachers perceive their principals' leadership behaviors is also important in gaining knowledge about how school leaders operate on the job (Luo & Najjar, 2000).

Strong leadership has been the focal point of much standards-based school reform for the past two decades. Policymakers continue to stress the need for strong principal leadership. Principals are encountering new roles and responsibilities and increased accountability with the likelihood that new methods of training and professional development may be needed (Lashway, 2003). Results of the Public Agenda Survey found that principal preparation programs have a reputation for not being highly effective (Farkas, Johnson, Duffett, Foleno, & Foley, 2001; Levine, 2005). A large number of superintendents and school principals commented that typical leadership programs did not help to prepare them for the "real world" skills and knowledge required to soundly operate today's learning institutions. Further, the Superintendents and principals believed that preparation programs should be revamped to help improve school leadership (Farkas et al., 2001). Conversely, Davis and Jazzar (2005) examined 14 principal preparation programs and found seven consistent instructional and learning actions, or habits, they believe establish a framework for providing future educational leaders with opportunities to connect their knowledge to reality through carefully designed experiences.

Murphy (2001) agreed in his characterization of traditional approaches in principal preparation programs as being insufficient. McCarthy's (2002) study found no connection between professional development programs for principals and the principals' effectiveness as measured by teachers' perceptions. Controversy over preparation programs for school leaders is based on sparse case studies and teacher surveys that included responses regarding best practices (Lashway, 2003). Few programs exist that provide empirical evidence on how principals perform on the job, which may be the critical gap in the literature research on principal preparation programs (Browne-Ferrigno, & Shoho, 2002; Norton, 2002).

The performance of the principal is generally regarded as a primary factor in raising student achievement in successful schools (Cotton, 2003). Bass (1990) stated that leadership is often regarded as the single most essential element in the success or failure of institutions such as schools. By contrast, teachers in the successful schools clearly did link the leadership behaviors of the principal to the academic performance of the school. Teachers' assessments of principals' leadership behaviors were much higher for principals in more successful schools and occurred on all five leadership tenets (Pingle & Cox, 2007).

Preparation programs clearly need to emphasize the connection between principal performance and a school's academic success. Many practicing elementary principals have not made that connection. Recently developed theories of leadership, like the Kouzes and Posner model, emphasize leadership behaviors more than management skills. A more detailed study of recent leadership models might provide a deeper understanding

of how leadership is viewed in a school setting and more reflective consideration by those seeking the principalship (Pingle & Cox, 2007).

Perhaps most significant for those preparing tomorrow's leaders is what the study says about relying on self-assessment as the singular tool for appraising leadership behavior. Could it be that increased accountability has reduced principals' openness and willingness to admit their own limitations? How do we nurture a more open discussion of individual limitations when it seems many simply want to affix blame for poor academic results? Regardless of the motivation behind the very high self-assessments, college preparation programs, mentors and professional development programs can play an important role in helping link individual principals to others' perceptions of their leadership behaviors (Pingle & Cox, 2007).

Emphasizing the need for a more 360 degree system would help principals more effectively integrate the perceptions of others into their work. Helping aspiring principals recognize that their teachers will connect them to the school's academic success can help broaden their perspective. Principals are viewed and judged in a very public fashion. For them to improve on their limitations and grow in their professional roles they need to be honest with themselves and seek honest feedback.

As Kouzes and Posner (2002) pointed out, self knowledge comes from an internal search process that requires honesty and the support and counsel of others. Asking others to reflect on our behavior allows us to examine the assumptions that are guiding our actions. Pingle and Cox (2007), suggested that successful "leadership is in the eye of the beholder," and only when we appreciate how others see us can we truly understand and

adjust our own leader behavior. Preparation programs can help by preparing administrators for this reality.

Georgia's Leadership Institute for School Improvement (GLISI)

Georgia's Leadership Institute for School Improvement (GLISI) was created to ensure that the State has enough skilled and qualified educational leaders to improve student achievement and the organizational effectiveness of schools in the state of Georgia. Other purposes include the development of effective leadership capability in school superintendents, principals, and teacher-leaders (Georgia Leaders, 2007a).

New leaders must be trained and prepared for the new work of leadership (GLISI, 2003, 2005, 2006; Senge, 1990). Georgia is attempting to remedy the need for new leaders by developing a program known as Georgia's Leadership Institute for School Improvement (GLISI) to meet the demands for new leaders in the State's school districts. The mission of GLISI is to equip, support, and inspire educational leaders as they attempt to improve student achievement (Georgia's Leadership Institute for School Improvement, 2006). GLISI's emphasis is on school leadership development of positive and effective leaders, policy influence, and research and analysis (Georgia's Leadership Institute for School Improvement, 2006). Program developers are utilizing GLISI to provide training for their incumbent leaders to help them improve their leadership behaviors.

GLISI is a statewide initiative program that is attempting to meet the dwindling number of individuals in leadership roles and provide leadership training in the 8 Roles of School Leaders™ (GLISI, 2003). The researcher will examine one of the 8 Roles of School Leaders™, the change leader. The change leader role includes: (1) creating a collegial environment with emphasis on student success, teacher success, leader success,

and community quality of life; (2) developing leaders of improvement at all levels; (3) being willing to take risks for the organization to succeed; (4) balancing pressures and support to drive and sustain change; (5) developing a guiding change team; and (6) communicating an inspiring vision (GLISI, 2004).

The 8 Roles of School Leaders™

Georgia Leaders (2007c) reported that Georgia's Leadership Institute for School Improvement (GLISI) focuses on the collaborative efforts of organizations and institutions and the achievement of Georgia's school leaders in meeting high expectations for school leaders and school-wide improvement. The organizations are business leaders, K-12 educators, Board of Regents of the University System of Georgia, Georgia Partnership for Excellence in Education, Georgia Professional Standards Commission, and state government agencies, including the Georgia Department of Education and the Office of the Governor (Georgia's Leadership Institute for School Improvement, 2006). Each year, approximately \$400,000 are spent on preparing new and experienced leaders to meet the challenges of being public school administrators, as reported by the Georgia's Leadership Institute for School Improvement (2006).

GLISI program identified the 8 Roles of School Leaders™ by analyzing the roles of school leaders to determine what they actually did on the job. One of the goals is to improve overall school improvement and enhance academic performance among students (Georgia's Leadership Institute for School Improvement, 2003, 2006). Content area experts in Georgia participated in the process of task analysis for the identification of these 8 Roles of School Leaders™. Essential duties and responsibilities that a leader has to properly execute to be productive in a leadership capacity were identified by these

leaders (Georgia Leaders, 2007c; Georgia's Leadership Institute for School Improvement, 2003). The new work of school leadership has been organized by GLISI based on the 8 Roles of School Leaders™ and include data analysis leader; curriculum, assessment, and instruction leader; performance leader; operations leader; relationship development leader; process improvement leader; change leader; and learning and performance development leader (Georgia's Leadership Institute for School Improvement, 2006).

The data analysis leader demonstrates the capability to lead and manage teams in gathering and analyzing organizational data. The data analysis leader identifies school improvement needs and symptoms of problems as well as analyzes the main causes of these problems, followed by monitoring progress and disseminating the results to stakeholders (Georgia's Leadership Institute for School Improvement, 2003). The curriculum, assessment, and instruction leader demonstrates the ability to utilize strategic planning to infuse research-based strategies and methods to drive and improve instruction. This individual develops priority curriculum standards, aligns assessments, and plans instruction to improve student achievement (Georgia's Leadership Institute for School Improvement, 2003).

The performance leader demonstrates the ability to develop strategic systemic plans that can be measured, monitored, organized, processed, and managed to increase academic improvement and organizational effectiveness. The operations leader exhibits the ability to successfully organize and utilize human capital and resources to support organizational goals (Georgia's Leadership Institute for School Improvement, 2003). The relationship development leader demonstrates the ability to recognize and build positive

rapport among all stakeholders. This individual is able to communicate the organization's vision, mission, and goals and objectives that are focused on school improvement (Georgia's Leadership Institute for School Improvement, 2003).

The process improvement leader displays the ability to recognize and detail major methods and outcomes, develop strategic plans, and manage tasks. This leader is able to involve all stakeholders in enhancing all aspects of school improvement. The change leader demonstrates the ability to manage and promote change in a mutually respected environment that has a continued focus on school improvement and academic success. The change leader encourages others to develop their strengths and helps others to work toward common goals of the organization (Georgia's Leadership Institute for School Improvement, 2003). The learning and performance development leader uses research-driven processes for the improvement through analyzing human performance. The individual plans for development and designs, and supports implementation of strategies to close performance gaps (Georgia's Leadership Institute for School Improvement, 2003).

This study investigated the impact of the GLISI training on principals' change leadership behaviors. Another focus of the study was to identify the perceptions of principals regarding their change leadership behaviors as a result of the GLISI training, as well as to identify the perceptions of their respective administrative support team members. In this study, the impact of six components of the change leader of the GLISI training was investigated: (1) creating a collegial environment with emphasis on student success, teacher success, leader success, and community quality of life; (2) developing leaders of improvement at all levels; (3) willing to take risks for the organization to

succeed; (4) balancing pressures and support to drive and sustain change; (5) developing a guiding change team; and (6) communicating an inspired vision that creates urgency (Georgia's Leadership Institute for School Improvement, 2003, 2005).

Statement of the Problem

While there is little empirical evidence on how specific leadership preparation program components influence leadership behaviors, performance on the job, or student outcomes, limited research exists to determine the outcomes of preparation programs for principals. There may be a gap in the research on how leadership preparation programs impact change leadership behaviors. Sparse evidence on the change leader role has been investigated.

The researcher is unaware of any study that examines the impact that the GLISI training has had on specific change leadership behaviors from principals' perceptions and the perceptions of respective administrative support teams. The researcher sought to analyze the impact of the GLISI training on principals' leadership behaviors as well as explore the perceptions of the program's effectiveness in the preparation of principals for Georgia's schools. Principals' perceptions were analyzed to identify the impact of one of the eight GLISI training program's leadership components, the change leader variable, on the new work of today's leaders.

During the three years as a middle school assistant principal, the researcher observed principals in the studied school district attempting to become change leaders through the use of establishing new instructional programs for student improvement. Some principals received training in the GLISI program. After several principals' participation in the GLISI program, the researcher observed the following leadership

changes: (1) improved school climate with parental and community involvement efforts; (2) teachers empowered as leaders by assigning them to assume more leadership roles as department heads, grade level chairs, and chairs of school committees; (3) input sought from the leadership team; and (4) services of assistant principals utilized as instructional leaders in the classroom. The researcher sought to explore one of 8 Roles of School Leaders™ in the GLISI training (GLISI, 2003), the change leader role to identify whether the impact of change leadership behaviors makes the difference in these principals' leadership behaviors.

A majority of school leaders are reaching retirement age (National Conference of State Legislatures-NCSL, 2002; Roza, 2003). One of the major challenges of Superintendents in the nation is the tapping and training of new school leaders (Georgia's Leadership Institute for School Improvement, 2005; National Conference of State Legislatures-NCSL, 2002). Demographic data from national studies show that 60% of current educational leaders will be able to retire in the next three to five years (Georgia's Leadership Institute for School Improvement, 2006; National Conference of State Legislatures-NCSL, 2002). Not only are the nation's school systems impacted by the declining numbers of leaders, the State of Georgia is also facing a crisis in leadership (National Conference of State Legislatures-NCSL, 2002).

Over the next three years, the Georgia Professional Standards Commission (GPSC, 2005) anticipates that more than 700 building-level leaders (predominantly principals, assistant principals, and administrative assistants) will be eligible to retire from the profession. GPSC concludes that the most critical part of school reform is to meet the demands of Georgia's educational reform and No Child Left Behind legislation

is school leadership. Levin (2005) stated, “Our nation faces the challenge of retooling current principals and Superintendents while preparing a new generation of school leaders to take their places” (p. 5).

With large numbers of school and district leaders reaching eligibility for retirement, Georgia is experiencing a critical need for capable and willing new leaders to replace experienced leaders (GPSC, 2005; Levine, 2005). Since 2001, the percentage of experienced principals in Georgia has declined at a steady rate. The percentage of principals over age 51 has continued to decline due to retirement, attrition, career changes, and early exit from the profession (Page, 2006). The number of school leaders ages 31-40 doubled between 2001 and 2005 to 1,268, which means that younger and less experienced principals will be leading Georgia’s schools amid rising expectations for student achievement and changing demographics (Georgia Professional Standards Commission, 2005; Levine, 2005).

Purpose of the Study

The purpose of this study was to explore the impact of GLISI training on the change leadership behaviors of selected principals according to the change leader role that contains six change leadership behaviors: creating a collegial environment; improving leaders; risk taking; balancing pressures; guiding a change team; and inspiring a vision. Through two surveys, the researcher explored the perceptions of GLISI-trained and non-GLISI-trained principals’ change leader behaviors. Secondly, the perceptions of GLISI-trained principals’ respective administrative support team members such as assistant principals, counselors, instructional coaches, and grade level chairs or department heads, hereafter referred to as observers, who worked directly with the

principal were assessed. Next, in depth interviews were held with selected principals to determine how GLISI impacts their role as change leaders and to understand change leader roles. Finally, open-ended questions were included on the LPI-Self survey for GLISI-trained principals.

The need for this study was to answer the research questions of:

1. What are the perceptions of principals after participating in Georgia's Leadership Institute for School Improvement (GLISI) training as related to the following change agent leadership behaviors: creating a collegial environment, improving leaders, risk taking, balancing pressures, guiding a change team, and inspiring a vision?
2. Guiding research questions in this study are: What is the impact of the GLISI training on principals' change leadership behaviors?
3. What is the impact of the GLISI training on principals' change leadership behaviors according to respective administrative support team members such as assistant principals, counselors, and instructional coaches, grade level chairs or department heads?

Research Questions

The overarching research question that guided this study was: What is the impact of the GLISI training on the change leadership behaviors of principals? Other research sub-questions that were explored:

1. To what extent do the perceptions of GLISI-trained principals differ with the perceptions of their respective administrative support team members to identify the change leadership behaviors: creating a collegial environment (Model the

Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart)?

2. To what extent do perceptions of GLISI-trained principals differ with non-GLISI-trained principals as related to change leadership behaviors: creating a collegial environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart)?
3. What are the perceptions of selected principals regarding their personal change leadership behaviors?

Significance of the Study

The purpose of this study was to explore the impact of the GLISI training on change leadership behaviors of principals. In addition, the perceptions of principals who participated in GLISI training were explored to determine the impact of the training on principals' change leadership behaviors. This study also identified the change leadership behaviors of principals as perceived by respective administrative support team members who worked with these principals. Data were collected through two surveys and interviews.

This research study was significant because little or no research has been conducted on the value-added aspects of GLISI training on developing principals' change leadership behaviors. The value-added aspects of the GLISI training program may be determined through an assessment of how well principals are being trained and perhaps, how GLISI can be improved or how they can make the program better. Differences may exist among the perceptions of principals and their respective administrative support teams as related to demographics or school contexts. The findings of this study may be used as feedback to develop and further refine staff development for principals. This study may further structure and enhance statewide and state-supported leadership training programs. In addition, stakeholders may gain information regarding the impact of GLISI training on developing and enhancing principals' change leadership behaviors.

School districts, schools, administrators, colleges and universities, and teachers may benefit from the results of this study. School districts and school personnel may decide to train assistant principals, counselors, instructional coaches, and grade level chairs or department heads to establish a future pool of qualified and trained individuals for the position of principal as well as to provide ongoing staff development for a period of three years to inexperienced principals. Principals and assistant principals may benefit because their perceptions may be used to improve, at a minimum, the change leader component of the GLISI training to determine what can be done differently with leaders to enhance their change leadership behaviors.

Teachers may benefit because they may be able to move smoothly and successfully into the principalship by being well-prepared during in-service training and staff development. Colleges and universities may benefit by proactively infusing the

change leadership component in their teacher education preparation programs to better prepare students through pre-service training and assist those who desire to become teachers and ultimately principals.

Kindergarten through grade 12 leaders, institutions of higher education and stakeholders in public education participate in GLISI training to pilot performance-based preparation programs as well as meet the needs of school systems and schools in preparing the new work of leaders (Georgia's Leadership Institute for School Improvement, 2003). The researcher will share with GLISI the findings that emerge from this study. School district staff may be able to align professional development leadership programs for experienced and empowering leaders with professional development programs. Internships that consist of practical and assimilated situations may be included in these programs. Additionally, findings from this study may help GLISI to provide further assistance to colleges and universities that are restructuring preparation programs for new leaders as well as to align the preparation of Georgia's leaders for their new roles and responsibilities as change leaders (Georgia Leaders, 2007d).

Senge (1990) first coined the term "new work of leadership" that involves distributed leadership and performance-based leadership. GLISI's distributed leadership and the 8 Roles of School Leaders™ (GLISI, 2003) have led to a performance-based model that inspire Superintendents, principals, and other school leaders to work together to improve their leadership behaviors (Spillane, Halverson, & Diamond, 2001). GLISI's leadership model supports such a flexible, distributed leadership approach (Bennett, Wise, Woods, & Harvey, 2003; Hulme, 2006; Marks & Printy, 2003). Leadership preparation programs for the new work of leadership should align individual strengths

with the needs of schools and school districts (Davis, 2006). School principals require programs that support an adaptable, distributed leadership method for the new work of leadership (Senge, 1990).

The Setting

The selected Georgia school district in this study contains over 40 public schools, including over 30 elementary schools, 10 middle schools, and four high schools, with a total student enrollment of over 50,000. This school district is one of the largest urban school districts in Georgia. Black students make up the largest population of students with 73%, followed by 12% Latinos, 7% White, and 4% multi-racial (Georgia K-12 Report Card, 2005-2006).

Delimitations

The researcher selected one large, urban school district in Georgia; however, based on the demographics of the school district, this district appears to be representative of large, urban school districts in the State and national. This study also used the total population of elementary, middle, and high schools and compared the results with a small population of principals who attended GLISI training; therefore, the results may not be generalized to a similar population of principals in urban schools with principal preparation programs. Finally, this study focused on one of the 8 Roles of School LeadersTM of the GLISI program—the change leader—not the other seven components of GLISI.

Limitations

This study was limited to one urban school district in Georgia. Administrative support team members from this district were recruited by the researcher to voluntarily

participate in this study. Administrative support team members may possess a limited, general knowledge base of the overall purpose of the GLISI program. The number of years trained in the GLISI program did not affect participation in this study.

Given the small sample, tests for significance may be difficult to obtain.

However, research found trends may be important to the findings in this study. As a result, the significance is questioned due to the limited sample and the necessary school districts steps to go through to get principals to voluntarily participate.

Research Procedures

The Institutional Review Board of Georgia Southern University (see Appendix I) and the selected school system granted permission to conduct this study (see Appendix F). Fifty-six principals are employed in the school district. The researcher attempted to recruit 56 principals to participate in this study. The researcher adhered to school district procedures and obtained consent forms provided by the district. As a result, 41 principals consented to voluntarily participate in this study using school district consent forms. Out of 41 voluntary school principals who consented according to the district's consent forms, only 23 actually completed the researcher's consent forms and voluntarily participated. These participants were sent informed consent letters explaining the purpose of the study and requesting their participation to complete the survey and/or participation in individual interviews. A copy of the LPI-Self survey was included with consent letters. Participants were encouraged to return informed consent letters and surveys within seven days. Seventy-one observers of these principals voluntarily participated in this study. Observers were principals' administrative support teams: assistant principals, counselors, grade level chairs, department chairs, and instructional coaches.

Definitions

Administrative support team members. Administrative support team members include assistant principals, counselors, instructional coaches, and classroom teachers who also served as grade level chairpersons or department heads.

Change leader. The change leader demonstrates the ability to manage and promote change in a mutually respected climate that has a continued focus on school improvement and academic success (Georgia's Leadership Institute for School Improvement, 2006). A change leader is an individual who is eager to challenge the status quo and systematically considers innovative methods for performing instructional tasks (Waters, Marzano, & McNulty, 2004).

8 Roles of School Leaders™. The 8 Roles of School Leaders™ are areas of performance expertise and responsibilities that require a specific set of skills. Each role is defined by a set of standards with underlying skills and knowledge (Georgia's Leadership Institute for School Improvement, 2003, 2006).

Facilitating change. To facilitate change means to encourage others to seek and act upon opportunities for different and innovative approaches to addressing problems (CARE USA, 2003).

Instructional coaches. Instructional coaches are on-site instructional specialists who teach educators how to use research-based instructional practices. Instructional coaches observe classes, analyze teachers' needs, collaborate on interventions, and prepare materials for teachers. In addition, instructional coaches model how new strategies, methods, and interventions should be implemented in the classroom setting (University of Kansas Center for Research on Learning, 2004).

Leadership behaviors. Leadership behaviors are defined as creating a collegial environment, improving leaders, risk takers, balancing pressures, guiding a change team, and inspiring a vision (Georgia's Leadership Institute for School Improvement, 2005).

Summary

The purpose of this study was to explore the value-added impact related to change of the GLISI preparation training program in which principals participated. This study explored the program's impact on one of the 8 Roles of School LeadersTM, the change leader role, in determining if the GLISI training helped principals to become change leaders in today's schools. Further, this study identified administrative support teams' perceptions of their respective principals' change leadership behaviors.

The researcher has known several principals who participated in GLISI training and observed these leaders attempting to implement new strategies in their schools. The researcher then discussed new strategies that were being implemented in her school with colleagues who also observed new strategies being implemented in their schools. The researcher wondered if these changes were attributable to the GLISI training.

Consequently, the basis for this study focused not only on GLISI-trained and non-GLISI-principals' perceptions of their change leader behaviors, but also on the perceptions of respective administrative support team members (assistant principals, counselors, grade level chairs or department heads, and instructional coaches) of GLISI-trained principals' change leadership behaviors.

The rationale for selecting the change leadership component of the GLISI training program was that the researcher observed noticeable changes in principals' leadership behaviors. Observed changes in leadership behaviors included delegating more

responsibilities to assistant principals and teachers and empowering administrative support team members.

Chapter I presented an introduction on the change leader, the purpose of Georgia's Leadership Institute for School Improvement (GLISI), evaluation of GLISI, and the 8 Roles of School Leaders™. The purpose of the study, statement of the problem, and research questions were described. This chapter presented the significance of the study, Base Camp and Leadership Summit programs, the setting, delimitations, definitions, and procedures. A summary concluded this chapter.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

This chapter describes the review of literature of the historical perspective of leadership, theory of change, change facilitator styles, IBM Reinventing Education Change Toolkit, and presented four major change leader capabilities. Other topics in the review of literature include No Child Left Behind Act of 2001, distributed leadership, shortage of principals, leaders of change, components of the Base Camp and Leadership Summit, the 8 Roles of School Leaders™ research on leadership, and research on leadership.

The role of the school leader has become more multi-faceted, overwhelming, and ambiguous (Fullan, 1991, 2002; Glickman, Gordon, & Ross-Gordon, 2001). The function of the school leader has evolved, changing from principal as manager to instructional leader, and more recently, as a change leader. Fullan (1991, 2002) described the role of the principal as one who encourages collaborative groups of teachers to take a role in the academic functions of the school. Collaboration requires proactive involvement of the principal to foster and promote change by inspiring and encouraging all stakeholders.

Subsequently, the assumption is that effective leaders must both manage and lead (Colvard, 2003; Conger, Spreitzer, & Lawler, 1999; Fullan, 1991; Moorthy, 1992). Conversely, Highsmith and Rallis (1986) believed that no single person can manage two separate tasks of school management and instructional leadership. Highsmith and Rallis (1986) further asserted that it is critical to empower teachers by enabling them to take active part in decisions related to instruction.

Historical Perspective of Leadership

Historically, the nature of leadership has moved from a managerial model (Fink & Resnick, 2001) to a visionary collegial model that is focused on student achievement (Center for Comprehensive School Reform and Improvement, 2005; McCarthy, 1999). Fink and Resnick (2001) examined several school systems' reform efforts to train and develop principals into instructional leaders who could facilitate voluminous leaps in student reading and mathematics achievement. These researchers prioritized five sets of essential strategies for improving the function of the school leader as instructional leader: nested learning communities; principal institutes; leadership for instruction; peer learning; and individual coaching.

Typically, leaders have assumed two different roles: manager and operational functions (Valdez, 2007). For more than two decades, decision-making was based on student data for improved student achievement. School leaders are held accountable for successful test results while being merged in the role to become instructional leaders, boost staff morale, and communicate test data to the staff, students, and parents on academic achievement. The emphasis on leadership was on effective instructional practices, use of school data, parental involvement, and improvement of test scores (Valdez, 2007).

Zaleznik (2004) reported on the differences between managers and leaders. Managers attempt to satisfy both sides of a conflict between individuals to ensure that goals are met within the organization. Leaders, on the other hand, adopt personal, active attitudes toward goals and seek opportunities and rewards that are immediate, inspiring subordinates and the creative process with their own energy. Consequently, leaders' work

develops intense relationships with their colleagues; thus, creating a chaotic working environment.

Bennis and Nanus (1985) affirmed that “managers are people who do things right and leaders are people who do right things” (p. 21). Differences between a manager and a leader are somewhat subtle yet distinct. A manager focuses on the work of an organization according to rules and regulations. Conversely, a leader focuses on the work of the organization by identifying the goals and working with a team to meet those goals. “Management controls, arranges, does things right; leadership unleashes energy, sets the vision so we do the right thing” (Bennis & Nanus, 1985, p. 21).

School leaders have many roles and responsibilities such as focusing on student achievement, accomplishing standards as instructional leaders, concentrating on test results, and implementing reform efforts (Valdez, 2007). Thus, school leaders encounter difficulty when they must interchange roles from being managers to being instructional leaders with extensive responsibilities (Lashway, Mazzarella, & Grundy, 1995). Lashway and colleagues (1995) noted that the principal is responsible for implementing a “long list of specific duties” including “arranging class schedules, resolving discipline problems, evaluating teachers” as well as “establishing public relations with parents and the business community” (p. 15).

During the 1990s, Fullan (2002b) noted that standards were the school reform effort in the central role in school leadership. However, the standards reform alone did not increase student achievement. The present need is a renewed focus on school leadership as a reform effort to schoolwide improvement. The emphasis was on “teacher leadership and professionalism and decentralized management structures” from 1988 to

1993 (Kowalski, 1993, p. 256). School governance became decentralized with an emphasis on site management and decision-making skills. Decentralization focused on requiring all educators to be leaders (Fullan, 2002b; Zaccaro, 2001). Fullan noted that the shift in leadership focus aligns with the change in business leadership frameworks.

Lashway and colleagues (1995) stated, “Anything that leads to change is transformational” (p. 60), which means to make decisions based on a general view of the organization’s vision and mission, setting goals, and developing a network that includes: (1) identifying and articulating an organizational vision; (2) fostering acceptance of group goals; (3) demanding high performance expectations; (4) providing appropriate models; (5) providing intellectual stimulation; and (6) developing a strong school culture (Lashway et al., 1995, pp. 60-62).

The theories and structures of many educational preparation programs reflect a new vision and profound knowledge of leadership for a continuous shifting society (Chenoweth et al., 2002). Kotter and Cohen (2002) noted that, without a vision, the organization does not have a clear sense of direction and does not possess change strategies to make the vision a reality. Either the vision provides little clear direction or the vision is not sensible according to these authors. Bennis (1990) stated, “All leaders have the capacity to create a compelling vision, one that takes people to a new place and the ability to translate that vision into reality” (p. 46). According to Manasse (1986), vision is defined as “the force that molds meaning for the people of an organization” (p. 150). A leader’s vision needs to be shared by, and communicated with, all organizational stakeholders (Manasse, 1986). Murphy (1988) stresses the necessity of the fostering of a

shared vision. “Vision comes alive only when it is shared” according to Westley and Mintzberg (1989, p. 21).

Individuals who supervise others in any institution need to be both effective managers and effective leaders (Duttweller & Hord, 1987; Manasse, 1986; Zaleznik, 2004). Nies (2005) believed that leaders and managers fulfill different functions; their skills, interests, desires and approaches are also different. Seldom is an individual found who can be, at the same time, both an excellent leader and an excellent manager. While leaders focus more on the vision and the goals and encourage others to follow and support these desires. Managers focus more on what must be done and how to best accomplish these goals and objectives, as well as establish the all-important metrics needed to measure progress and develop the systems and procedures needed to propel the organization forward towards these goals as rapidly and efficiently as possible.

Duttweller and Hord’s (1987) research on effective leaders found that, in addition to being accomplished, administrators who “develop and implement sound policies, procedures, and practices . . . are also leaders who shape the school’s culture by creating and articulating a vision, winning support for it, and inspiring others to attain it” (p. 65). Manasse (1986) stated, “We expect both leadership and management from the same individual” (p. 153).

Valdez (2007) suggested that school leaders are expected to assume two roles; more specifically, that of participants of change and agents of change in their schools. Change leaders should possess the ability to handle difficult and challenging changes within their school setting including current standards for student achievement and performance and accountability for organizational effectiveness. Fullan (2001) purported

that “change is not entirely predictable. . .since understanding the change process is less about innovation and more about innovativeness” (p. 31).

Drucker (2000) stated that a change leader seeks change and knows how to find change that would be advantageous to the organization as a whole. Change leaders are designed for change (Drucker, 2000; Fullan & Stiegelbauer, 1991; Hall & George, 1999), yet change leaders still require continuity that is needed outside the organization. When a school adapts the characteristics of the change leader, it will need to establish consistency both within and outside of the organization, to balance progressive change (Drucker, 2000; Fullan, 2001a, 2001b).

Theory of Change

The theory of change (Fullan, 2001; Hoy & Miskel, 2004) can be found in what Fullan (1999) suggested as change efforts in theories of education. Pedagogical assumptions are integral to theories of change including strategies that are created to direct and support implementation of change (p. 20). Pedagogical assumptions determine how teachers make decisions that influence most what happens to students (Sergiovanni, 1991).

Therefore, changes in the workflow of teaching must directly be linked to changes in teaching behavior and, eventually, to changes in attitudes and beliefs (Sergiovanni, 1991). Teachers have varied experiences as an organization undergoes change, which may result in different outcomes depending on how the school leader manages the change process. Consequently, principals have different styles that represent the overall tone and pattern of their approach. Generally, the accrued behaviors and attitudes such as conversing with a teacher in the hall, presiding over a faculty and staff meeting,

composing memos or letters, and speaking on the telephone, form the principal's style (Hall & Hord, 2001; Harrell, 2003).

Change Facilitator Styles

The change facilitator styles are different approaches to change according to Hall and Hord (2001). These authors identified three different approaches as change facilitator styles: (1) initiator; (2) manager; and (3) responder. The initiator develops a direction for the school through the vision that has been created and determined to be what is best for students. Curriculum, instruction, and assessment are the main foci of the initiator. Maintaining an organized and well-managed school are the priorities of the manager of the school, with the focus being on current problems and how others perceive the school's operations. The responder emphasizes planning for a change initiative prior to actually implementing the change. Consequently, change initiatives may occur in different parts of the school, thus delaying decisions (DiPaola & Tschannen-Moran, 2003).

Kouzes and Posner (1993) reported that school leaders can inspire increased initiative, risk taking, and productivity by modeling trust in stakeholders and mediating conflicts. Kouzes and Posner revealed the key to unlocking the high achiever within by what is known as encouraging the heart. Based on Kouzes and Posner's (2002) research on managers and people in non-managerial positions, these authors described leadership practices and fundamental principles, provided real-life case examples of leaders, and offered guidance on how readers may emulate them to improve their own leadership skills. These authors described the five fundamental practices of exemplary leadership and the behaviors and the characteristics people most admire about leaders. Kouzes and

Posner (2002) focused on the five fundamental principles of exemplary leadership: “Model the Way,” “Inspire a Shared Vision,” “Challenge the Process,” “Enable Others to Act,” and “Encourage the Heart.”

IBM Reinventing Education Change Toolkit

The IBM Reinventing Education Change Toolkit was created through the collaborative efforts of Kanter and Goodmeasure, Inc., IBM's Reinventing Education project, together with Council of Chief State School Officers (CCSSO), National Association of Secondary School Principals (NASSP), and National Association of Elementary School Principals (NAESP). IBM created this web-based IBM Reinventing Education Change Toolkit to help educators to be more effective at leading and implementing change (Kanter, 1993). The IBM Reinventing Education Change Toolkit is based upon Kanter's proven frameworks that consist of more than three decades of research studies and best practices with guiding educational institutions around the world. Kanter's intensive frameworks assist individuals to better comprehend and overcome organizational resistance to change.

The primary focus of the IBM Reinventing Education Change Toolkit is to create a process and structure that supports change, rather than finding right answers to a question (Reinventing Education, 2007). Most of the content in the IBM Reinventing Education Change Toolkit does not focus on specific educational practices, but rather highlights the organizational and structural features of schools and school systems that may help or delay change. The IBM Reinventing Education Change Toolkit has a school improvement component that helps leaders apply key issues, including learning

alignment, quality teaching, data-driven decision-making, parental involvement, and community support (Reinventing Education, 2007).

Deborah Page (2006), executive director of GLISI stated that GLISI has merged the IBM Reinventing Education Change Toolkit into the training of Superintendents. More than 70 Superintendents across the state of Georgia were introduced to the website and content of the IBM Reinventing Education Change Toolkit. Many of these Superintendents returned to their districts and used this Toolkit in their ongoing work. The IBM Reinventing Education Change Toolkit has allowed these Superintendents to focus on the important cultural changes that need to happen in their schools.

Page (2006) further mentioned that the straightforward design of the IBM Reinventing Education Change Toolkit site, coupled with Kanter's content, has allowed GLISI to teach change leader behaviors and use these best practices in the real work of the school environment. In addition, this Toolkit has helped Georgia's leaders diagnose their strengths and weaknesses to determine how well they are doing as change leaders, as well as recognize what is required to start and maintain their energy and motivational level for change and development.

During the past year and a half, 75 Georgia school Superintendents who participated in the Georgia's Leadership Institute for School Improvement (GLISI) underwent professional development training on leadership and change management through use of the IBM Reinventing Education Change Toolkit (Georgia's Leadership Institute for School Improvement, 2006). Several of these Superintendents are currently using the IBM Reinventing Education Change Toolkit in their school systems, and they

described their own experiences of the benefits in videos that are available on the IBM Reinventing Education Change Toolkit Website.

Four Major Change Leader Capabilities

Change leadership practices improve skills designed specifically to the change effort. Twenty-five years of change leadership research, practice, and experience show how essential change leaders and coaches are to an effective and productive change effort (Bar-On, 2006). Implementing change effectively in a challenging work environment reinforcing the importance of coaching change leaders at all levels. Demonstration of change leaders utilizing these improved change leadership abilities to prepare, build teams, motivate and maintain a continuous change climate was evident. School districts and schools that embrace and utilize change leadership at every level are successful in all aspects of the implementation and maintenance of their change efforts. The following Effective Change Leadership Capabilities and Behavior Principles evolved from the new work of principals and the emotional intelligence work of Bar-On's (2006) EQi model as shown in Figure 1.

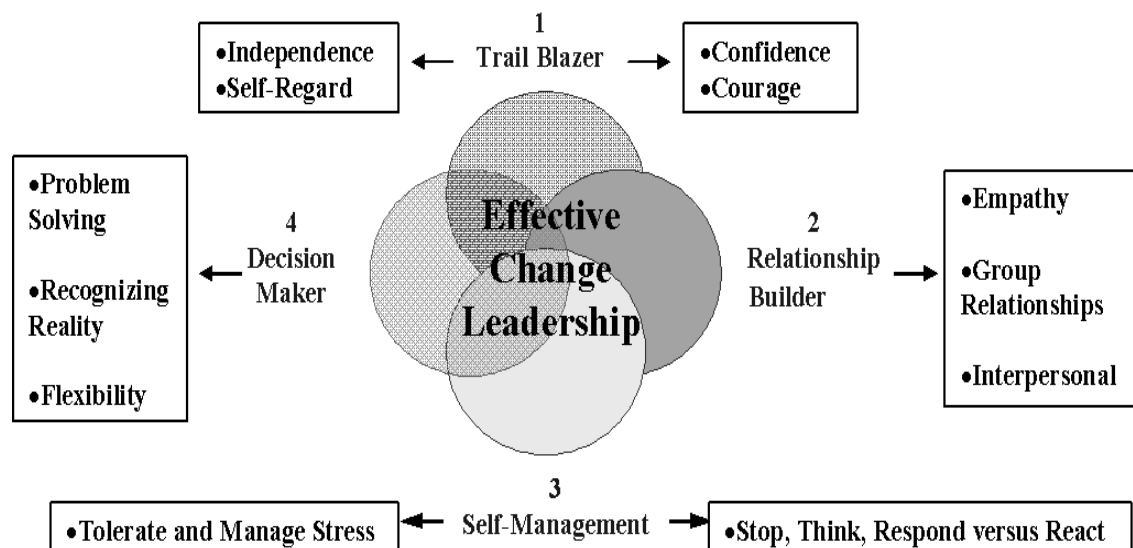


Figure 1

Effective Change Leadership

Source: Bar-On's (2006) EQi Model

No Child Left Behind Act of 2001

Brewster and Klump (2005) noted that strong principals are needed in today's schools; however, in recent years, responsibilities of school principals have increased as well as the amount of attention centered on accountability of student achievement.

Davis, Darling-Hammond, LaPointe, and Meyerson (2005) emphasized that the role of the principal in America's schools has increased to include a "vast array of professional tasks and competencies" (p. 4).

Lockwood (2005) reported that principals' new roles have been written into law with the enactment of the federal No Child Left Behind Act (NCLB). Under Title II, one of the mandated new roles of the principals is, first, to become instructional leaders

followed by being educational coaches who have the skills and experience needed to provide support to teachers in order to help all students meet rigorous and relevant state academic standards and benchmarks.

The national mandate of the No Child Left Behind Act has emphasized an urgent need for quality school leadership. After more than two decades of intensive, but substandard reform efforts, states and school systems are increasingly realizing that what is needed are trained and qualified school leaders to initiate and foster the changes needed to improve learning opportunities for every child (The Wallace Foundation, 2003). The No Child Left Behind Act of 2001, according to several researchers (Gates, Ringel, Santibanez, Chung, & Ross, 2003; Jefferson, 2006; Roza, 2003) recognizes the growing visibility and importance of school leadership as it relates to education reform efforts.

The passage of the “No Child Left Behind Act” has drawn closer attention to state standards and school accountability, calling for school leaders to develop and revise comprehensive reform initiatives to ensure that each student is proficient in the core areas of reading, mathematics and science by the year 2014 (Gates, Ringel, Santibanez, Chung, & Ross, 2003; Jefferson, 2006; Roza, 2003). As a result, administrators and teachers have a tremendous responsibility to use research-proven best practices. School principals must be effective instructional leaders to provide support, guide, coach, and mentor teachers. School principals must also be the agents of change, for few school reform initiatives are successful without support from the school principal (Barth, 2001). School leaders also require new skills for change leadership behaviors (Tirozzi, 2001). Therefore, creating and participating in effective leadership preparation programs is imperative to increasing the knowledge-base and professional training that school leaders need.

Georgia's Leadership Institute for School Improvement (GLISI)

Georgia's Leadership Institute for School Improvement (GLISI) conducted a comprehensive job and task analysis of the role of the principal and identified and documented eight key roles, from 2002 to 2006 (GLISI, 2007), which principals must lead or must tap teams of teachers to lead. These roles and their related job tasks begin to define the new work of leadership for school improvement as leading teams and individuals. GLISI has offered training, distributed leadership training, and instruction and support to 17 cohorts of educational leaders, including Superintendents, central office personnel, principals, assistant principals, aspiring leaders and teacher leaders (GLISI, 2006).

GLISI's (2003) analysis of leadership concluded that few tasks in the traditional work of school principals have disappeared. Instead, the principalship has grown in scope and complexity (Hulme, 2006). The analysis identified dozens of tasks under 8 Roles of School Leaders™ which need to be performed well to create the conditions which support teaching and learning, and for which school leaders must acquire specialized knowledge and skills that are not usually acquired on the job by teachers without opportunity to lead work in the school. In short, the demands on principals today are simply too large and too complex to do alone (Hulme, 2006).

Further, GLISI leaders concluded that teachers who do not participate in leadership work in the school before transitioning to the role of assistant principal may take longer to reach competency in formal leadership roles than teachers who have participated in leadership roles in the school. For teachers to be successful in leadership, district and school leaders need to engage teachers systematically in the practice and

mastery of these leadership roles in supportive environments both within and beyond the classroom (Page, 2006).

It would be a mistake to assume that distributed leadership can operate on its own without a strong principal. Copland (2003) found that no matter the structure employed to distribute leadership, formal leaders played a critical role in creating a learning community to develop a cycle of collective inquiry, hiring and supporting talented teachers, and asking questions rather than drawing conclusions. Likewise, Leathwood, Seashore, Louis, Anderson, and Wahlstrom (2004) contended that the principal and superintendent remain the most influential educational leaders who are inextricably, albeit indirectly, linked to student performance results. These researchers recommend core practices for leaders to build effective organizations: setting direction, developing people, and redesigning the organization to strengthen culture, modify organizational structures and build collaborative processes that facilitate distributed leadership (Hulme, 2006).

Effective leadership can ensure the sustainability of improvement efforts. Research from the Midcontinent Regional Educational Laboratory (McREL) provides further insight into effective leadership practice with 21 leadership responsibilities that are essential for student achievement when practiced consistently in and responsively to school context (Waters, Marzano, & McNulty, 2003). Georgia School Standards (GaDOE, 2006), complete with rubrics and scoring analysis tools, reflect Georgia's blueprint of effective, high impact leadership practices.

A study conducted by Pingle and Cox (2006) surveyed elementary principals and teachers in South Carolina from academically successful and unsuccessful schools to

assess leadership practices. The principals and teachers assessed the leadership practices on the five Kouzes and Posner (2003) tenets of leadership. Based on the findings of this study, there was no significant difference between perceptions of principals' leadership practices of academically successful schools and unsuccessful schools. However, an analysis of the results of the teachers' surveys indicated there was a significant difference between the leadership practices of elementary principals in academically successful schools and academically unsuccessful schools. The findings of the data indicated that principals of academically successful schools embraced the five leadership practices espoused by Kouzes and Posner (2002). The results of Pingle and Cox (2006) indicated that college preparation programs for aspiring principals can play an important role in helping link principals to others' perceptions of their leadership behaviors. Helping aspiring principals recognize that teachers connected leadership practices to the school's academic success broadened teachers' perspectives.

The best preparation for principal leadership is participation in programs "focused around the real work of principals," noted Ron Williamson, an assistant professor at University of North Carolina at Greensboro who has worked with the National Association of Secondary School Principals (NASSP, 2000) on principal development. Williamson said principals need to "grapple and deal with issues that are really important to them, things they can use and apply in their own schools....It's all about having principals identify an issue or a problem and then researching (it) ... and ultimately designing a solution that works for their own setting" (p. 3).

Distributed Leadership

Distributed leadership is supported by GLISI (2003) and, thus, the 8 Roles of School Leaders™ were created to encourage leaders at all levels in schools to work collaboratively for school improvement. GLISI described distributed leadership as “an opportunity for leaders at every level in the school to contribute their unique value and exercise their leadership at the appropriate moments to improve student achievement and organizational effectiveness in their school” (Georgia’s Leadership Institute for School Improvement, 2003, p. 5). Distributed leadership consists of distinct and different responsibilities that may be provided to teacher leaders and administrators for school wide improvement. Duties and responsibilities are delegated by school leaders to members of the staff and other leaders to give attention and focus schools’ systems and processes. The new work of leadership should include model programs and support a flexible, distributed leadership approach to prepare leaders for the new work of leadership (Senge, 1990) and for school improvement.

GLISI’s (2003) research on the 8 Roles of School Leaders™ concluded that teachers who do not participate in leadership work in the school before transitioning to the role of assistant principal may take longer to reach competency in formal leadership roles than teachers who have participated in leadership roles in the school. Page (2006) suggested that district and school leaders need to engage teachers systematically in the practice and mastery of these leadership roles in supportive environments both within and beyond the classroom for teachers to be successful in leadership.

Murphy (2005) describes this emerging role of leadership as interactive, web-like, and collective and vested in many as opposed to a few. Because such leadership is based

on interactions between and among individuals for the common good of improved student learning and school improvement, leadership becomes woven into the organizational core of the school. An emerging view of distributed leadership suggests engaging teams of teachers who bring expertise to bear on a shared goal of improvement. Schools then leverage unique teacher leadership expertise toward the collective achievement of targeted school improvement goals (Page, 2006). Leadership, thus, becomes an organizational resource open to the many, as opposed to the few. Teachers can continue to serve as leaders within their classrooms, as well as exercise leadership on a broader scale. Those who later choose to move to the administrative ranks will have better practice and preparation, thus reducing time to competency according to Page.

Distributed leadership rarely operates without a strong principal. Copland (2003) found that no matter the structure employed to distribute leadership, formal leaders played a critical role in creating a learning community to develop a cycle of collective inquiry, hiring and supporting talented teachers, and asking questions rather than drawing conclusions. Similarly, Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) contended that Superintendents and principals are the most influential educational leaders who are inextricably and indirectly linked to student performance results. Leithwood and colleagues (2004) recommended core practices for leaders to build effective organizations, including setting direction, developing people, and redesigning the organization to strengthen culture, modify organizational structures and build collaborative processes that facilitate distributed leadership. Effective leadership can ensure the sustainability of improvement efforts. Research from the Midcontinent Regional Educational Laboratory (McREL) provided further insight into effective

leadership practice with 21 leadership responsibilities that are essential for student achievement when practiced consistently in and responsively to school context (Waters, Marzano, & McNulty, 2003).

Shortage of Principals as Leaders

The National Association of Elementary School Principals, the National Association of Secondary School Principals and the Educational Research Service (1998) conducted a study that investigated the pool of quality candidates for the principals' positions. Half of the school districts surveyed were experiencing shortages. The findings revealed trends that principals were retiring at earlier ages, with turnover expected at a 40% rate from 1998 to 2008. Hulme (2006) reported that 60% of Georgia's school leaders at or near retirement age will leave the profession within the next few years.

Georgia, like the rest of the nation, faces the dilemma of recruiting and retaining highly qualified candidates for the principalship with challenging working conditions. Many superintendents find the challenge of securing quality individuals daunting (Hulme, 2006). According to Georgia Professional Standards Commission (GAPSC, 2005) data, attrition among the administrative ranks is acute, even more so than among teachers. There was a 15.9% administrator attrition rate for FY04, higher than the teacher attrition rate of 9.2%. Data show that 23.5% for FY04 exiting principals were 51 years or older and had 25 or more years of experience. The GAPSC pointed out that almost one in every four principals of that age and experience group will need to be replaced every year (GAPSC, 2005; Levine, 2005).

Proponents of the No Child Left Behind Act of 2001 (Gates, Ringel, Santibanez, Chung, & Ross, 2003; Jefferson, 2006; Roza, 2003) recognized the growing visibility and

importance of school leadership as related to education reform efforts. State and federal governments are increasing the standards of accountability requirements for school systems and schools and are relying on principals to promote academic achievement. Policymakers and school districts are concerned that there is a shortage of individuals capable of filling administrative positions (Davis et al., 2005; Hopkins, 2003; Roza, 2003; The Wallace Foundation, 2003). The concern stems from the perception that large numbers of principals are about to retire or are being attracted to enter other careers. School districts are having a difficult time finding individuals to replace those who leave (Gates et al., 2003).

More principals are needed to fill vacant positions of those retiring or leaving school districts. Strong school leadership is recognized as a key to school improvement (Georgia's Leadership Institute for School Improvement, 2005). The shortage of educational leaders is attributed to the changing role of educational leaders within the past decade (Davis et al., 2005; Hopkins, 2003; Roza, 2003; The Wallace Foundation, 2003). Due to a shortage of principals in the nation, school districts are employing untrained and inexperienced individuals to assume the role of principal. Increased roles and responsibilities require a new preparation model to prepare individuals for the demands of the principalship (Jackson & Kelley, 2002; National Policy Board for Educational Administration, 2002; Pounder, Reitzug, & Young, 2002; Shipman & Murphy, 2001). According to Davis et al. (2005), the focus of leadership preparation programs should be on preparing individuals to develop leadership behaviors through a formalized program to prepare them for today's schools and their problems.

Hopkins (2005) asserts that effective leaders are needed to establish school goals, create a vision, develop plans of implementation for overall school improvement and inspire and encourage teachers to achieve those goals. The impetus for the University System of Georgia funding the Georgia's Leadership Institute for School Improvement (GLISI) program for principals and other administrators is due to the limited number of candidates for the positions of principal and assistant principal (Georgia's Leadership Institute for School Improvement, 2005).

Portin, Schneider, DeArmond, and Bundlach (2003) from the Center on Reinventing Public Education found that the principal shortage is a myth, not a fact. The analysis of 83 public school districts that incurred principal shortages in ten regions throughout the country found that the claims of such shortages were largely anecdotal. Quantitative analysis revealed that far more candidates certified to be principals were available than were vacancies to fill. Many principals were also certified yet not qualified. The conclusion was that principals were unevenly distributed throughout the nation among school districts and schools (King, 2002; Elmore, 2000; Spillane, Halverson, & Diamond, 2000). Consequently, high poverty, high challenge, low paying schools attracted the fewest candidates. Portin et al. (2003) recommended that rather than seek to raise the number of school principals, policymakers should focus their efforts on the real issue of attracting individuals to lead undesirable schools or hard to staff schools.

The study *Is There a Shortage of Qualified Candidates for Openings in the Principalship?* (Educational Research Service, 1998) found that 47% of urban districts, 45% of suburban districts, and 52% of rural districts reported shortages of qualified candidates for principal vacancies. Such shortages were reported at every school level.

With today's fast-paced and high-stress principalships, some predict that principals will seek retirement at a younger age than in the past (Farkas, Johnson, Duffett, Syat, & Vine, 2003). According to the Educational Research Service (1998), 62% of principals surveyed intend to retire in their 50s. Fewer teachers who hold administrative certification—a traditional source of new school leaders, particularly principals—are stepping forward to fill administrative vacancies (Bradley, Schneider, DeArmond, & Gundlach, 2003; Gates et al., 2003).

Some suggested that the underlying causes for the early retirement of school leaders, and the unwillingness of teachers to become school leaders, include working conditions, comparative compensation, “do-ability” of the job, and level of stress associated with the principalship (Farkas et al., 2003). Former school principal, Leslie Fenwick questioned whether a shortage really exists. In her monograph *The Principal Shortage: Who Will Lead?* Fenwick (2000) asserted, “The discussion on principal shortage continues to be devoid of any real examination of the underlying forces energizing it” (Fenwick, 2000, p. 37). She further contended that, given the large numbers of individuals holding master's degrees and administrative certification, it is doubtful there can be a shortage. According to Fenwick, “Almost half (47%) of the nation's teachers possess master's degrees and nearly every state report indicates that there are numerous teachers holding the administrative certificate who remain in classrooms” (p. 37). A 2003 RAND study supported Fenwick's position that there is no shortage of individuals available to fill vacant administrative positions due to anticipated wave of retirements (Gates et al., 2003). While there may be an ample supply of

individuals available to fill anticipated retirement vacancies, the reasons for persistent vacancies are not completely understood.

GLISI's Base Camp and Leadership Summit Programs

GLISI's Base Camp and Leadership Summit Programs engage participants in a three-year program that includes higher levels of school, student, and personal successes. The curricular are based on the Institute's Framework for Leadership of School Improvement, which support the completion of a project-based plan that is aligned with the overall school improvement plan. The focus of these programs consists of follow-up learning experiences, coaching, tools and services. Communities of learning and achievement support successful initiative completion and documentation (Georgia's Leadership Institute for School Improvement, 2006).

Professional learning units are earned for attending the Base Camp and Leadership Summit and completing and documenting their work in an electronic portfolio. Implementation kits and extended learning modules to support leaders are provided to participants. A team-based approach is used to develop principals' and teachers' abilities to work together toward school wide improvement efforts (Georgia's Leadership Institute for School Improvement, 2006).

More than 1,400 leaders have participated in GLISI's Base Camp and Leadership Summit with 389 participating in 2006 in 86 districts (GLISI, 2006a). The Superintendent and district teams are invited to participate in the GLISI program. GLISI's model requires Superintendents to attend with their district teams and to commit to a three-year level of participation (Georgia's Leadership Institute for School Improvement, 2006).

Components of the Base Camp and Leadership Summit

Components of the Base Camp and Leadership Summit include preview, [Base Camp](#), and [Leadership Summit extended learning events, products and services](#), [local coaching and improvement initiative support](#), and [participant follow-up and recognition](#).

Districts must be led by the Superintendent who has committed to team-based, data driven improvement that engages cohorts in learning and working together to help all children learn (Georgia's Leadership Institute for School Improvement, 2006).

Base Camp

The major foci of Base Camp are: (a) developing leadership skills to create conditions for school wide improvement, and (b) analyzing a variety of data to target improvement needs (Georgia's Leadership Institute for School Improvement, 2006). Prior to attending the Base Camp, participants must select a project-based plan as a research design. Participants are given assignments that must be prepared and reading lists that must be completed before attending the Base Camp. Proven models for continuous school wide improvement of pedagogy and student achievement are provided by state and national experts as the impetus of change for student success. During and at the end of the Base Camp, participants are provided follow-up assignments that will prepare them for participation in the Leadership Summit (Georgia's Leadership Institute for School Improvement, 2006).

The Leadership Summit

During the Leadership Summit, the Superintendent and district teams are provided specific skills in the investigation of causes of deficiencies in student performance and collect needed data to make team-based decisions. Additionally, teams

learn how to analyze policies and procedures that support effective instruction in the classrooms. The major foci are: (a) developing skills and best practices for school improvement teams, and (b) completing school improvement initiatives. Best practices are developed through the use of IBM's Reinventing Education Change Toolkits that are used to review processes of instruction, curriculum, assessment, professional development, and instructional technology. Based on participants' school wide improvement initiatives and professional learning goals, action research plans are developed to be later implemented when they return to their respective schools (Georgia's Leadership Institute for School Improvement, 2006).

The 8 Roles of School Leaders™

GLISI provides leadership training in the 8 Roles of School Leaders™ and has organized the work of school leadership around these roles that were validated against other national educational and business standards. These 8 Roles of School Leaders™ were identified by analyzing tasks that effective school leaders do in their schools to improve school wide effectiveness and student achievement (Georgia's Leadership Institute for School Improvement, 2003, 2005).

From 2002 to 2006, Georgia's Leadership Institute for School Improvement (GLISI) conducted a comprehensive job and task analysis of the role of the principal and identified and documented eight key roles known as the 8 Roles of School Leaders™ (GLISI, 2003), which principals must lead or must tap teams of teachers to lead. These roles and their related job tasks begin to define the new work of leadership for school improvement.

The analysis of data concluded that few tasks in the traditional work of school principals have disappeared. Instead, the principalship has grown in scope and complexity. The analysis identified dozens of tasks under 8 Roles of School Leaders™ which need to be performed well to create the conditions which support teaching and learning. In addition, school leaders must acquire specialized knowledge and skills that are not usually acquired on the job by teachers without opportunity to lead work in the school. In summary, the expectations on principals today are simply too demanding and too complex to perform alone (Georgia's Leadership Institute for School Improvement, 2003, 2006).

Georgia Leadership Institute for School Improvement (2006) identified a variety of roles that principals play. The traditional role of the principal has changed dramatically in the last decade from school managers to instructional leaders to change leaders (Page, 2006; Hulme, 2006). Formerly, educational leaders, including school principals, managers of buildings, operations, finances, and staff were put in charge of hiring qualified teachers. The principal's role is increasingly being defined in terms of instructional leadership (DuFour, 2002; King, 2002; Waters, Marzano, & McNulty, 2004). Instructional leadership was a serious topic of debate in the 1980s (Bottoms & O'Neill, 2001). Currently, instructional leadership has a different connotation than two decades ago. Lashway (2002) noted that today's ideal instructional leader is viewed as a democratic, community-minded leader who seeks consensus in reaching school goals, is accountable for test results, and manages the curriculum as a change agent. Georgia State University's Principals Center (2007) programs provide a series of learning opportunities modeled after the 8 Roles of School Leaders™ (GLISI, 2003) and supported by the

Georgia Board of Regents. Each session includes content on the component competencies for each role, information about supporting research, examples of exemplary leadership behavior, presentations and hands-on sessions with experts who are succeeding in one of the 8 Roles of School Leaders™.

All of the 8 Roles of School Leaders™ must be present in order for a school to function at an optimum level. Distributed leadership does not have to be covered by one person. Rather, the better practice is to assemble one or more school leadership teams that are made up of each type of leader. Leaders are instructed to complete the assessment with school teams depending on the organizational structure in their schools. Each member of the team works individually to review the 8 Roles of School Leaders™ and fill out the self-assessment.

Using team coverage assessment guidelines, each team must answer the following questions: (1) Are all of the 8 Roles of School Leaders™ covered by the current membership of the team? If not, what should be done about it? (2) Are there people on the team who can grow into one or more of the 8 Roles of School Leaders™ over time? If so, brainstorm on learning opportunities that can facilitate and speed up that process (GLISI, 2005). A district-level assessment of the 8 Roles of School Leaders™ also exists. Currently, the researcher has no knowledge of the results of such assessments at the school and district level.

Leaders of Change

Stark (2000) reported that typical characteristics for a good change leader are an ability to work with a wide range of people, good communication skills and understanding of why change is necessary, sufficient resources, and the ability to tolerate

risk. Pearce (2003) examined the changing context of leadership, discovering one's vision and values through personal self-reflection, developing one's voice by taking a stand on an issue and disciplining one's voice for clarity by writing, and developing one's communication style while managing one's emotions.

A change leader should be able to delegate, to listen to what other people are saying, able to respond to what people are saying, possess good analytical and conceptual skills, and be skilled in problem-solving techniques. Additionally, a change leader should have the ability to present the results of the school's progress in a way that is easy for others to understand and allows them to criticize the work in a positive way and to suggest improvement. The change leader has the authority and the responsibility to make changes happen (Starks, 2000).

Hargreaves, Earl, Moore, and Manning (2001) stated that a change leader has three fundamental tasks: (a) "To support teachers, and, where necessary, push them to be able to implement appropriate changes that matter; (b) To ensure that the changes teachers make can be sustained over time; and (c) To ensure that changes can be generalized beyond a few enthusiastic teachers or specifically supported pilot schools to affect whole systems" (p. 157).

According to Lashway (2002), as pressure increases for schools to be accountable for higher standards in school improvement and student achievement, school leaders struggle to meet the needs of an increasingly diverse population. School leaders must deal with issues such as school safety, teacher morale, and school climate. The traditional role of the principals has changed dramatically in the last decade from school managers

(Gardner, 1990; Hulme, 2006; Tosi, 1982) to instructional leaders to change agents (Lashway, 2002).

Underlying core values and beliefs drive educational leadership preparation programs that should contain a vision statement shaped by educators and stakeholders (Chenoweth, Carr, & Ruhl, 2002), including community members, businesses, school districts, and other university preparation programs (Kelley & Peterson, 2000; Jackson & Kelley, 2002). Over the years, the nature of leadership has moved from a managerial model (Fink & Resnick, 2001) to a visionary collegial model that is focused on student achievement (McCarthy, 1999).

Hord (1992) found six characteristics that are indicative of educational leaders' successful performance: (1) visionary leader; (2) philosophy that schools are for teaching and learning; (3) appreciation of teachers and staff; (4) effective listener and communicator; (5) proactive leadership; and (6) risk taker. Hord believed that these characteristics were necessary for effective leadership, including initiating the processes of effective instruction. Leaders of educational change should communicate a vision for teachers, staff, parents, and the community with the primary belief that the purpose of schools is for students' learning.

One assumption about leaders of change is that the only individual who can become a leader is the administrator of the school. This assumption is far from true. Teachers and other staff may also become leaders through empowerment by the administrator (Southwest Educational Development Laboratory-SEDL, 2003). However, the assumption that change only occurs in leaders “ignores the invisible leadership of lower-level staff members” (Murphy, 1988, p. 655). Information about leaders who have

guided their organizations to change found that leaders were visionary, proactive, and risk takers (Crowson, 1989; Hord, 1992). As the organizations change, leaders anticipate the need to change and challenge the status quo and take risks. Limited data, however, exist on educational leaders as instructional leaders (Hord, 1992; SEDL, 2003).

Heck, Larsen, and Marcoulides (1990) described a “multidimensional construct” of instructional leadership that includes “high expectations of students and teachers, instructional emphasis, provides staff development, and uses data to evaluate students’ progress” (p. 122). Limited data exist about which leadership characteristics facilitate and promote change in educational settings. In addition, more theoretical and empirical studies are needed to improve the way effectiveness of principal training programs is measured (Glassman & Heck, 1992; King, 2002). Empirical evidence demonstrates that the leadership of the principal is critical for effective schools (Crow & Slater, 1996; Leithwood & Jantzi, 1990; Sergiovanni, 1996).

Research on School Leadership Programs

National emphasis on school leadership was the focus of The School Leadership Study that was launched in 2003. The purpose of the study was to identify effective ways to develop strong school leaders who could create learning environments for today’s diverse student populations. One of the goals of this study was to analyze preparation and in-service professional development for principals. The objective was to increase the knowledge base (Beach & Berry, 2005) of principal preparation and development programs that advanced the leadership capabilities and practices of principals (Davis et al., 2005). Researchers developed a cohort model that consisted of socially cohesive activity structure that emphasized shared authority for learning, opportunities for

collaboration, and teamwork in practical situations (Barnett, Basom, Yerkes, & Norris, 2000). The following questions guided the research: How do school districts solve the problem of principal shortage in their schools? Do training programs provide sufficient training to help new principals cope with the vast responsibilities of being an administrator? Are teachers and assistant principals prepared to assume the role of administrator?

In a survey by the American School Board Journal and Virginia Tech University (1998), one important finding was that today's principals face a greater understanding of issues related to the increasing complexity in their roles as principals and accountability for student achievement and school improvement (Jefferson, 2006). However, often times they face these issues without authority to balance the extent to which they are held responsible for what happens in their schools. Rarely do principals have the opportunity to perform reflective thinking but only have time to respond to current crises they face.

Contemporary researchers (Chenoweth, Carr, & Ruhl, 2002; Kelley & Peterson, 2000; Jackson & Kelley, 2002) contended that at the center of any effective organization is a clearly defined and expressed vision, which may be especially true for educational leadership preparation programs. Heck, Larsen, and Marcoulides (1990) described a "multidimensional construct" of instructional leadership that includes "high expectations of students and teachers, instructional emphasis, providing staff development, and using data to evaluate students' progress" (p. 122). Limited data exist about which leadership characteristics facilitate and promote change in educational settings. In addition, more theoretical and empirical studies are needed to improve the way effectiveness of principal training programs is measured (Glassman & Heck, 1992; King, 2002). Empirical

evidence demonstrates that the leadership of the principal is critical for effective schools (Crow & Slater, 1996; Leithwood & Jantzi, 1990; Sergiovanni, 1996).

In both the United States and Britain, principals of successful schools possess the following characteristics: provide leadership and a sense of direction, develop a clear vision based on values and beliefs, create the culture and climate of schools (Hallinger & Leithwood, 1998), behave strategically, and promote quality (Bolam, McMahon, Pocklington, & Weindling, 1993).

Davis et al. (2005) reported that principals play a vital role in setting the direction for successful schools, but sparse knowledge exists on the best ways to prepare and develop principals into highly qualified individuals. According to Creighton and Jones (2001), principals are held accountable for the curriculum, student achievement, test scores. As a result, DeVita (2005) pointed out that principals should assume many different roles and responsibilities, including being educational visionaries, instructional and curriculum leaders, data analysts, handling discipline, building rapport with the community, managing budgets, managing facilities, and adhering to policies and procedures of the boards of education.

At Chula Vista Elementary School District in San Diego, principal peer groups met monthly in group goal-setting sessions. Peer groups used classroom observations, analysis of student work, and interviews with staff and parents as part of the evaluation process. The district's standards for principals helped to diagnose weaknesses and develop strengths in areas such as building leadership capacity, shared decision making, staff supervision, instruction, continuous improvement, school operations and culture,

communication, parent involvement, safety, conflict resolution, and technology (Gil, 1998; Tschannen-Moran, 2001).

GLISI has delivered intensive training in the “New Work of Leadership of School Improvement” to over 9,440 participants, including educational leaders and teachers since 2002. Approximately 3,000 school leaders were trained in 2006 in 141 of the 181 Georgia school districts (GLISI, 2006a). Ninety-three percent of participating school districts with one year of student test data met at least one of the measurable goals established for improvement within one year. Over three years and 17 cohort groups, program completers rated the effectiveness of GLISI’s programs in preparing them to lead effective school change an average of 3.63 on a 1 to 4 scale. One hundred percent of superintendents agreed that their district’s relationship with GLISI has accelerated their attainment of desired district improvement results (Georgia’s Leadership Institute for School Improvement, 2006).

Ninety-one percent of the GLISI participants in years one and two agreed the core leadership development program taught them what they needed to impact student achievement. Over 94% agreed that the GLISI core leadership development program prepared them to lead effective school change. Ninety-two percent agreed that GLISI participation will accelerate attainment of desired school improvement. More than 87% reported their school cultures changed after participating in GLISI’s core leadership development program. Eighty-nine percent of participating districts formally requested sending another team. GLISI training increased principals’ efficacy in eight critical leadership competencies from the levels of ‘almost proficient’ to ‘near mastery’ (Georgia’s Leadership Institute for School Improvement, 2006).

Through the collaborative GLISI process, each school district worked on its own improvement issues while benefiting from the work and initiatives of others in the cohort. The waiting list for interested districts is long and growing, as word of the value of the training spreads throughout the statewide educational community. Washington County Assistant School Superintendent, Donna Hinton (2004) stated that Washington County received an invitation to participate in the GLISI program because there was a waiting list. In addition, they were honored to have been selected. Making the training even more beneficial to participating school districts is the fact that state and foundation grants cover the full cost of the six days of training, lodging, and meals (Georgia's Leadership Institute for School Improvement, 2006).

Willing learners are invited to participate in the Georgia's Leadership Institute for School Improvement (GLISI) program (Georgia's Leadership Institute for School Improvement, 2006). Educational leaders and stakeholders, including faculty and leadership from institutions of higher education, have been impacted through conferences and training opportunities, offered by GLISI, that is designed to improve school leadership for current and aspiring leaders. Leader support systems are in place to guarantee student achievement gains (Georgia's Leadership Institute for School Improvement, 2006).

School districts in Georgia are attempting to provide training for its prospective leaders to help them to become instructional leaders as well as deal with the diversity in today's school populations (Georgia's Leadership Institute for School Improvement, 2006). While being an instructional leader is important, it is not nearly sufficient to handle the roles and responsibilities of principals in today's schools (Spillane et al.,

2000). Principals lead school improvement, engage staff in analyzing and interpreting data for classroom instruction, observe teachers and staff, and set learning improvement targets, and analyze and solve problems. Further, principals must monitor school improvement, increase students' test scores, enhance technology for improved teaching and learning, and identify and utilize best practices to achieve the desired student performance (Hulme, 2004, 2006; National Association of Elementary School Principals, NAESP, 2001).

Marks and Printy (2003) conducted a study of 24 schools that had made substantial gains in their improvement efforts. Their research utilized both quantitative and qualitative methods including teacher survey instruments, observations, interviews, assessments of instruction practices, analysis of more than 5,000 samples of student work, and review of organizational data. The researchers measured the impact on student achievement of transformational and shared instructional leadership. From the findings of this study, it was found that in instances where integrated leadership was normative, teachers provided evidence of high quality teaching and students performed at high levels on authentic measures of achievement.

According to Valentine (2001), principals who participated in a preparation program that is concept-driven, cohort-based, and consisted of a yearlong and carefully mentored field-based internship, scored higher on the newly developed Interstate School Leaders Licensure Consortium (ISLLC) performance assessment test. These principals also received higher performance evaluation ratings by supervisors and were perceived by teachers as being more effective in managing their schools.

Other researchers also identified the value-added benefits of programs that enable principals to become more effective in their practice (Orr, 2003; Ruman, 2004). These researchers identified strikingly little evidence on whether and how the kinds of learning opportunities provided by programs enable principals to become more effective in their practice. Ruman (2004) identified empirical support for the most popular program components consisting of self-reported candidates' perceptions and experiences. According to Davis et al. (2005), virtually no evidence exists for how principals who participate in these programs perform on the job. These researchers noted that the training programs and the development of principals' knowledge, skills, and dispositions lacked a strong and coherent research base.

Peterson (2001) asserted that leadership training programs are experimenting with various combinations of curriculum, methods, and program structures hoping to enhance principal practice without the solid base of empirical research to inform their design. Peterson suggested that professional development activities for principals should be ongoing, career oriented, and seamless. Training activities should scaffold or build on prior learning experiences and continue throughout a principal's career. Studies have encountered difficulty in how to measure principals' leadership behaviors with valid and reliable instruments.

Currently, the preparation of educational leaders is receiving unprecedented attention and scrutiny (Hess, 2003; Broad Foundations & Thomas B. Fordham Institute, 2003; Lashway, 2003; Hess & Kelly, 2005; Levine, 2005). Combined, these studies and reports signified widespread public dissatisfaction with current practices of school leadership preparation programs coupled with a demand for reform and change. Orr

(2003) stated that there is strikingly little evidence on whether and how the kinds of learning opportunities provided by programs enable principals to become more effective in their practice. Much of the empirical support for the most popular program components consists of self-reported candidate perceptions and experiences (Ruman, 2004).

By contrast, teachers in the successful schools clearly did link the leadership of the principal to the academic performance of the school. Teachers' assessment of the principal's leadership behavior was much higher for principals in more successful schools and occurred on all five leadership tenets (Pingle & Cox, 2007). Preparation programs clearly need to emphasize the connection between principal performance and a school's academic success. Many practicing elementary principals have not made that connection. Recently developed theories of leadership, similar to Kouzes and Posner's (2003) model, emphasizes leadership behaviors more than management skills. A more detailed study of recent leadership models might provide a deeper understanding of how leadership is viewed in a school setting and more reflective consideration by those seeking the principalship (Pingle & Cox, 2007).

Perhaps most significant for those preparing tomorrow's leaders is what the study says about relying on self-assessment as the singular tool for appraising leadership behavior. Could it be that increased accountability has reduced principals' openness and willingness to admit their own limitations? How do we nurture a more open discussion of individual limitations when it seems many simply want to affix blame for poor academic results? Regardless of the motivation behind the very high self-assessments, college preparation programs, mentors and professional development programs can play an

important role in helping link individual principals to others' perceptions of their leadership behaviors (Pingle & Cox, 2007).

Emphasizing the need for a more 360 degree system would help principals more effectively integrate the perceptions of others into their work. Helping aspiring principals recognize that their teachers will connect them to the school's academic success can help broaden their perspective. Principals are viewed and judged in a very public fashion. For them to improve on their limitations and grow in their professional roles they need to be honest with themselves and seek honest feedback. Kouzes and Posner (2002) noted that self knowledge comes from an internal search process that requires honesty and the support and counsel of others. Reflection on the behavior of others makes them able to examine the assumptions that are guiding their actions. Successful "leadership is in the eye of the beholder," and only when people appreciate how others see them are they able to understand and adjust their leader behavior. Preparation programs can help by preparing administrators for this reality (Pingle & Cox, 2007).

Research on the Leadership Practices Inventory (LPI) Survey

Sweeney (2000) identified the leadership practices and behaviors most important and most commonly used by Superintendents to empower principals to lead school-based improvement as perceived by superintendents and principals. Each superintendent completed the Leadership Practices Inventory, along with a random selection of one of the principals from their school districts who had worked with them for at least three years. Each principal completed the LPI-Observer. All participants also indicated the degree of importance they attached to each of the leadership behaviors for influencing principals to school-based improvement, and provided demographic information.

The most commonly used Kouzes and Posner's (2003) leadership practices of superintendents to achieve school-based improvement, as reported by superintendents, were Enable Others to Act, followed by Challenge the Process, Model the Way, Inspire a Shared Vision, and Encourage the Heart. The perception of principals of the most commonly used leadership practices by superintendents was Model the Way, followed by Enable Others to Act, Encourage the Heart, Inspire a Shared Vision, and Challenge the Process. None of the differences between superintendents and principals were significant; that is, the two groups tended to agree that all five leadership practices were commonly used. In terms of what leadership behaviors were perceived to be most important in influencing principals to lead school-based improvement by superintendents was Enable the Act, followed by Model the Way, Encourage the Heart, Challenge the Process, and Inspire a Shared Vision.

From the perspective of principals, the most important leadership practice was Enable Others to Act, followed by Model the Way, Encourage the Heart, Inspire a Shared Vision and Challenge the Process. As with the previous questions, there were no significant differences between these two groups in terms of the importance of these leadership behaviors and practices (Sweeney, 2000). Overall, Sweeney (2000) concluded that the data collected on the perceptions of superintendents and principals revealed more similarities than differences. The superintendents perceived themselves as using the practices and behaviors that they and the principals rated as important (pp. 100-101).

Bankes (1999) examined differences in teachers' perceptions of exhibited leadership behaviors of principals in higher achieving schools versus those in lower achieving schools. There were no significant differences in teachers' perceptions of their

principals' leadership behaviors (for either most important or most exhibited leadership behaviors) based on age, gender, years of teaching experience or educational level of respondents. Teachers viewed the leadership behavior of treating others with dignity and respect as the most importance behavior. The top two of the ten most important were from the leadership practice of Enable Others to Act, and three of the top ten were from the leadership practice of Model the Way. In terms of exhibited leadership behaviors the highest score went to clearly communicating a positive outlook for the future (Inspire a Shared Vision). Four of the top ten most exhibited leadership behaviors were from the leadership practice of Encourage the Heart and three from Enable Others to Act.

Belew-Nyquist (1997) examined teachers' perceptions of effective school leaders and leadership. Elementary teachers completed the Leadership Practices Inventory (LPI), modified to reflect the "importance of each statement to an effective elementary school principal." They also completed the Characteristics of Admired Leaders, developed by Kouzes and Posner (1993), and provided demographic information. The surveys were administered to teachers during faculty meetings at each elementary school. The characteristic most frequently mentioned as important in an elementary school principal was support (80%), followed by honesty (54%), competency (53%), caring (50%), and dependability (40%).

The rank order, in terms of importance for being an effective school principal, of leadership practices was Enabling, Encouraging, Inspiring, Modeling, and Challenging (although the mean score difference between top and bottom was only .42). As a result of the focus group interviews, the author concluded that teachers believed that all five leadership practices identified by Kouzes and Posner were important to effective leaders.

Dunn (2000) examined the leadership behaviors and skills of the principal at a consistently exemplary school, as well as the instructional practices, in order to better understand the relationship between leadership and school performance. The rank order of leadership practices between the principal and her observers was relatively consistent, with Modeling and Enabling being the most frequent and Challenging and Encouraging the least frequently used practices. Responses from observers were normatively high (above the 70th percentile), which was also true for Inspiring, Enabling and Modeling for the principal (self).

A study conducted by Ruman (2004) was designed to estimate the validity of the Leadership Practices Inventory (LPI) as a self-predicting tool for school business officials. Forty-one participants from public school districts in North-central Ohio represented 76% of the target population. In addition to completing the LPI-Self, each participant asked four colleagues, including a superior, direct reporting subordinate, a co-worker/peer, and another manager, to complete the LPI-Observer.

The results of Ruman's (2004) study revealed that the LPI-Self was not supported as a self-rating tool for business officials in North-central Ohio during 2003-2004 because the collected data were not the same between the self-rated scores and those from their selected colleagues on the LPI-Observer. There were no significant interactions between the LPI-Self responses and demographic data such as years of education, age, work experience, and school size. One of the weaknesses of Ruman's (2004) study was a lack of significance that may have been the result of the small sample size.

The Leadership Practices Inventory (LPI) by Kouzes and Posner (1997, 2003) was used to document the effectiveness of the Mentoring Circles (1997) by measuring the

positive gains achieved with 138 individuals' leadership performances. The LPI was selected for the pre- to post-Mentoring Circles assessments because of its high degree of test reliability and validity about leadership performances. Each participant completed a self-evaluation and requested assessments from five to eight individuals with whom the participant worked.

The results of the study by Mentoring Circles (1997) measured outcomes in each of the five leadership practices by the standardized instrument. Two separate research studies revealed positive gains regarding the effectiveness of the program. Both quantitative (pre-post assessments) and qualitative (standardized interviews) methods were assessed using a t-test. The quantitative results indicated a significant change in participants' perceptions of self-success and power. Qualitative results showed an increase in self-confidence, assertiveness, and leadership behaviors (Mentoring Circles, 1997). An analysis of variance (ANOVA) and t-tests were used to analyze the pre- and post-test scores on the LPI. Statistically significant gains were found in the self-assessment of each of the five leadership practices (Mentoring Circles, 1997).

Summary

The purpose of this study was to explore the impact of GLISI training on the change leadership behaviors of selected principals according to six GLISI's change leadership behaviors: creating a collegial environment, improving leaders, risk taking, balancing pressures, guiding a change team, and inspiring a vision and Kouzes and Posner's (2003) five domains: Model the Way; Inspire a Shared Vision; Challenge the Process; Enable Others to Act; and Encourage the Heart. These domains were combined in this study to serve as dependent variables to identify change leadership behaviors. In

addition, this study identified the perceptions of the principals' respective administrative support team members such as assistant principals, counselors, instructional coaches, and grade level chairs or department heads who worked directly with the principal. Georgia's Leadership Institute for School Improvement (2004) identified 8 Roles of School Leaders™ of principals. This study focused on one of the 8 Roles of School Leaders™: the change leader.

CHAPTER III

METHOD

The purpose of this study was to explore the impact of GLISI training on the change leadership behaviors of selected principals according to the change leader role that contains six change leadership behaviors: creating a collegial environment; improving leaders; risk taking; balancing pressures; guiding a change team; and inspiring a vision. Through two surveys, the researcher explored the perceptions of GLISI-trained and non-GLISI-trained principals' perceptions of their change leader behaviors and the perceptions of GLISI-trained principals' respective administrative support team members such as assistant principals, counselors, instructional coaches, grade level chairs, and department heads or observers who worked directly with the principal. The LPI-Self (see Appendix A) was the instrument used for principals to self-rate. The LPI-Observer (see Appendix B) was the instrument used for observers to rate leadership behaviors observed in principals.

Interviews were held with selected principals to determine how GLISI impacted their roles as change leaders and to understand change leader roles. In addition, seven open-ended questions were included on the LPI-Self survey for GLISI-trained principals in order to compare their responses with selected principals for the interviews. Given the focus of attention on leadership programs, this study investigated the impact of the GLISI program on the change leadership behaviors of selected principals. The researcher identified and analyzed one of the 8 Roles of School Leaders™ of the GLISI principal preparation program to learn how this change leadership role impacted leadership

behaviors of selected elementary, middle, and high school principals in a metropolitan Georgia school district.

The overarching research question that guided this study was: What is the impact of the GLISI training on school principals' change leadership behaviors? Other research sub-questions that were explored:

1. To what extent do perceptions of GLISI-trained principals differ with the perceptions of their respective administrative support team members to identify the change leadership behaviors: creating a collegial environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart)?
2. To what extent do perceptions of GLISI-trained principals differ with non-GLISI-trained principals as related to change leadership behaviors: creating a collegial environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart)?
3. What are the perceptions of selected principals regarding their personal change leadership behaviors?

Research Design

Research Question One was analyzed using independent-samples t-test to test for significant differences in the means of the perceptions of GLISI-trained principals and observers. Research Question Two was analyzed using independent-samples t-test to test for significant differences in the means of the perceptions of GLISI-trained principals and non-GLISI-trained principals' change leadership behaviors. Research Question Three was analyzed using content analysis from transcribed audio tapes to identify emerging themes in leadership behaviors.

This study utilized a mixed research design that consisted of three parts. First, a quantitative analysis utilizing two surveys (self and observer) was conducted. Both surveys were analyzed using the statistical analysis of independent-samples t-tests to determine whether significant differences existed between the perceptions of GLISI-trained principals and non-GLISI-trained principals' means from both surveys. Data from the surveys were input into the Statistical Package for the Social Sciences (SPSS) statistical command package. Quantitative data collection included principals' and observers' perceptions from two separate surveys. The LPI-Self was completed by GLISI-trained and non-GLISI-trained principals. The LPI-Observer was completed by GLISI-trained principals' administrative support teams or hereafter known as observers in this study. The second part was a qualitative analysis using interviews of selected principals. Interviews were transcribed and emerging themes were found. Finally, open-ended questions were included at the end of the LPI-Self survey in order to compare GLISI-trained principals' comments with individual interviews.

Qualitative analysis involved two parts: (1) individual interviews; (2) open-ended questions. Interviews were held with selected principals to determine recurring themes according to Kouzes and Posner's (2006) leadership behaviors and GLISI's change leader behaviors. Twelve questions (see Appendix C) were posed by the researcher. Content was transcribed from audio taped sessions of selected elementary, middle, and high school principals. The second part of qualitative analysis consisted of seven open-ended questions that were included at the end of the LPI-Self survey for only GLISI-trained principals.

Demographic data were included on both surveys: gender, ethnicity, and age, number of years of experience as a principal or educator, and GLISI-trained or not GLISI-trained or knowledge of the GLISI program (see Appendices A and B).

Instrumentation

Leadership Practices Inventory (LPI)

The researcher selected the Leadership Practices Inventory (LPI) (Kouzes & Posner, 2003) because the five practices of exemplary leadership behaviors (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart) closely corresponded to the six leadership behaviors (creating a collegial environment, improving leaders, risk takers, balancing pressures, guiding a change team, and inspiring a vision) of the GLISI training program for leaders. The LPI instrument has been widely used with over 250,000 individuals and more than a million of their administrative support team members.

The change leader behavior was one role of change that was studied. More than 120 scientific studies have consistently confirmed the reliability and validity of the LPI.

Research has revealed that the higher the principals' scores on the LPI-Observer, the more others perceive the principal as having a high degree of personal credibility, being effective in meeting job-related demands, and being able to increase others' motivation levels.

Furthermore, high scores indicate success in representing principals to upper management, having a high performance team, fostering loyalty and commitment, and reducing absenteeism, turnover, and drop out rates (The Leadership Challenge, 2006). More importantly, observers who work with principals feel significantly more satisfied with the leadership practices of the principal, more committed, more powerful, and influential (The Leadership Challenge, 2006).

Kouzes and Posner (2003) developed the Leadership Challenge Workshop based on well-grounded research, logic, practicality, heart, and intuition. Participants learn what leadership requires, how their own leadership behaviors are perceived by others, how to develop highly prized leadership skills, and how to apply the proven leadership practices. Participants learn to identify the right opportunities for risk-taking, challenge the status quo to spark innovation; build collaboration, teamwork, and trust; and develop and express an inspired vision. Other skills that participants will learn are to communicate key values and gain commitments through their own actions, to encourage others to excel and to work together as a successful team, and to recognize the accomplishments of others.

The Leadership Practices Inventory (LPI) assessment instrument is administered to participants as part of their pre-work for The Leadership Challenge® Workshop. The LPI allows Kouzes and Posner (2003) to continuously test their initial findings that The

Five Practices model (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart) is a valid view of the world of leadership. This model provides a tool that helps leaders assess the extent to which they actually use those practices so that they can make plans for improvement. Each instrument contains 30 behavioral statements, six for each of the five practices and each instrument takes approximately twenty minutes to complete.

Leadership Practices Inventory (LPI-Self and LPI-Observer)

The LPI consists of two surveys: LPI-Self and LPI-Observer. This study utilized both instruments. Eighteen GLISI-trained principals and five non-GLISI-trained principals completed the LPI-Self and provided self-ratings on the frequency with which they believed they engaged in each of the thirty behaviors. Seventy-one observers who voluntarily participated in this study with their respective principals then completed the LPI-Observer questionnaire, rating principals on the frequency with which they believed principals engaged in each behavior. Observers indicated their relationship to the leader such as assistant principal, counselor, department chair, grade level chair, and instructional coach. All observers' feedback was anonymous (Kouzes & Posner, 2003).

Reliability, Face, and Predictive Validity of LPI

The LPI is internally reliable, which means that the items on the questionnaire are highly correlated within each scale. Validity is the degree to which a test measures what it is intended to measure. Predictive validity is the extent to which the test or expert opinion predicts how well leaders actually performed on the job. For instance, the [validity](#) of a cognitive test for job performance is the correlation between test scores and

the supervisor's performance ratings. Such a cognitive test would have predictive validity, if the observed correlation were statistically significant.

Face validity is the degree to which test items appear to be directly related to the attributes the researcher wishes to measure (Gerrig & Zimardo, 2002). Face validity is a property of a test intended to measure something. The test is said to have face validity if it looks like it is going to measure what it is supposed to measure (Anastasi, 1988).

A valid measure must be reliable, but a reliable measure need not be valid. Validity refers to getting results that accurately reflect the concept being measured. The test-retest reliability is high and the results from the LPI have high face validity and predictive validity. The results appear to make sense to people, and they predict high-performing leaders and moderate- and low-performing ones (Kouzes & Posner, 2003).

Although the LPI is an empirical assessment tool, its five practices of exemplary leadership behaviors were verified by two GLISI experts in an external evaluation to determine the correlation of these leadership behaviors with GLISI's six leadership behaviors of a change leader. A matrix was created (see Appendix E) to validate the change leader role. The LPI and GLISI leadership behaviors were not exactly and completely congruent, but key features were identified as similar in content (see Appendix D).

The purpose of the meeting with Tom McKlin and Becky Cocos (personal communication, January 24, 2007) was to determine the extent that the six GLISI components of the change leadership variable would correspond to the five LPI survey components of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. In an effort to make it easier to determine

whether the LPI instrument would be a valid instrument, the researcher created a matrix to align LPI components with the GLISI change leadership behaviors. After reviewing the matrix, McKlin and Cocos (personal communication, January 24, 2007) concurred that the LPI would be a valid instrument to measure the GLISI components of change leadership behaviors. In addition, McKlin and Cocos (personal communication, January 24, 2007) examined and validated the close match of the components of the GLISI change leadership behaviors with the components of the LPI-Self and LPI-Observer surveys. These researchers concluded that the LPI instrument was adequate for measuring change leader behaviors from the GLISI program.

Quantitative Instrument 1: LPI-Self and LPI-Observer

The researcher was granted permission by Kouzes and Posner (see Appendix J) to use the LPI-Self and the LPI-Observer in this study. Each instrument contained 30 items with a 10-point Likert-type scale for rating five leadership dimensions of the LPI were matched with the six leadership components of the GLISI. Questions from the LPI were paired with the six GLISI change leader components. The scale of 1 to 10 was a frequency scale. Although rating items were close in ratings, the researcher used this instrument as copyrighted by the authors with a 10-point Likert scale.

This scale determined how frequently principals see their own behaviors and how frequently respective observers see principals' behaviors. The observer was asked to rate the frequency at which the principal does something. The LPI-Self and the LPI-Observer survey took approximately 30 minutes each to complete.

Components of the Leadership Practices Inventory (LPI)

According to Kouzes and Posner (2003), five components of the Leadership Practices Inventory (LPI) include: Model the Way; Inspire a Shared Vision; Challenge the Process; Enable Others to Act; and Encourage the Heart. These five components were investigated in this study.

Model the Way. Model the way means that leaders assess their values and beliefs to have a clear definition of what they value and believe. Everything that a leader does sends a message to followers, including how the leader wants others to succeed. Leaders should set an example and become role models for their followers (Kouzes & Posner, 2002). Leaders have strong beliefs about matters of principle. Leaders find their voice by clarifying personal values to clearly articulate their beliefs. Nevertheless, clarity is not enough. To be credible, leaders must do what they say they will do. They set the example by aligning actions with shared values (Sonoma Learning Systems, 2007).

Inspire a Shared Vision. Vision has been defined as a set of professional norms that shape organizational activities toward a desired state (Coleman & LaRocque, 1990). Sergiovanni (1990) defines it as beliefs, dreams and direction of the organization and the building of consensus to get there. The term vision in this study is defined as the personal beliefs about the education of children and the expressed organizational goals and/or mission for the school district to accomplish these beliefs.

Leaders are visionary and look toward and beyond the future by establishing a vision for others to follow (Bennis & Goldsmith, 2003; Kouzes & Posner, 2002). Visionary leaders envision the future and enlist the support of others. Visionary leaders know how to be strong without intimidating co-workers, how to teach skills without

making others feel inferior, how to wield power without controlling others (Blumberg & Greenfield, 1980; DePree, 1998; Lightfoot, 1983; Mendez-Morse, 1991; Niece, 1989), and how to form authentic connections and tap into employees' core motivations. DePree (1998) stated that leaders should lead without power and transform their organizations into movements that fulfill the human spirit. Pejza (1985) reported that "leadership requires a vision" (p. 10). SEDL (2003) concurred and stated that leadership should provide guidance and direction for stakeholders such as teachers, staff, parents, business leaders, and the community.

Visionary leaders are skilled in how to move groups into action without using fear or humiliation, and how to engage staff members in creating a clear vision that mobilizes the group into action (Bellman, 2001; Bennis & Goldsmith, 2003; Caroselli, 2000). Leaders look across the horizon of time and envision an ennobling and uplifting future. Leaders are positive and bring the future to life as they enlist others in a common cause to accomplish a common goal (Sonoma Learning Systems, 2007).

Challenge the Process. Leaders seek and search for opportunities to experiment and explore new ways to improve their organizations. Leaders become innovative as they challenge the process by finding other avenues to explore as they get others to follow them (Breakthrough Unlimited, 2006; Kouzes & Posner, 2002). Leaders are pioneers, willing to step out and change the way things are. They experiment, take risks, and learn from the accompanying mistakes (Sonoma Learning Systems, 2007).

Enable Others to Act. When leaders enable others, they also empower them to learn and grow. Mutual trust is found in empowering others to do the job to obtain a goal. Leaders foster collaboration and empower followers by working through them to get

tasks accomplished (Breakthrough Unlimited, 2006; Kouzes & Posner, 2002). Leaders know they cannot accomplish the goal alone, so they foster collaboration and strengthen others through empowerment. By actively involving people in planning and decision-making, and through daily acts of trust and respect, leaders increase the competence and confidence of teams (Sonoma Learning Systems, 2007).

Encourage the Heart. Encourage the heart means the leader has the ability to recognize the accomplishments of others and express appreciation for others' work (Kouzes & Posner, 1999; Roettger, 2006). Exceptional leaders express pride in other people's achievement. People need to feel valued and appreciated for their accomplishments and encouraged to perform above and beyond their abilities. Sincerity is an essential characteristic of this leadership behavior because expression of appreciation of others' work should come from the heart (Kouzes & Posner, 1999; Roettger, 2006; *The Leadership Challenge*, 2006). The climb to the top is tedious, and because leaders delegate difficult tasks to others, they recognize and reward individuals along the way as they celebrate the achievement of completion of projects and accomplishment of milestones. When leaders demonstrate genuine acts of caring, people tend to respond in positive ways (Sonoma Learning Systems, 2007).

The instruments in this study, Leadership Practices Inventory (LPI-Self) and Leadership Practices Inventory (LPI-Observer) contain 30 questions that principals and respective observers will be requested to answer. These questions are divided into the five exemplary leadership behaviors of the LPI-Self and LPI-Observer surveys (Kouzes & Posner, 2003). As depicted in Table 1, the questions were divided according to Kouzes and Posner's five leadership behaviors (see Appendices D and E).

Table 1

Leadership Behavior Questions

| Survey Questions | Leadership Behaviors |
|-----------------------|-------------------------|
| 1, 6, 11, 16, 21, 26 | Model the Way |
| 2, 7, 12, 17, 22, 27 | Inspire a Shared Vision |
| 3, 8, 13, 18, 23, 28 | Challenge the Process |
| 4, 9, 14, 19, 24, 29 | Enable Others to Act |
| 5, 10, 15, 20, 25, 30 | Encourage the Heart |

Kouzes & Posner (2003)

Qualitative Instrument 2: Interviews with Selected Principals

Qualitative analysis involved two parts: (1) interviews; and (2) open-ended questions at the end of the LPI-Self survey for GLISI-trained principals. Part One consisted of individual interviews that were held with five randomly selected principals from the GLISI-trained group of principals: two elementary principals, two middle principals, and one high school principal. The researcher served as the moderator and asked a series of structured questions that merged from the literature on change leader roles and how the GLISI program impacted their role as a change leader. However, these questions led the moderator to delve further and ask other questions to clarify participants' comments.

The researcher gained permission from participants to tape the discussion to ensure accuracy of their comments. Pseudonyms were given to each participant before the discussion began. No identifying marks were used in the final results to identify

participants and, thus, to provide confidentiality. Each principal was asked to share their stories and experiences about the five areas of change leader roles: (1) creating a collegial environment with emphasis on student success, teacher success, leader success, and community quality of life; (2) developing leaders of improvement at all levels; (3) willing to take risks for the organization to succeed; (4) balancing pressures and support to drive and sustain change; (5) developing a guiding change team; and (6) communicating an inspiring vision that creates urgency (Georgia's Leadership Institute for School Improvement, 2005). Part Two involved seven open-ended questions that were included at the end of the LPI-Self survey for GLISI-trained principals.

Procedures

The researcher adhered to the following procedures for this study:

1. After obtaining permission from the Institutional Review Board of Georgia Southern University, the selected school system (see Appendix F), and principals (see Appendix G) the researcher attempted to recruit 56 elementary, middle, and high school principals (GLISI-trained and non-GLISI-trained) to participate in the Leadership Practices Inventory (LPI-Self) survey. However, school district limitations included recruiting only those principals who signed a consent form provided by the district. As a result, 41 principals consented to voluntarily participate in this study. After providing the IRB consent form, only 23 principals actually completed the researcher's consent form: 18 were GLISI-trained principals and five were non-GLISI-trained principals.

2. The researcher requested the Georgia Leadership Institute for School Improvement (GLISI) to provide the names and schools of all GLISI-trained principals. Only the researcher was able to identify participants in this study.
3. Participants were sent informed consent letters explaining the purpose of the study, requesting their participation in the survey and/or in interviews, and a copy of the LPI-Self survey. Participants were encouraged to return informed consent letters and surveys within seven days. No further contact was made with participants after the deadline.
4. Returned surveys were divided into two separate lists: GLISI-trained and non-GLISI-trained. Returned surveys revealed that 18 were GLISI-trained principals and five were non-GLISI-trained principals.
5. The researcher attempted to recruit 93 observers including assistant principals, counselors, and instructional coaches to participate in the Leadership Practices Inventory (LPI-Observer) survey. However, school district limitations would only permit observers of principals to participate if their respective principals voluntarily participated. The researcher was able to recruit 71 observers.
6. The researcher sent, via U. S. mail, informed consent letters to observers (see Appendix H): 20 assistant principals, 17 counselors, 9 grade level chairs, 9 department chairs, and 16 instructional coaches with a combined total of 71 administrative support team members who participated in the LPI-Observer survey (see Table 2).
7. Participants were sent informed consent letters explaining the purpose of the study, requesting their participation in the survey, and a copy of the LPI-Observer

- survey. Participants were encouraged to return informed consent letters and surveys within seven days.
8. The returned surveys of administrative teams were separated by current position. Only the researcher was able to identify participants in this study.
 9. After 10 days from the date of the informed consent letter, the researcher mailed reminder post cards to principals and administrative support team members.
 10. The researcher collected 23 LPI-Self surveys from principals. Of the 23 principals, 18 were GLISI-trained and five were non-GLISI-trained.
 11. The researcher collected LPI-Observer surveys from 71 administrative support team members of the 18 GLISI-trained principals.
 12. The researcher sent reminder post cards to participants who had not returned consent letters and surveys. These post cards served as a follow up 10 days from the date of the letter to principals who had not returned consent letters and surveys.
 13. Using the spreadsheet, the researcher randomly selected from the list of GLISI-trained, the names of five principals: two elementary school principals, two middle school principals, and one high school principal. The researcher sent, via U. S. mail, recruitment letters to the five principals to participate in separate interviews.
 14. Individual interviews were scheduled and held with five of the 18 GLISI-trained participants: two elementary school principals, two middle school principals, and one high school principal. The researcher scheduled the time, date, and place for five principals' interviews.

15. The researcher conducted each principal's interview.
16. The researcher maintained a record using a spreadsheet of returned surveys listed by codes, schools, principals, and administrative support team members. Both surveys (LPI-Self and LPI-Observer) contained the same numerical coding of principals and their respective administrative teams.
17. The researcher conducted separate analyses of surveys: LPI-Self from 23 principals and 71 LPI-Observer from administrative teams.
18. The researcher wrote a summary of findings from both surveys.
19. The researcher transcribed tapes from the interviews.
20. The researcher presented overall findings from quantitative and qualitative analyses in Chapters 4 and 5 of this study.

Population and Sampling Procedures

GLISI-trained and Non-GLISI-trained Principals

Forty-one principals were recruited to participate in the LPI-Self survey. However, due to school district requirements, only 18 GLISI-trained principals and five non-GLISI-trained principals were identified and surveyed (see Table 1). The GLISI-trained population for this study consisted of 6 elementary, 11 middle, and 6 high school principals. The non-GLISI-trained principals consisted of no elementary, two middle, and three high school principals (see Table 1).

From the group of 18 GLISI-trained principals, five principals: two elementary principals, two middle principals, and one high school principal were randomly selected from this list and participated in individual interviews with the researcher (see Table 2).

Table 2

Participating GLISI-trained and Non-GLISI-trained Principals

| Schools | GLISI-trained | Non-GLISI-trained | LPI-Self Survey |
|------------|---------------|-------------------|-----------------|
| Elementary | 6 | 0 | 6 |
| Middle | 9 | 2 | 11 |
| High | 3 | 3 | 6 |
| Total | 18 | 5 | 23 |

The LPI-Self survey required approximately 30 minutes to complete. Participants who returned signed recruitment letters were mailed, via U. S. mail, two copies of the informed consent letter and a copy of the LPI-Self survey to complete and return within seven days. Surveys did not contain principals' names; however demographic data to determine gender, age, number of years of experience, and whether they were GLISI-trained or have knowledge of the GLISI training program were included. Each survey was coded with a specific number and symbols to track which participant did or did not return consent letters and surveys as well as to track their school levels (elementary, middle, or high school). In this way, the researcher was able to send reminder post cards to participants who had not returned their consent letters and surveys. These post cards served as a follow up 10 days from the date of the letter to principals who had not returned their consent letters and surveys. Only the researcher has access to the coded surveys, schools, and principals.

Qualitative data consisted of interviews with five GLISI-trained principals from two elementary schools, two middle schools, and one high school. Each interview required approximately 20 to 60 minutes to complete. These principals were randomly selected from 18 GLISI-trained sample population as depicted earlier in Table 2. These principals also participated in the LPI-Self survey.

The researcher posed structured questions in each interview to identify the change in leadership behaviors as a result of the training in the GLISI program and to validate the reliability of the observers' ratings using the LPI-Observer and their own LPI-Self survey results. The purpose of interviews was to have principals share their stories and experiences regarding GLISI training.

Administrative Support Teams

The LPI-Observer survey required approximately 30 minutes to complete. Administrative support teams consisted of assistant principals, counselors, grade level chairs and department heads, and instructional coaches. The researcher collected data from 18 GLISI-trained principals' respective administrative support team members who worked closely with the principal. Four administrative support team members from each school were recruited to complete the LPI-Observer for their respective principals (see Table 3).

Table 3

Administrative Support Teams

| Positions | Quantity |
|-----------------------|----------|
| Assistant Principals | 20 |
| Counselors | 17 |
| Grade Level Chairs | 9 |
| Department Chairs | 9 |
| Instructional Coaches | 16 |
| Total | 71 |

Each participant received a recruitment letter requesting their voluntary participation. Each participant's letter was coded with a corresponding number to match their schools, principals, and participants to track the return rate of surveys and to pair these participants with their respective principals and their schools. Participants who returned signed recruitment letters received two copies of informed consent letters explaining the purpose of the study and a copy of the LPI-Observer survey. Participants were asked to sign one copy of the consent letter and return the other copy with the survey in the self-addressed return envelope to the researcher within seven days. Reminder post cards were mailed to participants within ten days from the date of the letter.

Names were not required on the surveys in order to protect the confidentiality and identity of participants. However, participants signed informed consent letters. Only the

researcher knew the actual identities of participants. The names of schools, principals, assistant principals, counselors, instructional coaches, and grade level chairs or department heads were not revealed in this study and their identities were protected at all times. Information obtained from the surveys was used in this study and no identifying marks revealed participants' identities.

Data Analyses

Quantitative data were analyzed using the Statistical Package of Social Sciences (SPSS) program. As the statistical tool, independent-samples t-tests were used to analyze Hypotheses One, differences in the perceptions of GLISI-trained principals and observers; and Hypothesis Two, differences in the perceptions of GLISI-trained and non-GLISI-trained principals. The two surveys (self and observer) were used as measures to determine whether significant differences existed between the means of self and observer surveys and GLISI-trained compared with non-GLISI-trained principals.

The qualitative method of content analysis was used to analyze each principal's interview. The information collected from interviews was raw data (Stewart & Shamdasani, 1990). Each interview was transcribed from a tape recorder to provide a complete record of the discussion as well as to facilitate analysis of the data. Then the researcher analyzed the content of the discussion to look for trends and patterns in their comments and answers to research question three in this study.

Summary

The purpose of this study was to explore the impact of GLISI training on the change leadership behaviors of selected principals according to the change leader role. Through two surveys, the researcher explored the perceptions of GLISI-trained and non-

GLISI-trained principals' perceptions of their change leader behaviors and the perceptions of GLISI-trained principals' respective administrative support team members who worked closely with the principal. Interviews were held with five principals to determine how GLISI impacted their roles as change leaders and to understand change leader roles.

This mixed study was designed to provide answers to posed research questions, and others that emerged, in order to provide the profession with answers regarding the impact of the GLISI program for administrators. This study utilized a mixed research design of quantitative analysis as measured by two surveys (self and observer) and a qualitative analysis as measured by interviews of selected principals. The researcher selected the Leadership Practices Inventory (LPI-Observer) (Kouzes & Posner, 2003) because the five practices of exemplary leadership behaviors (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart) closely corresponded to the six leadership behaviors (creating a collegial environment, improving leaders, risk takers, balancing pressures, guiding a change team, and inspiring a vision) of the GLISI training program for leaders.

The quantitative analysis consisted of 23 principals who participated in the LPI-Self survey. From this group, 18 GLISI-trained principals and five non-GLISI-trained principals were identified and surveyed. The GLISI-trained population for this study consisted of 6 elementary, 11 middle, and 6 high school principals. The non-GLISI-trained principals consisted of no elementary, two middle, and three high school principals. The qualitative analysis involved all GLISI-trained principals: two elementary principals, two middle principals, and one high school principal who participated in

individual interviews with the researcher. Chapter Four presented the findings in this study.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

This study utilized a mixed research design of quantitative analysis using two surveys (self and observer) and qualitative analysis using individual interviews of selected principals. The surveys were analyzed using the statistical analysis of independent-samples t-tests to determine whether significant differences existed between the perceptions of (1) GLISI-trained principals and observers and (2) to compare the perceptions of GLISI-trained and non-GLISI-trained principals regarding their change leadership behaviors. Data from the two surveys were input into the Statistical Package for the Social Sciences (SPSS) statistical command package. Data collection included principals' self-ratings and observers' ratings of principals' change leadership behaviors from the LPI-Self and LPI-Observer surveys.

The LPI-Self was completed by GLISI-trained and non-GLISI trained principals and the LPI-Observer was completed only by observers of GLISI-trained principals. Open-ended questions were included only on GLISI-trained principals' surveys in order to obtain a better understanding of the value-added aspect of GLISI-training.

The research questions investigated in this study were:

1. To what extent do perceptions of GLISI-trained principals differ with the perceptions of their respective administrative support team members to identify the change leadership behaviors: creating a collegial environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable

Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart)?

2. To what extent do perceptions of GLISI-trained principals differ with non-GLISI-trained principals as related to change leadership behaviors: creating a collegial environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart)?
3. What are the perceptions of selected principals regarding their personal change leadership behaviors?

Analysis of Demographic Data for Principals

Demographic data were collected for GLISI-trained and non-GLISI-trained principals from the Leadership Practices Inventory (LPI-Self). Descriptive statistics were used to analyze data.

As shown in Table 4, the percentage of male and female principals in this study was slightly more than 52% females and approximately 48% males.

Table 4

Gender

| | Frequency | Percent |
|--------|-----------|---------|
| Male | 11 | 47.8 |
| Female | 12 | 52.2 |
| Total | 23 | 100.0 |

As demonstrated in Table 5, over 91% of principals in this study were Black and nearly 9% were White.

Table 5

Ethnicity/Race

| | Frequency | Percent |
|-------|-----------|---------|
| Black | 21 | 91.3 |
| White | 2 | 8.7 |
| Total | 23 | 100.0 |

Approximately 48% of principals were 40 to 49 years old. Slightly over 30% were 30 to 39 years old and nearly 22% were 50-59 years old. No principals were over 60 years of age in this study (see Table 6).

Table 6

Age

| | Frequency | Percent |
|-----------------|-----------|---------|
| 30-39 Years Old | 7 | 30.4 |
| 40-49 Years Old | 11 | 47.8 |
| 50-59 Years Old | 5 | 21.8 |
| Total | 23 | 100.0 |

As depicted in Table 7, the majority of principals' administrative experience ranges from no experience to five years. Sixty-five percent have 0-5 years of experience with slightly more than 17% having 6 to 10 years. Thirteen percent have 11 to 16 years of experience. More than 4% have over 23 years of experience as principals.

Table 7

Number of Years of Experience as a Principal

| | Frequency | Percent |
|---------------|-----------|---------|
| 0-5 Years | 15 | 65.2 |
| 6-10 Years | 4 | 17.4 |
| 11-16 Years | 3 | 13.0 |
| Over 23 Years | 1 | 4.3 |
| Total | 23 | 100.0 |

The majority of principals who participated in this study were middle school principals. Approximately 48% were middle school principals, and an equal percent (26.1%) of both elementary and high school principals participated in this study (see Table 8).

Table 8

Current Position

| | Frequency | Percent |
|-----------------------------|-----------|---------|
| Elementary School Principal | 6 | 26.1 |
| Middle School Principal | 11 | 47.8 |
| High School Principal | 6 | 26.1 |
| Total | 23 | 100.0 |

When asked if they had been trained in the Georgia Leadership Institute School Improvement (GLISI) program, slightly more than 78% responded that they had been trained. Approximately 22% stated that they had not been trained in the GLISI program (see Table 9).

Table 9

GLISI-trained and Non-GLISI-trained Principals

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 18 | 78.3 |
| No | 5 | 21.7 |
| Total | 23 | 100.0 |

Analysis of Demographic Data for Observers

Demographic data were collected for 71 observers (20 assistant principals, 17 counselors, 9 department chairs, 9 grade level chairs, and 16 instructional coaches). Nineteen observers were from elementary schools, 42 were middle school administrative supportive team members, and 10 were high school administrative support team members. Descriptive statistics were used to analyze demographic data that consisted of gender, ethnicity/race, and age, number of years of experience in education, current position, and school level. Observers were asked “Do you have any knowledge of the Georgia Leadership Institute School Improvement (GLISI) program for administrators?”

The majority of participants (76.1%) were females. Less than one-fourth (23.9%) were males (see Table 10).

Table 10

Gender of Observers

| | Frequency | Percent |
|--------|-----------|---------|
| Male | 17 | 23.9 |
| Female | 54 | 76.1 |
| Total | 71 | 100.0 |

The majority of observers were Black (84.5%) and approximately 17% were White (see Table 11).

Table 11

Ethnicity/Race of Observers

| | Frequency | Percent |
|-------|-----------|---------|
| Black | 60 | 84.5 |
| White | 11 | 15.5 |
| Total | 71 | 100.0 |

Slightly over half (50.7%) of observers were 30-39 years old; 24% were 40-49 years old; and 21% were 50-59 years old. Approximately 3% were less than 30 years old (see Table 12).

Table 12

Age of Observers

| | Frequency | Percent |
|------------------------|-----------|---------|
| Less than 30 Years Old | 2 | 2.8 |
| 30-39 Years Old | 36 | 50.7 |
| 40-49 Years Old | 17 | 23.9 |
| 50-59 Years Old | 15 | 21.1 |
| Over 60 Years Old | 1 | 1.4 |
| Total | 71 | 100.0 |

Approximately 37% of observers have 6-10 years of experience in education; 31% have 11-16 years; and 14% have over 23 years of experience in education. Ten percent have 17-22 years and 9% have 0-5 years of experience in education (see Table 13).

Table 13

Number of Years of Experience in Education of Observers

| | Frequency | Percent |
|---------------|-----------|---------|
| 0-5 Years | 6 | 8.5 |
| 6-10 Years | 26 | 36.6 |
| 11-16 Years | 22 | 31.0 |
| 17-22 Years | 7 | 9.9 |
| Over 23 Years | 10 | 14.1 |
| Total | 71 | 100.0 |

Assistant principals comprised the largest group of observers (28.2%) followed by counselors (23.9%). Approximately 23% were instructional coaches. An equal percentage of observers were department chairs and grade level chairs (12.7%) (see Table 14).

Table 14

Current Position of Observers

| | Frequency | Percent |
|---------------------|-----------|---------|
| Assistant Principal | 20 | 28.2 |
| Department Chair | 9 | 12.7 |
| Grade Level Chair | 9 | 12.7 |
| Counselor | 17 | 23.9 |
| Instructional Coach | 16 | 22.5 |
| Total | 71 | 100.0 |

The largest group of observers was from middle schools (59.2%). Approximately 27% were from elementary school. Slightly over 14% were from high school (see Table 15).

Table 15

School Level of Observers

| | Frequency | Percent |
|-------------------|-----------|---------|
| Elementary School | 19 | 26.7 |
| Middle School | 42 | 59.2 |
| High School | 10 | 14.1 |
| Total | 71 | 100.0 |

When asked if they had any knowledge of the Georgia Leadership Institute School Improvement (GLISI) program for administrators, over half (56.3%) of the participants said yes. Approximately 44% reported that they had no knowledge of the Georgia Leadership Institute School Improvement (GLISI) program for administrators (see Table 16).

Table 16

Knowledge of GLISI

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 40 | 56.3 |
| No | 31 | 43.7 |
| Total | 71 | 100.0 |

Findings for Research Question One

GLISI-trained Principals and Observers

Research Question One: To what extent do perceptions of GLISI-trained principals differ with the perceptions of their respective administrative support team members to identify the change leadership behaviors: creating a collegial environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart)?

Differences between 18 GLISI-trained principals' self-ratings were compared with the perceptions of 71 observers to identify change leader behaviors: creating a collegial environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart).

Model the Way

This independent-samples t-test analysis for Model the Way for 18 GLISI-trained principals and 71 observers revealed that the means of principals' self-ratings were higher than the means of observers' ratings of principals on all dependent variables (see Table 17). The t-test for Equality of Means revealed significance on all variables with the exception of (1) making certain that the subordinates follow the principles and standards

they have mutually agreed upon, and (2) building consensus around a common set of cause for running our organization Levene's test for Equality of Variances demonstrated variances for GLISI-trained principals and observers. Variances between self and observers differed significantly from each other on each dependent variable with the exception of spending time and energy making certain that organizational members adhere to the principles and standards (see Table 18).

Table 17

Group Statistics for Model the Way

| | Self or Observer | N | Mean | Standard Deviation |
|-----------------------|------------------|----|------|--------------------|
| Sets Personal Example | Self | 18 | 9.6 | .697 |
| | Observer | 71 | 8.6 | 1.93 |
| Time and Energy | Self | 18 | 8.6 | 1.08 |
| | Observer | 71 | 8.3 | 1.83 |
| Follow-through | Self | 18 | 9.2 | 1.06 |
| | Observer | 71 | 8.3 | 2.00 |
| Feedback | Self | 18 | 8.2 | 1.51 |
| | Observer | 71 | 7.3 | 2.67 |
| Consensus | Self | 18 | 9.2 | .942 |
| | Observer | 71 | 8.5 | 1.96 |
| Clear Philosophy | Self | 18 | 9.5 | .618 |
| | Observer | 71 | 8.16 | 2.42 |

Table 18

T-test for Equality of Means for Model the Way

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|-----------------------|--|----------------|------------------------------|-----------------|
| | <i>F</i> | <i>p</i> < .05 | <i>t</i> | Sig. (2-tailed) |
| Sets Personal Example | 8.01 | .006* | 2.01 | .001* |
| Time and Energy | 2.34 | .129 | .632 | .399 |
| Follow-through | 4.41 | .038* | 1.71 | .018* |
| Feedback | 9.30 | .003* | 1.34 | .071 |
| Consensus | 5.57 | .020* | 1.46 | .034* |
| Clear Philosophy | 14.13 | .000* | 2.30 | .000* |

*Correlation significant at the 0.05 level (2-tailed)

Inspire a Shared Vision

This independent-samples t-test analysis for Inspire a Shared Vision for 18 GLISI-trained and 71 observers showed that the means of principals' self-ratings were higher than the means of observers' ratings of principals on all dependent variables (see Table 19). The t-test for Equality of Means demonstrated significant differences in all variables with the exception of talking about future trends that will influence how our work gets done. Levene's test for Equality of Variances indicated variances for GLISI-trained principals and observers. The variances between self and observers differed significantly from each other on each dependent variable with the exception of talking about future trends that will influence how our work gets done (see Table 20).

Table 19

Group Statistics for Inspire a Shared Vision

| | Self or Observer | N | Mean | Standard Deviation |
|------------------|------------------|----|------|--------------------|
| Future Trends | Self | 18 | 8.5 | 1.38 |
| | Observer | 71 | 8.1 | 2.24 |
| Compelling Image | Self | 18 | 8.6 | 1.19 |
| | Observer | 71 | 7.7 | 2.45 |
| Dreams of Future | Self | 18 | 8.7 | .894 |
| | Observer | 71 | 7.8 | 2.61 |
| Common Vision | Self | 18 | 8.6 | 1.33 |
| | Observer | 71 | 7.7 | 2.53 |
| “Big Picture” | Self | 18 | 9.4 | .921 |
| | Observer | 71 | 8.6 | 2.03 |
| Purpose of Work | Self | 18 | 9.5 | .615 |
| | Observer | 71 | 8.4 | 2.20 |

Table 20

T-test for Equality of Means for Inspire a Shared Vision

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|------------------|---|----------------|------------------------------|-----------------|
| | <i>F</i> | <i>p</i> < .05 | <i>t</i> | Sig. (2-tailed) |
| Future Trends | 2.94 | .090 | .697 | .488 |
| Compelling Image | 7.12 | .009* | 1.39 | .044* |
| Dreams of Future | 17.96 | .000* | 1.35 | .027* |
| Common Vision | 7.06 | .009* | 4.13 | .045* |
| “Big Picture” | 5.02 | .028* | 1.66 | .014* |
| Purpose of Work | 11.02 | .001* | 2.01 | .001* |

*Correlation significant at the 0.05 level (2-tailed)

Challenge the Process

This independent-samples t-test analysis for Challenge the Process for 18 GLISI-trained and 71 observers showed that the means of principals' self-ratings were higher than the means of observers' ratings of principals on all dependent variables (see Table 21). The t-test for Equality of Means revealed significant differences on all variables except (1) challenging people to try out new and innovative ways to do their work, and (2) searching outside the formal boundaries of his/her organization for innovative ways to improve what we do. Levene's test for Equality of Variances indicated variances for GLISI-trained principals and observers. The means between self and observers differed significantly from each other on each dependent variable with the exception of searching

outside the formal boundaries of his/her organization for innovative ways to improve what we do (see Table 22).

Table 21

Group Statistics for Challenge the Process

| | Self or Observer | N | Mean | Standard Deviation |
|----------------------|------------------|----|------|--------------------|
| Tests Skills | Self | 18 | 8.3 | 1.04 |
| | Observer | 71 | 7.8 | 2.25 |
| Challenges People | Self | 18 | 8.4 | 1.29 |
| | Observer | 71 | 8.0 | 2.24 |
| Innovative Ways | Self | 18 | 8.5 | 1.29 |
| | Observer | 71 | 8.3 | 1.92 |
| “What Can We Learn?” | Self | 18 | 8.8 | 1.20 |
| | Observer | 71 | 7.5 | 2.66 |
| Achievable Goals | Self | 18 | 9.1 | .963 |
| | Observer | 71 | 8.4 | 2.06 |
| Takes Risks | Self | 18 | 8.5 | 1.42 |
| | Observer | 71 | 7.5 | 2.33 |

Table 22

T-test for Equality of Means for Challenge the Process

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|----------------------|--|----------------|------------------------------|-----------------|
| | <i>F</i> | <i>p</i> < .05 | <i>t</i> | Sig. (2-tailed) |
| Tests Skills | 7.74 | .007* | 1.80 | .009* |
| Challenges People | 5.20 | .025* | .703 | .342 |
| Innovative Ways | 3.58 | .062 | .337 | .673 |
| “What Can We Learn?” | 7.30 | .008* | 1.92 | .005* |
| Achievable Goals | 6.86 | .010* | 1.37 | .044* |
| Takes Risks | 5.17 | .025* | 1.59 | .040* |

*Correlation significant at the 0.05 level (2-tailed)

Enable Others to Act

This independent-samples t-test analysis for Enable Others to Act for 18 GLISI-trained and 71 observers showed that the means of principals' self-ratings were higher than the means of observers' ratings of principals on all dependent variables (see Table 23). The t-test for Equality of Means showed a significant difference in the means on treating others with dignity and respect. Levene's test for Equality of Variances indicated variances for GLISI-trained principals and observers. The variances between self and observers differed significantly from each other on three variables: (1) developing cooperative relationships among the people he/she works with; (2) treating others with dignity and respect; and (3) ensuring that people grow in their jobs by learning new skills and developing themselves (see Table 24).

Table 23

Group Statistics for Enable Others to Act

| | Self or Observer | N | Mean | Standard Deviation |
|---------------------------|------------------|----|------|--------------------|
| Cooperative Relationships | Self | 18 | 9.2 | .826 |
| | Observer | 71 | 8.6 | 2.06 |
| Actively Listens | Self | 18 | 8.9 | 1.61 |
| | Observer | 71 | 8.3 | 2.12 |
| Dignity and Respect | Self | 18 | 9.6 | .777 |
| | Observer | 71 | 8.8 | 2.09 |
| Supports Decisions | Self | 18 | 8.5 | 1.50 |
| | Observer | 71 | 8.4 | 2.03 |
| Freedom and Choice | Self | 18 | 8.6 | 1.53 |
| | Observer | 71 | 8.4 | 2.00 |
| New Skills | Self | 18 | 9.0 | 1.02 |
| | Observer | 71 | 8.4 | 1.99 |

Table 24

T-test for Equality of Means for Enable Others to Act

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|---------------------------|---|----------------|------------------------------|-----------------|
| | <i>F</i> | <i>p</i> < .05 | <i>t</i> | Sig. (2-tailed) |
| Cooperative Relationships | 7.01 | .010* | 1.18 | .064 |
| Actively Listens | 2.86 | .094 | 1.19 | .102 |
| Dignity and Respect | 7.00 | .010* | 1.46 | .019* |
| Supports Decisions | 1.01 | .316 | .178 | .832 |
| Freedom and Choice | 1.40 | .240 | .454 | .599 |
| New Skills | .026* | 1.06 | 1.06 | .130 |

*Correlation significant at the 0.05 level (2-tailed)

Encourage the Heart

This independent-samples t-test analysis for Encourage the Heart for 18 GLISI-trained and 71 observers showed that the means of principals' self-ratings were higher than the means of observers' ratings of principals on all dependent variables (see Table 25). The t-test for Equality of Means showed a significant difference in the means on finding ways to celebrate accomplishments. Levene's test for Equality of Variances demonstrated that variances were found for GLISI-trained principals and observers. The variances between self and observers differed significantly on two variables: (1) making sure that people are creatively rewarded; and (2) finding ways to celebrate accomplishments (see Table 26).

Table 25

Group Statistics for Encourage the Heart

| | Self or Observer | N | Mean | Standard Deviation |
|-------------------------|------------------|----|------|--------------------|
| Praise People | Self | 18 | 9.3 | 1.13 |
| | Observer | 71 | 8.9 | 1.64 |
| Confidence in Abilities | Self | 18 | 9.0 | 1.25 |
| | Observer | 71 | 8.2 | 2.22 |
| Reward People | Self | 18 | 8.5 | .985 |
| | Observer | 71 | 8.1 | 2.04 |
| Recognize People | Self | 18 | 9.0 | 1.10 |
| | Observer | 71 | 8.5 | 1.89 |
| Celebrate | Self | 18 | 9.1 | .900 |
| | Observer | 71 | 8.3 | 2.12 |
| Support People | Self | 18 | 9.2 | 1.12 |
| | Observer | 71 | 8.7 | 1.71 |

Table 26

T-test for Equality of Means for Encourage the Heart

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|-------------------------|---|----------------|------------------------------|-----------------|
| | <i>F</i> | <i>p</i> < .05 | <i>t</i> | Sig. (2-tailed) |
| Praise People | .912 | .342 | .914 | .264 |
| Confidence in Abilities | 3.09 | .082 | 1.41 | .057 |
| Reward People | 5.66 | .019* | .637 | .349 |
| Recognize People | 2.77 | .100 | .994 | .185 |
| Celebrate | 6.38 | .013* | 1.42 | .030* |
| Support People | 1.96 | .165 | 1.21 | .130 |

*Correlation significant at the 0.05 level (2-tailed)

Findings for Research Question Two

GLISI-trained and Non-GLISI-trained Principals

Research Question Two: To what extent do perceptions of GLISI-trained principals differ with non-GLISI-trained principals as related to change leadership behaviors: creating a collegial environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart)?

Independent-samples t-tests were conducted to determine whether significant differences existed between the perceptions of GLISI-trained principals and non-GLISI-trained principals as related to change leadership behaviors: creating a collegial

environment (Model the Way), communicating an inspiring vision (Inspire a Shared Vision), developing leaders of improvement at all levels, willing to take risks for the organization to succeed (Challenge the Process), developing a guiding change team (Enable Others to Act), and balancing pressures and support to drive and sustain change (Encourage the Heart).

Model the Way

This independent-samples t-test analysis for Model the Way for 18 GLISI-trained and five non-GLISI-trained principals demonstrated that the means of GLISI-trained principals' ratings were higher than the means of non-GLISI-trained principals' ratings on asks for feedback on how my actions affect other people's performance and builds consensus around a common set of values for running our organization and lower means on remaining variables than non-GLISI-trained principals (see Table 27). The t-test for Equality of Means showed a significant difference in the means on spending time and energy making certain that the people I work with adhere to the principles and standards we have agreed upon. Levene's test for Equality of Variances demonstrated that no variances were found for any of Model the Way variables (see Table 28).

Table 27

Group Statistics for Model the Way

| | GLISI-trained | N | Mean | Standard Deviation |
|----------------------|---------------|----|------|--------------------|
| Set Personal Example | Yes | 18 | 9.6 | .697 |
| | No | 5 | 9.8 | .447 |
| Time and Energy | Yes | 18 | 8.5 | 1.09 |
| | No | 5 | 9.4 | .547 |
| Follow-through | Yes | 18 | 9.2 | 1.06 |
| | No | 5 | 9.4 | .894 |
| Feedback | Yes | 18 | 8.2 | 1.51 |
| | No | 5 | 7.4 | 1.81 |
| Consensus | Yes | 18 | 9.2 | .942 |
| | No | 5 | 9.0 | 1.00 |
| Clear Philosophy | Yes | 18 | 9.5 | .618 |
| | No | 5 | 9.8 | .447 |

Table 28

T-test for Equality of Means for Model the Way

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|----------------------|---|----------------|------------------------------|-----------------|
| | F | <i>p</i> < .05 | t | Sig. (2-tailed) |
| Set Personal Example | 1.66 | .211 | -.568 | .576 |
| Time and Energy | 3.71 | .068 | -1.64 | .033* |
| Follow-through | .272 | .607 | -.341 | .736 |
| Feedback | .149 | .703 | 1.03 | .314 |
| Consensus | .008 | .929 | .461 | .650 |
| Clear Philosophy | 3.70 | .068 | -1.00 | .326 |

*Correlation significant at the 0.05 level (2-tailed)

Inspire a Shared Vision

This independent-samples t-test analysis for Inspire a Shared Vision for 18 GLISI-trained and five non-GLISI-trained principals demonstrated that the means of GLISI-trained principals' ratings were higher than the means of non-GLISI-trained principals' ratings on painting the 'big picture' of what we aspire to accomplish. The means of GLISI-trained principals were lower on remaining variables than non-GLISI-trained principals (see Table 29). The t-test for Equality of Means showed a significant difference in the means on speaking with genuine conviction about the higher meaning and purpose of our work. Levene's test for Equality of Variances demonstrated that variances were found on (1) describing a compelling image of what our future could be

like, and (2) speaking with genuine conviction about the higher meaning and purpose of our work (see Table 30).

Table 29

Group Statistics for Inspire a Shared Vision

| | GLISI-trained | N | Mean | Standard Deviation |
|------------------|---------------|----|------|--------------------|
| Future Trends | Yes | 18 | 8.5 | 1.38 |
| | No | 5 | 9.2 | 1.09 |
| Compelling Image | Yes | 18 | 8.6 | 1.18 |
| | No | 5 | 9.2 | .447 |
| Dream of Future | Yes | 18 | 8.7 | .894 |
| | No | 5 | 9.2 | .447 |
| Common Vision | Yes | 18 | 8.6 | 1.33 |
| | No | 5 | 8.8 | 1.30 |
| “Big Picture” | Yes | 18 | 9.4 | .921 |
| | No | 5 | 9.2 | 1.09 |
| Purpose of Work | Yes | 18 | 9.5 | .615 |
| | No | 5 | 10.0 | .000 |

Table 30

T-test for Equality of Means for Inspire a Shared Vision

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|------------------|--|----------------|------------------------------|-----------------|
| | F | <i>p</i> < .05 | t | Sig. (2-tailed) |
| Future Trends | .393 | .537 | -.957 | .349 |
| Compelling Image | 4.47 | .047* | -.971 | .343 |
| Dream of Future | 2.42 | .134 | -1.14 | .267 |
| Common Vision | .104 | .750 | -.281 | .781 |
| “Big Picture” | .830 | .373 | .505 | .619 |
| Purpose of Work | 21.4 | .000* | -1.58 | .007* |

*Correlation significant at the 0.05 level (2-tailed)

Challenge the Process

This independent-samples t-test analysis for Challenge the Process for 18 GLISI-trained and five non-GLISI-trained principals demonstrated that the means of GLISI-trained principals' ratings were higher than the means of non-GLISI-trained principals' ratings on asking “What can we learn?” when things don't go as expected, making certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on, and experimenting and taking risks, even when there is a chance of failure. The means of GLISI-trained principals were lower on remaining variables than non-GLISI-trained principals (see Table 31). The t-test for Equality of Means showed no significant differences among the means for any variables.

Levene's test for Equality of Variances demonstrated that no variances were found on any variables (see Table 32).

Table 31

Group Statistics for Challenge the Process

| | GLISI-trained | N | Mean | Standard Deviation |
|----------------------|---------------|----|------|--------------------|
| Test Skills | Yes | 18 | 8.3 | 1.04 |
| | No | 5 | 9.0 | 1.00 |
| Challenge People | Yes | 18 | 8.4 | 1.29 |
| | No | 5 | 8.6 | .894 |
| Innovative Ways | Yes | 18 | 8.5 | 1.29 |
| | No | 5 | 9.2 | 1.30 |
| "What Can We Learn?" | Yes | 18 | 8.8 | 1.20 |
| | No | 5 | 8.0 | 1.22 |
| Achievable Goals | Yes | 18 | 9.1 | .963 |
| | No | 5 | 9.0 | 1.22 |
| Take Risks | Yes | 18 | 8.5 | 1.42 |
| | No | 5 | 7.6 | 1.14 |

Table 32

T-test for Equality of Means for Challenge the Process

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|----------------------|--|----------------|------------------------------|-----------------|
| | F | <i>p</i> < .05 | t | Sig. (2-tailed) |
| Test Skills | .072 | .791 | -.319 | .753 |
| Challenge People | .583 | .454 | -.251 | .805 |
| Innovative Ways | .071 | .793 | -1.06 | .298 |
| “What Can We Learn?” | .945 | .342 | 1.36 | .186 |
| Achievable Goals | .001 | .974 | .216 | .831 |
| Take Risks | .596 | .449 | 1.29 | .209 |

*Correlation significant at the 0.05 level (2-tailed)

Enable Others to Act

This independent-samples t-test analysis for Enable Others to Act for 18 GLISI-trained and five non-GLISI-trained principals demonstrated that the means of GLISI-trained principals' ratings were higher than the means of non-GLISI-trained principals' ratings on actively listening to diverse points of view, supporting the decisions that people make on their own, giving people a great deal of freedom and choice in deciding how to do their work, and ensuring that people grow in their jobs by learning new skills and developing themselves. The means of GLISI-trained principals were lower on remaining variables than non-GLISI-trained principals (see Table 33). The t-test for Equality of Means showed no significant differences among the means on any variables.

Levene's test for Equality of Variances demonstrated that variances were found on treating others with dignity and respect (see Table 34).

Table 33

Group Statistics for Enable Others to Act

| | GLISI-trained | N | Mean | Standard Deviation |
|---------------------------|---------------|----|------|--------------------|
| Cooperative Relationships | Yes | 18 | 9.2 | .826 |
| | No | 5 | 9.6 | .547 |
| Actively Listen | Yes | 18 | 8.9 | 1.61 |
| | No | 5 | 8.2 | 1.48 |
| Dignity and Respect | Yes | 18 | 9.6 | .777 |
| | No | 5 | 10.0 | .000 |
| Support Decisions | Yes | 18 | 8.5 | 1.50 |
| | No | 5 | 8.0 | 1.22 |
| Freedom and Choice | Yes | 18 | 8.6 | 1.53 |
| | No | 5 | 7.4 | 1.51 |
| New Skills | Yes | 18 | 9.0 | 1.02 |
| | No | 5 | 8.6 | 1.14 |

Table 34

T-test for Equality of Means for Enable Others to Act

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|---------------------------|--|----------------|------------------------------|-----------------|
| | F | <i>p</i> < .05 | t | Sig. (2-tailed) |
| Cooperative Relationships | 2.12 | .160 | -.816 | .424 |
| Actively Listen | .051 | .824 | 1.19 | .244 |
| Dignity and Respect | 5.63 | .027* | -1.10 | .284 |
| Support Decisions | 1.01 | .325 | .679 | .504 |
| Freedom and Choice | .054 | .819 | 1.63 | .117 |
| New Skills | .001 | .972 | .753 | .460 |

*Correlation significant at the 0.05 level (2-tailed)

Encourage the Heart

This independent-samples t-test analysis for Enable Others to Act for 18 GLISI-trained and five non-GLISI-trained principals demonstrated that the means of GLISI-trained principals' ratings were higher than the means of non-GLISI-trained principals' ratings on praising people for a job well done, making it a point to let people know about my confidence in their abilities, publicly recognizing people who exemplify commitment to shared values, finding ways to celebrate accomplishments, and giving the members of the team lots of appreciation and support for their contributions. As depicted in Table 35, the means of GLISI-trained principals were lower on one variable than non-GLISI-trained principals. The t-test for Equality of Means showed no significant differences

among the means on any variables. Levene's test for Equality of Variances reflected no variances were found among any variables (see Table 36).

Table 35

Group Statistics for Encourage the Heart

| | GLISI-trained | N | Mean | Standard Deviation |
|-------------------------|---------------|----|------|--------------------|
| Praise People | Yes | 18 | 9.3 | 1.13 |
| | No | 5 | 9.2 | 1.09 |
| Confidence in Abilities | Yes | 18 | 9.0 | 1.25 |
| | No | 5 | 8.8 | 1.30 |
| Reward People | Yes | 18 | 8.5 | .985 |
| | No | 5 | 8.8 | .836 |
| Recognize People | Yes | 18 | 9.0 | 1.10 |
| | No | 5 | 8.2 | 1.48 |
| Celebrate | Yes | 18 | 9.1 | .900 |
| | No | 5 | 8.8 | 1.30 |
| Support People | Yes | 18 | 9.2 | 1.12 |
| | No | 5 | 9.0 | 1.00 |

Table 36

T-test for Equality of Means for Encourage the Heart

| | Levene's Test for Equality of Variances | | T-test for Equality of Means | |
|-------------------------|--|----------------|------------------------------|-----------------|
| | F | <i>p</i> < .05 | t | Sig. (2-tailed) |
| Praise People | .052 | .822 | .233 | .818 |
| Confidence in Abilities | .061 | .807 | .399 | .694 |
| Reward People | .646 | .430 | -.619 | .543 |
| Recognize People | .091 | .766 | 1.42 | .170 |
| Celebrate | 1.30 | .266 | .622 | .541 |
| Support People | .067 | .798 | .498 | .624 |

*Correlation significant at the 0.05 level (2-tailed)

Findings for Research Question Three

Interviews with Selected GLISI-trained Principals

Research Question Three: What are the perceptions of selected principals regarding their personal change leadership behaviors?

Qualitative analysis of interviews of selected principals were analyzed for recurring themes according to Kouzes and Posner's leadership behaviors and GLISI's change leader behaviors. Twelve questions were posed from the literature review on change leader roles and how the GLISI program impacted their role as a change leader. However, these questions led the moderator to delve further and ask other questions to clarify participants' comments. Content was transcribed from recorded sessions of two

elementary school principals, two middle school principals, and one high school principal.

Description of GLISI-trained Principals

The purpose of the interviews was to have principals share their stories and experiences regarding value-added aspects of GLISI training. The researcher posed structured questions in each interview to identify the change in leadership behaviors as a result of the training in the GLISI program and to validate the reliability of the observers' ratings using the LPI-Observer and responses from the LPI-Self survey results.

Five principals participated in interviews with the researcher: two female elementary principals, two female middle school principals, and one male high school principal. These principals varied in age, experience, educational level, and gender. However, all principals were African-American and the majority was females since the selected school district is basically African-American. Pseudonyms were assigned to each principal to protect their identities.

Journey Leslie

Journey Leslie is a 44 year old, African-American female assigned as an elementary school principal with less than 900 pre-kindergarten through fifth grade students. This is her third year as principal. Two assistant principals have been assigned to her school. Journey Leslie's educational experience includes a specialist degree in Educational Leadership and currently working on her doctorate degree in education. She has less than 20 years in educational experience.

Dolly Williams

Dolly Williams is a fifth year principal in a school with more than 500 students with one assistant principal. She is a 37 year old African-American female elementary school principal with a specialist degree in Educational Leadership and more than 10 years in educational experience. Dolly Williams is currently pursuing a doctorate degree in education.

Thelma Jo Locke

Thelma Jo Locke is a 39 year old, African-American female with a specialist degree in Educational Leadership and more than 16 years in educational experience. She is assigned as a middle school principal. She has two years of experience as a principal in a school with more than 700 students with two assistant principals. Thelma Jo Locke is seeking a doctorate degree in education.

Peggy Kansas

Peggy Kansas hopes to work on her doctorate degree soon. She is 39 years old and African-American. She was assigned as a middle school principal and launched her second year as principal in a school with less than 900 students with two assistant principals. Peggy Kansas has a specialist degree in Educational Leadership and more than 14 years in educational experience.

Vincent Bernard

Vincent Bernard, 40, African-American male, high school principal, more than seven years as principal in a school with more than 1,000 students with two or more assistant principals. He has a Master's degree in Educational Leadership and more than 16 years in educational experience.

General Questions about GLISI's Impact

Question One: How did GLISI influence your leadership behaviors as a change leader? Journee Leslie stated that “being a new administrator and the onset of participating in GLISI was most valuable to me because it streamlined what it means to be a principal, how change is impacted from the leadership perspective, and how it trickles down to the staff. Change is a major key component of my experience with GLISI.” Dolly Williams responded that “GLISI actually assisted me by helping me to realize the importance of collaborating and making sure that people who are on the team, understand the vision, and has a shared vision. Therefore, we can take that vision and present it to others to encourage buy in.” Thelma Jo Locke reported that “GLISI opened my eyes to a lot of different things. We have always had an advisory team. But when I attended GLISI training, I learned to create a *Better Seeking Team* where individuals on the team actually have different roles. In general, everyone buys in to the vision as well as develops belief statements for our school. These individuals are not afraid to take risks, and I think it helped me to actually inspire leaders within our school.”

Peggy Kansas believed that “having the GLISI training, the Base Camp, and the follow-up as part of GLISI and establishing your SMART goals” were invaluable to her. I believed that it helped me to establish an initial focus for where I wanted to go as a new principal. I believed that the GLISI experience helped me to establish an initial focus in terms of what I need to do to get started as a new principal. I do not believe that there were any abrupt changes that we needed to make in the middle of the school year, but it helped me to see that, as a principal, you are not idle. You cannot do everything by yourself. GLISI places emphasis on “shared leadership and team building with

collaboration that influenced me in sharing and encouraging change leadership toward a common vision,” noted one principal. Vincent Bernard stated that the “GLISI experience gave me a road map. It gives you a form to follow which improves your leadership if you adhere to it. The most important part is implementing the philosophy and using what is best for you and your school. GLISI training improved different aspects of my leadership.”

Question Two: Did your leadership behaviors change because of the Georgia’s Leadership Institute for School Improvement (GLISI) training? Why or why not?

Journey Leslie stated that her leadership behaviors changed because of GLISI training that “included valuing our stakeholders and making sure that everyone understands the communication; everyone understands and knows the vision; everyone has a part in creating and developing the vision; and implementing what we decide as a team. When all parties are involved, meet, share information, and carry it back to their individual grade level teams, they get input. You bring it back collectively and stand on one accord once the information is gathered to share to the entire faculty; we agree to disagree, and if any changes are needed at that point, we make those changes. When the meeting adjourns, everyone knows exactly what is expected.”

Peggy Kansas said, “I think that my leadership behaviors changed based on a lot of the exposure that I received at GLISI. I had camaraderie with people in my cohort that I really wouldn’t have had otherwise. I have an entire cohort of people now with whom I feel close to because we spent six days living with each other in a hotel together. You see each other all day every day. I have a cohort of people now, principals and assistant principals and even a superintendent that went with us as our central office person and

she was great. I saw people in a different light when we went to GLISI, and I have a whole cohort of people now on whom I can call. If I have an elementary school question, I've got somebody I can call and feel very comfortable calling them. That's one of the things that we established through the cohort is that you definitely don't want to lose that relationship that you built there."

Vincent Bernard stated that GLISI provided "some very solid foundation as far as what to do to move forward to get your school on track. The *Plan Do* formula is ongoing and necessary in order for it to get improvement in your schools."

Question Three: Is GLISI a value added program in terms of enhancing your leadership behaviors? Why or why not?

Journey Leslie stated that GLISI is a "valued added program in terms of enhancing leadership skills" because GLISI "allows you to be yourself." Principals are viewed as "unapproachable with no personality." GLISI really allows individuals to be "receptive in their environment and teach them how to celebrate." Journey Leslie said, "I was intrigued by that because I love to celebrate and at my school we made adequate yearly progress for many consecutive years." GLISI supports celebration that teachers value "knowing that it's okay to celebrate and support what is most important to me." Children and teachers alike want to know "Where are the balloons? What are we going to do about this?" Thus, celebration creates a "healthier environment" for everyone.

Dolly Williams reported that GLISI "absolutely, yes, changed my leadership behaviors. GLISI "helped me focus on analyzing data and continuing to empower people." Participation in GLISI "allowed me an opportunity to look at the role of principal from an entirely different perspective from which I had not looked at before."

Furthermore, “GLISI defines each role of an effective leader and, more importantly, it helps you identify those areas that are your strengths.” Additionally, GLISI assists you in identifying those areas that are your weaknesses as it provides an opportunity to help you grow as an individual. That’s what I like about GLISI.”

Thelma Jo Locke stated “My leadership decisions definitely changed after the GLISI experience allowed me to see the big picture. I did not understand when people talked about a *Better Seeking Team*. I would ask, what is a *Better Seeking Team*? Is it the same as an Advisory Committee? From GLISI, I found that there are a lot of different offerings to everyone on the team. Cohorts could take information and activities back to our individual group.” GLISI “definitely enhanced my leadership skills because there were certain things that I did not know. It was extremely helpful to me since I was a first year principal when I went through the GLISI training.”

Peggy Kansas believed that GLISI “definitely influenced me because people with similar experiences are more apt to be more honest than with people whose experiences are dissimilar. Peggy Kansas felt that principals generally say what they think others want to hear, but rarely do they “get a real honest, down to earth, and tell me the real deal” response from others. She wants other principals to “tell me how you are getting this done. I noticed that your school is exceeding in certain areas. Tell me what you are really doing. But I do not want the philosophical answer. I want the real answer. I think that my leadership behaviors changed based on a lot of the exposure received in GLISI.” In addition, GLISI provided “camaraderie with a group of people that I really would not have had otherwise.” Peggy Kansas stated that spending “six days with a group of people allows them an opportunity to bond and know one another outside of the school setting.”

Another stated, “GLISI provided a cohort of individuals that would provide support and I feel very comfortable calling individuals in my cohort.” GLISI allowed one principal the opportunity to “build relationships that I want to continually build upon” since that is “what leadership is all about.”

Question Four: Is there a difference in how you feel about your leadership behaviors before and after receiving training in the GLISI program? Journee Leslie felt a “noticeable difference in leadership behaviors after receiving training in the GLISI program.” Principals are “always uncertain” regarding making the right decision, however “GLISI gives you a vision that streamlines the different various components of leadership, effective schools, building effective communities, collaborating with all stakeholders, making certain that teachers understand what to teach, and how to teach.” Further, “GLISI streamlines the importance of getting the students involved in decision-making and why it is important to share the value of using rubric assessment with students.” As a result, “GLISI provides a roadmap to ensure that all components of leadership are implemented.”

Dolly Williams stated that “there is a difference that makes you more cognizant of your role as a leader; not only in how important it is, but also its importance for school teams. GLISI helped me to ensure that our stakeholders partake in the vision. As a result, GLISI has helped me to be a more effective leader.” Thelma Jo Locke said, “Yes, there is a difference. I consult individuals for help now as opposed to trying to do the majority of the things that go on in our school on my own.” Peggy Kansas felt that new leaders have numerous kinds of responsibilities, but GLISI “helps to narrow your focus somewhat to very essential things that you need to accomplish in your school.” GLISI helps new

leaders to realize that “principals cannot do it all.” Consequently, leaders must “focus on what can be accomplished year by year and what should be accomplished in a three-year time period.” Vincent Bernard reported that “any information can improve instruction or improve learning and leadership to be valuable. The essential question is what you do with the information that you receive.”

Model the Way

Question Five: How do you “model the way” or set personal examples of what you expect from others?

Journey Leslie replied that Model the Way means “allowing others to take leadership roles such as walk the walk, talk the talk. Leaders should not only tell others, but show them and let them see you do it, and then allow them to take on a shared leadership role” without interference. In Journey Leslie’s school, staff development is facilitated by different staff with different strengths in the content areas. Dolly Williams said, “I really model it, first by being the cheerleader. Anytime there is change, you must be the change leader. In order to get people to work with you, you must include them in the decision-making process that empowers them. Empowered people buy in, become cheerleaders, and ultimately sell the vision to their colleagues. They can sell any idea better to their colleagues and are more effective with it than I would ever be.”

Thelma Jo Locke replied, “I always feel that communication is definitely the key to any organization. Modeling means I have to inspect what I expect. To ensure that teachers are doing what is required; administrators make daily visits to several classes throughout the day.” In addition, Thelma Jo Locke stated that not only must teachers be

prepared, but administrators must also be prepared with faculty meeting agendas rather than lecturing without a plan.

Peggy Kansas stated that model the way means doing not only what I expect, but more. If I ask the teachers to be here until 5:00 p.m., I plan to be here until 6:00 p.m. “I don’t think that you should be asking people to do things that you’re not willing to do yourself.” Vincent Bernard replied “You have to lead by your actions.” Bernard agreed with Peggy by not asking teachers to do things that he was not willing to do. Bernard went on to say, “Teachers know that I go above and beyond the call of duty for what we need to do to be successful, and I expect our teachers to do the same thing” in a professional manner and “understand that everything we do is for the children.”

Inspire a Shared Vision

Question Six: In what ways do you “inspire a shared vision” and discuss future trends that may influence how things get accomplished in your school?

Journey Leslie replied “We start by a needs assessment. What are our current realities? What are the desired results? What is the actual plan that we’re going to put in place as a team to meet our desired results? That’s how we start collectively. We have the broad topic. What is it that we’re doing? Let’s use data, for example. What is the current reality as it relates to data? These questions are presented to teachers for their input. Questions are printed on a chart to be shared and discussed. Desired results are shared as well. As a result, the action plan is developed for implementation. When that action plan is developed, a consensus is reached. At the next meeting after pre-planning this year, we revisit our action plan, which is what we said we were going to do. How do we

implement this? Who's going to be responsible for various activities? Generally, you walk away with portions of your school plan and it's agreed upon by the total staff."

The moderator inquired further about "people following through and being sincere about the action plan and promoting it out there in the school as a whole." Journee Leslie responded "It's most important that as a leader I bring it back to the forefront to revisit what we said we were going to do. Because you have some people who are watching and saying nothing is going to change; we just did all that work. We want them to know that what we did as a group was serious and it's valued. This is what is said and this is what we're going to do. As the leader, I'm going to make certain that we revisit that action plan and the implementation. The staff already knows that my role at some point is to inspect the expected. We said we're going to do these things, what is my role? Everyone understands that. When I go into the classrooms, there are no inferiority complexes involved because they know what I'm looking for."

Dolly Williams stated that the key to inspiring the shared vision is collaboration, and that's something that GLISI has "continuously emphasized the importance of collaborating." Our school has established a school climate where "people are open to express how they feel and share their ideas." School climate increases creativity that results in "greater student outcomes, which is our main purpose for being here."

Thelma Jo Locke responded that inspire a shared vision means making sure that everyone is aware of the vision in your school. With that, we actually have our teachers to not only learn it themselves, but also teach it to their students within the first couple of weeks of school. Inspiring the shared vision is what drives your school. In order for us to make sure that our vision is the key factor, we must communicate."

Peggy Kansas replied that “one of the things that we are really working toward is our shared vision in terms of our student achievement. But one of the things that we are really lacking in our building right now is participation from parents and community. In the past, we’ve done things to encourage them to be here. I think that we’re settled on they’re just not coming and we just stop trying, to be honest. They’re just not coming. We’re just going to stop trying to get them in school. I think that was one of the things that our *Better Seeking Team* looked at the end of the year last year regarding giving up on the parents then what are we saying about the school? If this is really supposed to be about partnership, the parents, the community, our students, staff members, we’re all stakeholders in this. We’re missing a big piece of the puzzle if we don’t have parent participation. This year I asked teachers to develop some innovative ways to get parents into the building. The best way to inspire the shared vision is that the vision doesn’t necessarily come from you. It comes from those with whom you work. After all, we put these ideas together and determine that this is our goal, and then we can do XYZ to accomplish that, or are we in agreement on that?”

Vincent Bernard felt that “our shared vision has to be shared” with all stakeholders. “A vision must be agreed upon by all stakeholders with a common goal” to reach. We have to find people that have the same ideas, the same drive, and the same desire to reach whatever goals that we set up to obtain. The shared vision is “a vision where everybody is on the same page,” and if you’re not, then “the school will not be successful” in reaching its goals.

Challenge the Process

Question Seven: To what extent do you “challenge the process” by challenging people to try out new and innovative ways to do their work?

Journey Leslie believed that the greatest challenge is to get people to be comfortable enough to say, “I don’t know how to do that.” Can you show me how I can better do this? Through teambuilding practices from the counselor and people becoming comfortable with one another, teachers are admitting that they can write but may not know how to teach children to write.” As a result, teachers are teaching one another.”

Dolly Williams uses “the mindset” to challenge the process by working “smarter and not harder.” “We’re going to work hard to challenge people to create innovative ways to get the end result regardless of what we do to get there.” Peggy Kansas responded that “one of the ways I challenge the process is by having teachers to think out of the box. Often times, I am skeptical about letting them “loose” because I don’t want them “to get me in trouble.” Peggy Kansas likes for teachers to “share their ideas with colleagues.” “One of the ways that I challenge the teachers to step out of the box is by showcasing the ones who are attempting innovative ideas and not putting down others by saying that what they are doing is wrong. Peggy Kansas challenges teachers to try new ideas and “not keep doing the same thing in the same way.” If teachers teach the same way all of the time and get failing results from students, then who failed? What are the results going to be next week if you teach the same way when students are still failing? Some teachers are trying to differentiate instruction and consider individual students’ needs. However, most teachers are still teaching in a traditional way because that’s the way they were taught. We can’t continue to do that because if you continue to do that,

you're going to get the same results. Therefore, I challenge teachers to differentiate instruction. I challenge them to step out and try it this way. I'm not going to tell them what to do in the classroom. I want them to have complete freedom in the classroom. I suggest to them that if they taught this way and students didn't get it, then maybe they should try something different."

Vincent Bernard replied that teachers should "challenge students because today's children are not the same children they were two years ago. Children are more visual learners. Today's children like to be active and engaged. Teachers should not have children sitting, reading, comprehending, and writing a report. Children should be taught based on their individual needs. "I think that teachers should be actors and performers."

Enable Others to Act

Question Eight: In what ways do you "enable others to act" and empower others or help people grow in their jobs by learning new skills and developing themselves?

Journey Leslie said, "I constantly encourage teachers to attend professional development trainings and conferences outside of the school. As a matter of fact, our *Better Seeking Team* went to another school to visit to gain some ideas. I encourage them on a daily basis. Additionally, I have a team of teachers who are seeking leadership certification."

Dolly Williams stated "I sit down and talk with school leaders who are interested in leadership roles. We talk about their professional goals, where they want to go, what can be achieved at school that would be beneficial to students, and how they will benefit from achieving set goals. Providing opportunities for teachers empowers them and helps

them to become a part of the team. Teachers have a vested interest in anything that goes on in this school.”

Thelma Jo Locke said, “I always encourage teachers to read actively to make sure that they are up on current events, things that are happening within the school, new books that are out, and attend different professional learning classes and courses in order to keep up with everything that’s going on out there.” Peggy Kansas stated that “One of the things that we’ve been able to do is provide multiple opportunities for leadership, even as teacher leaders. We have several teachers not just pursuing degrees in leadership, but are becoming true teacher leaders. I believe that in order for you to move into a leadership role of administration, you need to be a leader in whatever it is that you’re doing. A leader doesn’t mean you’re the department chair. Being a leader doesn’t mean that you’re the grade level chair. Being a leader means that I’m the instructor that other people can come to when they have a problem. I am constantly empowering teachers by giving them opportunities to do things differently. I don’t believe that we can continue to do things the same; therefore I empower others to have different ideas. I empower people who come to me with an idea and give them a lot of freedom in what they’re able to do.”

Vincent Bernard felt that principals definitely must provide “professional development for teachers. As a leader, I think principals should allow teachers to take the lead as well as be a part of where they want to go. Being a dictator is not my style and I like to include teachers in all decision-making and setting goals to be achieved. It is important to include “stakeholders and make them feel as they’re a part in decision-making, the vision, and the goals for us to be successful.”

Encourage the Heart

Question Nine: To what extent do you “encourage the heart” by praising people for a job well done, creatively rewarding them for their contribution to the success of the school’s goals, or publicly recognizing people who exemplify commitment to shared values?

Journey Leslie stated that “teachers are praised constantly without giving false praise. Some teachers are intrinsically motivated so I would never call their names out at a staff meeting because it crumbles some of them. But those that are extrinsic, I make sure that the staff hears their name on a constant basis. We send out note cards in the box, e-mail, cards, and have celebration parties when teachers have done something beyond the call of duty.” Dolly Williams said, “I am one who loves to praise people because I believe that in this business we do not get accolades or the praise that we really, really deserve as educators. Therefore, most of it has to come intrinsically” or within. I thank teachers and staff for the things that they do and I know that students show gratitude toward the educators in our building. More importantly, we thank and encourage them. No one may ever notice what you’ve done, but it’s not about being noticed or recognized. It is about making your light shine so it could help the students get to where they’re trying to go. It’s not about the adults in this building. I do believe that as adults we need that encouragement sometimes so I try to bring a balance with that.”

Thelma Jo Locke stated, “Communication is definitely the key letting teachers know that we appreciate their efforts to increase student achievement. Test scores, benchmark, and Adequate Yearly Progress (AYP) goals are reviewed with teachers. We recognize their achievement in reaching these goals by giving teachers certificates. In

addition, we recognize teacher attendance goals by having perfect attendance luncheons for teachers. Teachers are recognized by their colleagues with Educator of the Month.”

Peggy Kansas stated that teacher recognition is “an ongoing process.”

Encouraging the heart means sending “an e-mail saying thank you, placing a note in teachers’ mailboxes, and recognizing a teacher of the month and staff member of the month. As part of the school system process, each school selects a ‘Teacher of the Year.’ People constantly need to be encouraged, even me. Oftentimes, I have to call someone and request assistance.” As a former teacher, I recall not always feeling appreciated, and as a result, I try to make sure that I comment to teachers about positive activities that I observed in their classrooms. Principals should remember what it was like being a teacher. I try to encourage the hearts of people to be honest. Being a principal does not place an individual upon a “pedestal that you don’t belong on. Who are you? Who are we? You’re just a person just like they are.” A principal can effect change on a large scale with the entire school, whereas a teacher deals with a small group of students in a classroom.” Encouraging the heart should be an “ongoing process.” During Teacher Appreciation Week, teachers are shown appreciation for one week, however it should be ongoing and constantly reminded that teachers are appreciated. “I appreciate the hard work that you have done. I appreciate when you stay after school and work with kids that you’re not being paid to work with, but just out of the goodness of your own heart you want to stay and tutor some kids who are behind.”

Vincent Bernard reported that “being a principal is very important. A pat on the back, a handshake, a simple smile or thank you, a card at a faculty meeting, recognition in public for a job well done goes a long way. We celebrate the smallest things to the big

things such as high test scores, first days, and class attendance. The more we celebrate the positive, the rest of the school, hopefully, or those that are not doing what we want will jump on board.”

Perceived Value-added Aspect of GLISI Training

Question Ten: What is the perceived value-added aspect of what you found most useful as a result of your GLISI training in the six leadership behaviors of change, i.e., creating a collegial environment, improving leaders, risk taking, balancing pressures, guiding a change team, and inspiring a vision?

Journey Leslie believed that “prior to GLISI training, it is difficult to take risks because as a leader if a project fails, you fail. GLISI provided us with a collective *Better Seeking Team* that makes risk-taking comfortable because it’s a team effort. If we fail, the team fails. There is no ‘I’ in team.” Dolly Williams stated that “Out of the six leadership behaviors, the one I find most useful and most valuable is inspiring a vision. Without a vision and without people understanding the vision, you’re going somewhere but you don’t know where you’re going. When you get there, you don’t realize where you are. Therefore, I believe that my role, based on the different things that I’ve learned through GLISI, the six leadership behaviors where I’ve changed, that you have to have a shared vision. You have to sit down with the people that are working alongside with you and to share and talk about this together.” “What you do? You tweak it and you develop a vision as a team. Without a vision you cannot work or improve leaders. You’d never take a risk in balancing pressures. Without a vision, you’re lost.”

Thelma Jo Locke said, “Grooming leaders is one of the value-added aspects of their leadership behaviors. The more leaders you have in your school, the more you

expect from them. Empowering leaders reduces “the level of pressure” that is “placed on the principal and the administrative team.” Peggy Kansas reported that the leadership behaviors that were most useful were: “balancing pressures, creating a collegial environment, and improving leaders.” Vincent Bernard reported that the most important leadership behavior is “improving leaders” because “leaders are not inclusive of the present administration, but staff with the desire to make the school a better place.” Schools should include teachers and staff who take on leadership roles. Assuming leadership roles means “going above and beyond what we ask give teachers a sense of ownership and leadership.”

Most Helpful or Least Helpful GLISI Training

Question Eleven: What areas of the GLISI training were most helpful or least helpful to you during your tenure as a principal?

Journey Leslie stated that the value-added aspects of leadership behaviors were “research-based practices that GLISI employs and shared with us” were most valuable to me. Not only did they allow us to have hands-on experiences in communication and collaboration with other leaders, they shared research with us that I could take back to the staff and show them what others were doing. GLISI shared with us that the research showed how to build a collegial staff, risk-taking, getting stakeholders involved, and introduced the framework that was teacher- and administrator-friendly.

Dolly Williams replied that there were no value-added aspects of leadership behaviors that were the “least helpful” since “everything that I received during GLISI training was most efficient from working with the *Better Seeking Team* to establishing a SMART goal. All of those things were very, very pertinent to the operations of our

school. The one that I found to be the most is analyzing data through data analysis, which was expected of a change leader. The days are over now where administrators were managers. We're no longer managers. We have to manage, yet the number one priority is to be a leader. What I learned from GLISI is that if you are a leader you must lead people to achieve the goals of the organization."

Peggy Kansas replied that being a principal for a short term has allowed her to "appreciate collaboration and teambuilding. The continual change process is something that I would carry with me because anything that's not changing now will not make progress. My school has to make progress. Many teachers and staff do not like change and say we've always done it this way. Resistance to change will occur regardless of where you are." The continual change process helps me to realize that I didn't have to try to fit in a particular pattern and change is expected." Vincent Bernard said, "I know that having a collegial environment is very important as is having a safe and enjoyable place to work. Disgruntled employees do not get results, therefore we "try to maintain an atmosphere that people want to come to work and enjoy coming to work, and they enjoy the kids, and they enjoy their colleagues."

Vision and Leadership Behaviors

Question Twelve: What is your vision in terms of your leadership behaviors?

Journey Leslie said, "My vision of my leadership behaviors are when the main vision is to develop well-rounded citizens, to develop the love of learning, not only through children, but through the teachers first. I believe it's most important to make certain that the educator feels valued because it trickles down to the children. Happy adults make happy children. When the parent is involved in their child's education, they

feel welcomed in this school. I meet and greet every parent who visits this school. The vision is to teach the whole child through communication that ultimately builds self-esteem. As a leader, the main vision is not to feel that I am important because I cannot do this job by myself. It takes that *Better Seeking Team* and all stakeholders around us, and that, of course, includes the central office support.

Dolly Williams reported that having a vision and leadership behaviors allow her to “empower people.” “I have learned throughout the years that first: I treat people the way I want to be treated myself. Empowering people and helping them to tap into some of the goals and develop the gifts and the talents that they have that they don’t even know exist” are important parts of my vision for my leadership behaviors. Principals should bring out the best in every individual regardless of their weaknesses. Principals can help individuals turn those weaknesses into strengths, which helps me to grow as a leader.”

Thelma Jo Locke stated that taking more risks is part of her vision for leadership behaviors. “Since I am a more conservative-type person as opposed to a liberal-type person, I say taking risks and encouraging staff is part of my vision. I encourage our staff to take the risks. Yet I have a difficult time taking risks. If it’s not guaranteed or 110%, then I’m afraid to step out on a limb and try it.” Peggy Kansas said, “I guess this is one of those moments when you ask: What I want put on my headstone when I leave this job? I would like for people to say that I was a leader that people liked working for. I was a leader who understood. I was a leader who cared about the children, parents, staff members. I was a leader who understood the values that others have in the organization and valued what they brought. I was a leader who is compassionate toward other people.

I think if they could say that about me, then I've done my job." Peggy Kansas further stated that no leader is perfect.

Vincent Bernard replied, "My vision is to reach our children, to make a change in the lives of our children; for them to know that their teachers and administrators appreciate them and we're here for their best interests. We want to prepare our children for any arena in which they venture."

Open-Ended Questions on LPI-Self Survey

In addition to interviews, open-ended questions were included on GLISI-trained principals' LPI-Self surveys. Seven questions were added to include the responses of GLISI-trained principals who did not take part in interviews. These questions were the second part of qualitative analysis in Research Question Three. These questions were similar to questions posed during interviews with selected principals.

Question One: Did your leadership skills change as a result of the Georgia's Leadership Institute for School Improvement (GLISI) training?

The majority of principals agreed in their comments that their leadership skills changed as a result of the Georgia's Leadership Institute for School Improvement (GLISI) training. However, two principals replied that GLISI training did not change their leadership skills, but their skills were enhanced due to "detailed training" and that new ideas were under implementation. One principal commented that GLISI "didn't invent this, just packaged it very well." Others agreed that GLISI helped them to be cognizant of the "value of the team approach" and become "more aware of the 8 roles of leadership." Several principals stated that they were "more focused on sharing the vision and interpreting data" as a result of the GLISI training. A new principal wrote that

“GLISI training prepared me to lead change through collaboration and team building. Although I have worked in administration, nothing prepared me for the awesome task of leading a school.”

Question Two: Does GLISI really work? Why or why not? Principals unanimously agreed that GLISI helped them to “create long-term goals” that “supported the vision that was clear and well-organized.” Several stated that GLISI “changes your thinking,” “provides a framework for leadership for new principals,” “uses leadership practices based upon research,” and “helps principals improve their leadership skills.”

Question Three: Is there a difference in how you feel about your leadership behaviors after receiving training in the GLISI program?

Seven out of eleven principals commented that differences were noted in their leadership behaviors after receiving training in the GLISI program. These principals were “more confident,” “more encouraged,” and realized “how many individuals were within my influence.”

Question Four: What is the perceived value-added aspect of what you found most useful as a result of your GLISI training in the six leadership skills of change? The majority of principals commented that GLISI helped them to become data driven and involve teachers in “decision-making practices.” GLISI helped them to become a “change leader,” “an instructional leader,” and focused on “continuous school improvement through the use of coaching support and collaboration.” More importantly, as one principal commented, “School improvement begins with the end in mind.” Two principals stated that GLISI helped them to “better be able to adjust and work with others

to support student achievement,” and “to recognize my role in driving and enabling the change process in my school.”

Question Five: What areas of the GLISI training were most helpful or least helpful to you during your tenure as principal? Principals stated that the “most helpful practices were the “long-term strategic planning; valued-added sharing the work,” “hands on experiences with practical practices,” and “listening and sharing ideas with other principals and leaders.” Others said that GLISI’s “data training was helpful” as they became data analysis leaders in the school.” One principal stated that the most helpful part of GLISI was the Leadership Summit and training consisting of decision-making models.

Question Six: Do you feel you have benefited from the GLISI training? Why or why not? The majority of principals commented that they benefited from the GLISI training because “relevant literature supported the work,” and “GLISI gives much focus to the big idea of leadership” as it “provided new perspectives of leadership.” GLISI also “helps to improve the 8 roles of leadership.” One principal commented that they “benefited mostly from the networking opportunity.” Another stated that GLISI was “very instrumental in helping me to build a culture of learning for our school with high expectations.”

Question Seven: What have you gained from your GLISI training? Principals commented that “meeting with other colleagues to share goals and expectations” was what they gained from GLISI training. Principals felt more confident in taking risks to help “ensure that teachers are equipped to teach and students are prepared to learn.” GLISI helped these principals to become “more thoughtful and rounded leaders,” and

“provide an organized system of making change for instructional gains.” These principals stated that they have “gained a better understanding of the value system that exists among colleagues and educators in a school.” “Empowering others to make the vision a reality” has “helped me to carry my vision for the school to a higher level,” said two principals. One principal said, “Teachers are becoming more comfortable with data and are making better decisions about their instructional practices. Collaboration is more and more evident between the teachers on and across grade levels and content areas.”

Summary

The principals in this study represented both genders and administrative experience ranged from no experience to over twenty years of leadership. Slightly over half of the principals in this study were Black females between the ages of 40 to 49 years old with none to five years of experience. Less than half were middle school principals with an equal number of elementary and high school principals who participated in this study. All were provided full information about the study and were provided the opportunity to decline their involvement.

The results of this study indicated that principal preparation programs such as Georgia’s Leadership Institute for School Improvement (GLISI) for principals can play an important role in helping link principals to others’ perceptions of their leadership behaviors. Overall, GLISI-trained principals stated that they benefited from GLISI training and that GLISI influenced their leadership behaviors as change leaders by making them become risk takers, data analyzers, and team builders. All agreed that GLISI changed their leadership behaviors as they empowered teachers to become leaders and assume various leadership roles in the school. GLISI was perceived as a value-added

program as it enhanced their leadership behaviors as change agents. GLISI-trained principals became examples and role models for teachers and staff and set a vision with staff for unanimous buy-in to the vision of obtaining the school's goals. These principals encouraged teachers to attempt new instructional strategies, to visit other schools to determine what they were doing, and to be creative in doing their work. Teachers are empowered by these principals to grow in their jobs professionally by attending staff development and in-service, pursuing graduate degrees, and becoming teacher leaders among teachers and staff.

These principals find ways to praise teachers and staff for exemplary work through appreciation days, celebrations, certificates, and tokens, letters of appreciation, and public recognition and acknowledgement. The principals' in this study perceived value-added aspect of what they found most useful as a result of their GLISI training in the six leadership behaviors of change were improving leaders, risk taking, guiding a change team through *Better Seeking Teams*, and inspiring a vision among teachers and staff. The areas of GLISI training were most helpful or least helpful to them during their tenure as a principal were how to become risk takers, become a team player, empower teachers as leaders, and become data analyzers.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study was to explore the impact of GLISI training on the change leadership behaviors of selected principals according to the change leader role that contains six change leadership behaviors: creating a collegial environment; improving leaders; risk taking; balancing pressures; guiding a change team; and inspiring a vision. Georgia's Leadership Institute for School Improvement (2004) identified 8 Roles of School Leaders™ of principals. This study focused on one of the 8 Roles of School Leaders™: the change leader.

Through two surveys, the researcher explored the perceptions of the GLISI-trained principals' leadership behaviors (Leadership Practices Inventory-LPI-Self) and observers who worked directly with the principal (Leadership Practices Inventory-LPI-Observer). Additionally, this study examined the perceptions of GLISI-trained principals' leadership behaviors and non-GLISI-trained principals' perceptions. Individual interviews were held with selected GLISI-trained principals to determine how GLISI impacted their roles as change leaders and to understand their change leader roles. Open-ended questions were included at the end of the survey for GLISI-trained principals.

This study utilized a mixed research design of quantitative analysis using two surveys (self and observer) and a qualitative analysis using interviews of selected principals and open-ended questions at the end of the survey. Surveys were analyzed using the statistical analysis of independent-samples t-tests to determine whether significant differences existed between the means of the self surveys and the observer

surveys. Data from the two surveys were input into the Statistical Package for the Social Sciences (SPSS) statistical command package. Data collection included responses of principals and observers from two separate surveys. The LPI-Self survey was completed by GLISI-trained and non-GLISI-trained principals. The LPI-Observer was completed by observers who worked closely with the principal. At the end of the LPI-Self survey, GLISI-trained principals were asked to respond to seven open-ended questions.

One of the conclusions was that the differences found in this study were not statistically significant based on the small number of participants. Greater participation was anticipated but due to school district regulations and specifications regarding submitting proposals for research in the district, this study was limited to 23 principals, 18 of which were GLISI-trained and five were not. Another conclusion from the findings was that Kouzes and Posner's instrument was reliable in terms of face validity in purporting to measure change leadership behaviors of GLISI. The researcher is recommending that this study be replicated throughout the State of Georgia using GLISI-trained principals and a larger database and sample size.

Findings for Research Question One revealed significant differences between GLISI-trained principals and observers on all five domains of Kouzes and Posner's variables. None of the differences between GLISI-trained principals and non-GLISI-trained principals were significant for Challenge the Process and Encourage the Heart; that is, the two groups tended to agree that these two leadership domains were commonly used. Findings for Research Question Two revealed significant differences between the perceptions of GLISI-trained and non-GLISI-trained principals on three domains: Model the Way, Inspire a Shared Vision, and Enable Others to Act. No significant differences

were found for Challenge the Process and Encourage the Heart. In terms of what leadership behaviors were perceived to be most important in influencing GLISI-trained principals and non-GLISI-trained principals to lead school-based improvement, Model the Way, Inspire a Shared Vision, and Enable the Act were most influential.

Findings for Research Question Three revealed that the value-added aspects of GLISI training and principals' personal change leadership behaviors were identified. The value-added aspects of GLISI training were helpful to GLISI-trained principals in the following emerging themes: cohorts and building relationships; student achievement and school improvement; long-term strategic planning; valued-added sharing the work; hands on experiences with practical best practices; risk taking; and listening and sharing ideas with other principals and leaders.

Overall, the researcher concluded that the data collected on the perceptions of GLISI-trained principals and observers revealed more differences than similarities for principals than observers. GLISI-trained principals' self-ratings were slightly higher than observers. Conclusions for perceptions of GLISI-trained principals and non-GLISI-trained principals revealed more similarities than differences. GLISI-trained principals tended to perceive themselves as using the practices and behaviors that they and non-GLISI-trained principals rated as important.

Conclusions for Research Question One

Model the Way

In Model the Way, GLISI-trained principals' self-ratings were significantly different on all variables and favored these principals except on one variable: spending time and energy making certain that school staff adhered to agreed upon principles and

standards established and set. A principal stated that her leadership behaviors changed because of GLISI training that included valuing stakeholders and making sure that everyone understands the communication; and knows the vision; everyone has a part in creating and developing the vision; and implementing what has been decided as a team. It becomes the principal's responsibility to make certain that what has been decided is implemented and evaluated.

Based on the results of Model the Way, observers did not feel that principals spent time and energy doing this. Observers' ratings were high but not as high as principals' self-ratings. This small difference may be due to the fact that GLISI may have provided the training, but principals may not be practicing the skills consistently and sufficiently enough to be noticed by observers. Principals may perceive that they practice these skills at a high level, but actually do not.

During follow-up staff development needs, GLISI may consider showing principals how to plan effectively and efficiently with their administrative teams and other staff on this variable of spending time and energy making certain that colleagues adhered to principles and standards. Additionally, one principal stated that she inspected what she expected. Another stated, "The staff already knows that my role at some point is to inspect the expected. We said we're going to do these things, what is my role? Everyone understands that."

Another principal in this study stated, "Leaders should not only tell others, but show them and let them see you do it, and then allow them to take on a shared leadership role without interference. Anytime there is change, you must be the change leader." Administrators should attempt to attend staff development provided for teachers. School

leaders' attendance and participation at workshops demonstrates that teacher professional development is essential in teacher development and school change efforts.

Not only are principles and standards agreed upon by everyone, but setting common goals with a vision in mind must also be agreed upon by all stakeholders in order to reach individuals that have the same ideas, the same drive, and the same desire to reach set goals. Principals should continuously examine the school's vision and beliefs about the future which set the stage for motivating change and improvement in the school (Barkley, Bottoms, Feagin, & Clark, 2005).

It is important for principals to communicate with their staff regarding expectations of high standards (Kouzes & Posner, 1995, 2002). One principal said, "It's most important that as a leader, I bring high expectations back to the forefront to revisit what we said we were going to do. Because you have some people who are watching and saying nothing is going to change; we just did all that work. We want them to know that what we did as a group was serious and it's valued. This is what is said and this is what we're going to do. As the leader, I'm going to make certain that we revisit that action plan and its implementation."

The keeper of the vision typically models what is important in the school (Kouzes & Posner, 1995, 2002). Leadership is regarded as the single most important factor in the success or failure of schools (Bass, 1990). As accountability for student achievement as school success rises, a change leader is willing to communicate the importance of creating a collegial environment and modeling the way for teachers and staff in order to achieve a common goal (Benson, 2006; Goldring & Rallis, 1993; Louise, Kruse, & Marks, 1996). Not only words but behavior earns leaders respect. Change leaders must

set an example and build consensus and commitment through simple, daily acts that create enthusiastic progress and build momentum (Kouzes & Posner, 2006).

Inspired a Shared Vision

Inspire a Shared Vision was more significant for GLISI-trained principals in this study. These principals not only rated themselves higher than observers on all variables under this domain, but significant differences were found in all but one of these variables about future trends that influenced how work was accomplished. Two principals in this study felt that the most useful and valuable leadership behavior was inspiring a vision. Principals believed that without a vision and without people understanding the vision, schools will not progress since no one knows the vision or how to reach the vision, nor will school staff recognize whether goals are reached. Inspire a Shared Vision means having a vision of the future, focusing on that vision, communicating and sharing it with others, and getting others to buy into the vision (Kouzes & Posner, 1995, 2002).

The researcher concluded that GLISI-trained principals' views about inspiring a vision may not have been communicated to others as well as they perceived. Principals may need to revisit the vision to ensure that all stakeholders are in agreement with achieving goals and obtaining buy-in from the majority of individuals. One principal stated that the GLISI training was effective in helping her to focus on the importance of collaboration as administrative teams understood the shared vision and were encouraged to embrace the vision. What principals realized in this study is what begins as a personal vision ultimately turns into a group vision as they encouraged buy in from others (Chenoweth et al., 2002; Pearce, 2003; Hopkins, 2005; Kotter & Cohen, 2002; Kouzes & Posner, 2006).

To enlist others in a vision of the future, leaders get to know others and practice communicating with them (Chenoweth et al., 2002; Pearce, 2003; Hopkins, 2005; Kotter & Cohen, 2002). One principal commented that GLISI emphasized shared leadership and team building with collaboration that influenced him/her in sharing and encouraging change leadership toward a common vision.

Principals of high-performing schools have visions of what schools should do (Chenoweth et al., 2002; Pearce, 2003; Hopkins, 2005; Kotter & Cohen, 2002). Principals know how to support their visions with funding, time and other resources. Another principal felt that the shared vision should be shared with all stakeholders. Principals invite new stakeholders in to plan the vision and to help sell it to others and seek buy-in (Barkley et al., 2005).

Many articles have been written about the importance of vision within the realm of organizational leadership (Fullan, 1991, 1997). One participant in this study stated that having a vision is critical in helping a staff to focus on a direction for the year. GLISI places emphasis on shared leadership and team building with collaboration that influenced principals to share and encourage change leadership toward a common vision,” noted one principal. Another principal felt that “GLISI gives you a vision that streamlines the various components of leadership, effective schools, building effective communities, collaborating with all stakeholders, making certain that teachers understand what to teach, and how to teach.”

Challenge the Process

The means between GLISI-trained principals and observers differed significantly from each other on each dependent variable and favored these principals on all variables

with the exception of: (1) challenges people to try out new and innovative ways to do their work, and (2) searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.

Principals should try new and challenging opportunities, be creative as they learn to think outside the box for new ways to improve what they do (Kouzes & Posner, 1995, 2002). A principal stated that they must work hard to challenge people to create innovative ways to get the end result regardless of what we do to get there. While principals challenge teachers to think outside the box to try new ways of teaching, principals should do likewise. One of the ways that principals challenge teachers to step out of the box is by showcasing the ones who are attempting innovative ideas and not putting down others by saying that what they are doing is wrong. Principals who think outside of the box by trying innovative ideas may not be celebrated and showcased by central office as one of the reasons why they do not go beyond what is considered acceptable for their schools to progress. They may encourage teachers to try new teaching ideas in their classes, but often fear reaching outside the box for fear of reprisal from supervisors.

Enable Others to Act

The variances between principals and observers differed significantly in favor of one of the value added aspects of GLISI is to continue the cohorts to foster collaboration by promoting cooperative goals, building trust, creating a climate of trust, positive interdependence, strengthening others through sharing and commitment (Kouzes & Posner, 1995, 2006). After the GLISI training, principals realized that they cannot do the job as principal alone; they needed help from others who were in the same predicament

as they. One principal remarked that GLISI gave her the opportunity to build relationships that she wants to continually build upon since that is what leadership is all about. Principals seemed to appreciate the exposure they received at GLISI through the camaraderie with people in their cohorts that otherwise would not have developed. These principals felt close with other principals since they had to spend six days together living away from the school during Base Camp and the Leadership Summit.

Through GLISI's *Better Seeking Teams* concept, principals stated that they encouraged teachers and staff to visit other schools to gain new ideas about their jobs. Others have a team of teachers who are seeking leadership certification. By providing opportunities for teachers and staff, principals empower them and help them to become a part of the team. One principal commented that teachers have a vested interest in anything that goes on in their school. Another principal stated that teachers should take the lead as well as be a part of where they want to go. Being a dictator was not his style as noted by a principal who included teachers in all decision-making and setting goals to be achieved (Kouzes & Posner, 1995, 2006).

GLISI-trained principals remarked that they treated others with dignity and respect by creating a climate of trust and mutual respect. Creating a climate in which people are involved and feel important is at the heart of strengthening others by making others leaders (Kouzes & Posner, 2006). Not only words, but behavior earns leaders respect (Kouzes & Posner, 2006). Principals commented that they supported teachers' professional goals, where they wanted to go, what can be achieved at school that would be beneficial to students, and how they benefited from achieving set goals. Principals

stated that they provided opportunities for teachers that empowered them and helped them to become a part of the team.

Encourage the Heart

Variances between GLISI-trained principals and observers differed significantly on two variables favoring these principles: (1) makes sure that people are creatively rewarded; and (2) finds ways to acknowledge, celebrate, and reward accomplishments. While GLISI-trained principals rated themselves higher on every dependent variable than observers, these observers did not believe that these principals demonstrated praising people for a job well done.

Based on the findings, the researcher concluded that all principals found ways to creatively celebrate and reward others for their contribution to the success of school projects. One principal said, “I am one who loves to praise people because I believe that, in this business, we do not get accolades or the praise that we really, really deserve as educators.” To Encourage the Heart, leaders typically recognize individual contributions regularly and expect the best, pay attention, and celebrate values and activities. Principals celebrate teachers by publicly acknowledging their accomplishments with teacher appreciation programs, small gifts, note cards, and other forms of recognition.

Several principals in the interview spoke of intrinsic and extrinsic praise in terms of teachers who seemed to thrive on extrinsic or public recognition. Genuine acts of caring uplift the spirits and draw people forward. Part of the principal’s job is to show appreciation for people’s contributions and to create a climate of celebration and to show others that they care about them by encouraging and rewarding teachers who do well. Kouzes and Posner (2006) believed that “caring is at the heart of leadership (p. 6).”

Principals remarked that some individuals did not require as much praise as others but that they praised all teachers by sending out note cards in their mailboxes, sending e-mails, giving certificates, and having celebration parties when teachers have done something beyond the call of duty. In addition, teachers were recognized for meeting attendance goals and were rewarded with perfect attendance luncheons. Other creative ways of acknowledgements were Educator of the Month, Teacher of the Year, a pat on the back, a handshake, a simple smile or thank you, or a card at a faculty meeting.

The overall conclusion is that GLISI-trained principals think highly about their perceived leadership behavior on all five domains: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart than do their observers. It must be noted that while these principals' ratings were higher, they were not significantly higher than observers. Both principals' self-ratings and observers' ratings were considerably high. It was simply that principals' self-ratings were slightly higher.

Based on the findings for Research Question One in this study, the researcher reached several conclusions. GLISI-trained principals should receive further training in staff development and be given time to make certain that established standards are followed and implemented. GLISI-trained principals should be provided opportunities in cohort groups to reflect on future trends in their schools that will influence how the vision is shared and communicated and how goals are accomplished. GLISI-trained principals all seemed to enjoy being in cohorts, spending time together with colleagues, sharing and reflecting on their experiences as leaders in their schools. GLISI should continue to

provide opportunities for school leaders to search outside the formal boundaries of their roles and responsibilities as leaders.

GLISI-trained principals have numerous responsibilities during a typical school day and often times may not have the opportunity to actively listen to others diverse points of view. GLISI may provide staff development in how to actively listen to others diverse opinions. Some people hear what others are saying but do not listen or respond to what is being said nor do they accept diverse points of view if they are not risk takers. Principals may consider blocking off a special time of the day and set appointments with little or no interruptions for individuals who wish to express their view points.

Although principals perceived that they praised people and said that they eagerly rewarded individuals in various and creative ways for their accomplishments, observers did not perceive principals to do this to make a significant different. Principals may develop a plan for rewarding teachers and seek teachers' input about how they wished to be rewarded and how often. Oftentimes, principals may fail to trust and have confidence in people's abilities to get the job done and will assume personal responsibility for getting the job done, or assign it to someone else before it is completed.

Conclusions for Research Question Two

The results of this study revealed that GLISI-trained principals' perceptions were not significantly different than non-GLISI-trained principals' perceptions on Challenge the Process and Encourage the Heart. However, significant differences in self-ratings perceptions were found for Model the Way, Inspire a Shared Vision, and Enable Others to Act.

Model the Way

Similar to Research Question One, GLISI-trained principals' perceptions did not differ significantly from non-GLISI-trained principals' perceptions on spending time and energy making certain that the people I work with adhere to the principles and standards we have agreed upon. Nor did these principals differ on building consensus around a common set of values for running the school.

In addition, GLISI-trained principals' self-ratings of their perceived change leadership behaviors were slightly higher on two variables and lower on four variables than non-GLISI-trained principals' self-ratings. GLISI-trained principals perceived that they provided feedback and built consensus at higher levels than other principals. Lower self-ratings may be due to the small sample size of non-GLISI-trained principals in this study. A larger sample size may have produced very different results to reflect a higher level of GLISI-trained principals' perceptions on more variables. Principals should check the pulse of teachers and staff by asking them to provide input on how their actions impact other people's performance. This feedback is necessary for principals in order to make corrections and improvements in an ongoing manner.

If established expectations are set by school staff, then principals must help administrative support teams to adhere to agreed upon principles and standards of operation (Kouzes & Posner, 2006). Exemplary principals set high standards and have high expectations of school staff and expect the best of individuals as they offer encouragement, show appreciation, and maintain a positive outlook on the future (Kouzes & Posner, 2006, pp. 5-6). If the administrative team members and teachers do not believe

in the principal and what is being communicated by them, they will not believe what is being said and will not have confidence in the principal.

Principals have “a philosophy, a set of high standards by which choices are made, a set of values about how others should be treated, and a set of principles that make the individual unique and distinctive” (Kouzes & Posner, 1999, p. 13). Principals build their credibility by matching words and actions. To convince teachers and staff of something good, principals should focus on what is good for the group and not individuals.

Principals create a common purpose and sense of unity by showing others how various activities are for the good of the entire group. As one principal stated, she had to learn to walk the walk and talk the talk by having high standards that others agreed to adhere to and follow.

Inspire a Shared Vision

GLISI-trained principals' self-ratings were lower on five out of six Inspire a Shared Vision variables than non-GLISI-trained principals. This difference favored non-GLISI-trained principals and may be attributable to the conclusion that these principals may be more experienced as administrators who have learned how to talk about future trends, describe a compelling image and dream of the future of the school, show others how their long-term interests can be realized by enlisting in a common vision, and speak with genuine conviction about the higher meaning and purpose of work. GLISI-trained principals were typically new principals who rated themselves slightly higher on painting the 'big picture' of what everyone wanted to accomplish in the school. Through the GLISI training and years of experience, these principals inspire a shared vision; however, their ratings were slightly lower than other principals in this study, which means that they

perform these skills but they are perceived at a level that is lower than non-GLISI-trained principals. Individual interviews in future studies would help the researcher answer the question of whether principals actually inspire a shared vision among teachers and staff.

Challenge the Process

Both GLISI-trained and non-GLISI-trained principals were equal in their self-ratings: three self-ratings were lower and higher for these principals than the other. Based on the findings in this study, no differences were found between the two groups for Challenge the Process. Therefore, the researcher concluded that risk taking was not consistently practiced among either group of principals. GLISI may consider working with all principals to make certain that they all become trained through their program in risk taking, how to challenge people to be creative and innovative, evaluating what is learned even when things go wrong, setting achievable goals, making concrete plans, and establishing measurable milestones for the projects and programs.

Several principals in the interviews commented that the individuals in the GLISI training were somewhat afraid to take risks, and GLISI helped one of them to actually inspire others to become leaders within their schools. Furthermore, taking more risks is part of their vision for change leadership behaviors. Another principal stated that she was more conservative than liberal. While she has difficulty taking risks, she encourages staff to take risks as part of her vision. Before taking risks, she said, "If it's not guaranteed or 110%, then I'm afraid to step out on a limb and try it."

Since the principals in this study were typically new, female principals, they may be reluctant to take risks and accept new challenges for fear of making mistakes and possibly losing their jobs as a result. GLISI may consider staff development in the

assurance that risk taking is acceptable among principals, central office staff, and teachers without fear of reprisal. When leadership is understood as a relationship founded on trust and confidence, principals may be more willing to take risks, to become more innovative and creative in school improvement ideas as well as build more trust in their relationships with teachers and staff.

Without trust and confidence, people do not take risks and there is no change (Kouzes & Posner, 2006). One principal was afraid to permit teachers to take risks since these teachers may get her in trouble. Kouzes and Posner (2006) stated that leaders venture out and take risks, lead others to seek, and accept challenges (pp. 3-4).

Enable Others to Act

GLISI-trained principals in this study perceived that they actively listened to diverse points of view, supported decisions of others, gave people freedom and choice in how to do their work, and ensured that people would grow in their jobs by learning new skills and developing themselves. The only difference between GLISI-trained and non-GLISI-trained principals was treating others with dignity and respect. Based on this finding, no other significant differences were noted for either group of principals. One of the principals in this study stated that teachers help make decisions and are involved in any aspect of the school. Principals in this study were cognizant that GLISI had a positive impact on their change leadership behaviors. One principal said, “Participation in GLISI allowed me an opportunity to look at the role of principal from an entirely different perspective from which I had not looked at before.” Furthermore, “GLISI defines each role of an effective leader and more importantly, it helps you identify those areas that are your strengths.” GLISI helped these principals to become

“more thoughtful and well-rounded leaders.” GLISI training helps principals to balance pressures and support to drive and sustain change.

Additionally, principals believed that GLISI assisted them in identifying those areas of weakness as it provided an opportunity to help them grow as an individual. Principals should be receptive to ideas from anyone and anywhere. The principals in this study sought the input of others and sought to ensure that teachers were part of the decision-making process that occurred in the school. Principals felt that they recognized and supported the good ideas of teachers and staff.

Encourage the Heart

All Encourage the Heart variables were rated higher for GLISI-trained principals than non-GLISI-trained principals with the exception of making sure that people are creatively rewarded for their contribution to the success of school projects and activities. Based on the findings in Encourage the Heart, no differences were found for either group of principals. This finding led the researcher to conclude that both groups praised people, showed confidence in people’s abilities to get the job done, recognized and celebrated individuals for exemplary work, and supported people’s decisions. GLISI may assist principals in how to continue to creatively reward others for their accomplishments. Principals in the study seemed to enjoy celebration times with teachers, staff, and students. One principal commented that GLISI really allows individuals to be “receptive in their environment and how to celebrate.”

Conclusions for Research Question Three

The perceptions of selected principals regarding their personal change leadership behaviors were identified. The value-added aspects of GLISI training were helpful to

principals in the following emerging themes: cohorts and building relationships; student achievement and school improvement; long-term strategic planning; valued-added sharing the work; hands-on experiences with practical practices; risk taking; and listening and sharing ideas with other principals and leaders.

After GLISI training, principals said that they felt more confident in taking risks that helped to “ensure that teachers were equipped to teach and students were prepared to learn.” One principal stated that the most helpful part of GLISI was the Leadership Summit and training consisting of decision-making models. One principal commented that she “benefited mostly from the networking opportunity.” Another principal remarked that the “GLISI experience gave me a road map. It gives you a form to follow which improves your leadership if you adhere to it. The most important part is implementing the philosophy and using what is best for you and your school.” Other principals concurred that this road map helped them to follow the steps to being a successful school leader. Further, “GLISI streamlines the importance of getting students involved in decision-making and why it is important to share the value of using rubric assessment with students.” As a result, “GLISI provides a roadmap to ensure that all components of leadership are implemented.”

Although data analyzing was not part of the change leader behavior, this component appeared in principals’ responses during the interviews. A principal commented, “GLISI helped me to focus on analyzing data and continuing to empower people.” Others agreed that GLISI’s “data training was helpful” as they became data analysis leaders in their schools.

The benefits of GLISI training for school leaders were gained when they learned to have the confidence to change their attitudes toward change from one of fear and reprisal to one of courage and risk taking opportunities to challenge the process for the benefit of teachers, students, parents, and other stakeholders (Garfinkle, 2004; Kotter & Cohen, 2002). One principal remarked, “GLISI allows you to be yourself. Principals are viewed as “unapproachable with no personality.” The majority of principals agreed that their leadership skills changed as a result of the Georgia’s Leadership Institute for School Improvement (GLISI) training. However, two principals replied that GLISI training did not change their leadership skills but their skills were enhanced due to “detailed training” and that new ideas were under implementation. Others agreed that GLISI helped them to be cognizant of the “value of the team approach” and to become “more aware of the eight roles of leadership.”

The results of this study suggest that principals with less than three years of experience may engage in GLISI training for a longer period of time than six days. New principals may be engaged in training for the first three years of their administrative tenure. New principals who receive GLISI training during their first three years of tenured leadership will be tracked through triangulation research: surveys, individual interviews, and focus groups.

Principals in this study were very anxious to share their stories about their roles as leaders of change during the interviews. Some of their stories reflected an opportunity for them to live out and express their personal beliefs and values about being a change leader. Other stories described how their roles were carried out within the organizational structure of their school district.

Qualitative analysis of the change leader can be conducted through the use of focus groups that provide a better and thorough understanding of change leader behaviors that impact why and how principals make changes in their behaviors. In addition, focus groups provide the impetus for a large scale, longitudinal, quantitative study or may serve as a follow up to qualitative analysis that includes using the LPI-Self survey for all GLISI-trained principals in the State of Georgia.

Setting an example was used by principals to become role models for others. Principals felt that they set personal examples of the type of behavior they wish for teachers and staff to model. The keeper of the vision has to model what is important in the school and principals signal them in many different ways such as through what is written, what is said, and what is done. All principals in this study appeared to bring with them their own way of working with their administrative teams by sharing a vision, being risk takers, and supporting and providing incentives for teachers and staff. All believe they are leaders of change.

Implications

GLISI-trained Principals

Working in cohorts for school leaders was cited during interviews as an important element in GLISI that supported cohorts, collaboration, and bonding with other school leaders on different school levels (elementary, middle, and high school principals and central office staff). Principals spent six days away from school buildings at Base Camp and Leadership Summit programs. New principals stated that these programs were helpful to them as new principals. Experienced principals also stated that they benefited from GLISI training and learned data analysis and how to build better teams through

shared leadership and empowering their teachers and staff. However, a very small percentage felt that this program was nothing new but repackaged under a different name. Perhaps, new principals could be partnered or paired with more experienced principals to serve in mentor and mentee roles during the first three years for new principals.

Principals who believe that the GLISI program is “nothing new” may utilize IBM Reinventing Education Change Toolkit (Kanter & Goodmeasure, 2002) to change leader behaviors and use best practices in the real work of the school environment. This Toolkit has helped Georgia’s leaders, primarily Superintendents to diagnose their strengths and weaknesses to determine how well they are doing as change leaders as well as identify what is needed to begin and sustain their drive and energy level for change and improvement. One of the implications is that this Toolkit may also be used with other school leaders during their GLISI training in order to help these leaders determine their strengths and weaknesses in becoming change leaders (Belew-Nyquist; 1997; Dunn, 2000).

New Principals

Since several principals in this study were newly hired principals, all agreed that GLISI training helped them with the “road map” and thus, they benefited from the training as new principals and learned what to do by following the “road map.” GLISI should establish new procedures, if not already established, that all new principals should be required to attend GLISI training during the first two years as new principals with continuous support the third year. New principals, especially need cohort support and seemed to rely on the support of colleagues for assistance with “real answers” to their

questions of how to implement programs for school improvement (National Association of Secondary School Principals, NASSP-2000).

One of the principals in this study stated that she wanted to know how another principal achieved a goal and wanted the “real deal” rather than a philosophical answer. Several principals stated that they benefited from the establishment of cohorts in order to go to another principal for advice and encouragement. One of the implications for schools is that school districts can establish networks of principals, study groups, cohorts, and formal, sustained mentoring arrangements (Barth, 2001; Hulme, 2006; Lockwood, 2005; Sparks & Hirsh, 2000; Tirozzi, 2001).

Alvarado (1999) notes that an important ingredient to principals helping principals is study groups in which principals consider problems, particularly those in the critical areas of reading and mathematics, and figure out what to do about them. This sense of organizing administrators through cohorts, action research groups, or a wide variety of discussion groups is essential to making progress in schools. Study groups provide a structure that ensures principals engage in continuous learning focused on schoolwide student results and best practices to support higher levels of achievement.

Coaches for new and experienced principals who may frequently need guidance in managing the demands of their full lives may be provided as support (Sparks & Hirsh, 2000). Coaches can enable principals to stay focused on their instructional goals while also leading balanced, healthy lives and to help them to balance pressures in their daily lives as in *Encourage the Heart* by Kouzes and Posner (2003).

Principals in this study permitted their teachers to visit other schools to observe what other teachers were doing. Similarly, principals may visit other principals' schools

to observe their leadership behaviors, best practices and programs. According to Alvarado (1999), principals who make regular visits to other schools to observe classrooms and analyze instruction and partner with a more experienced principal in coaching really benefit from this type of support. One principal in this study wanted to know the “real deal” and to know the truth. She stated that she did not want to hear about the philosophy of why a certain program was implemented but she wanted to know how it was really done in down to earth terminology. This principal may benefit in discovering the “real deal” by spending a day with an experienced and successful principal who can serve as a role model and coach to provide support and encouragement as well as explaining the steps involved in successful implementation of school projects.

Alvarado (1999) suggested that behavior cannot change without large-scale coaching by people who have the knowledge about their schools and know how to help others learn. Principals may need someone to serve as a model, to provide feedback, and to help them to try innovative and creative ideas in their schools as well as support the practice for long term. Principals should be given the opportunity to visit with other principals who are more experienced, to reflect with cohorts or other groups of principals with similar needs and abilities, and to practice what they have learned through GLISI training.

Colleges and Universities

Principals in this study stated that they desired more “hands on experiences with practical practices” to be part of their GLISI training. GLISI staff may consider partnering training with colleges and universities that educate most of Georgia’s principals. Colleges and universities provide faculty who teach new models of leadership

and may include more on-site, hands-on practice in best practices for school leaders (Pingle & Cox, 2007). Faculty and staff of local colleges and universities may consider becoming co-partners with GLISI staff to establish change leader behavior courses in their undergraduate and graduate teacher and principal preparation programs to help aspiring teacher leaders and principals as they engage in staff development and pursue advanced degrees.

The results of Pingle and Cox (2006) indicated that college preparation programs for aspiring principals can play an important role in helping link principals to others' perceptions of their leadership behaviors. Helping aspiring principals recognize that their teachers connected their leadership practices to the school's academic success and helped to broaden their perspective.

Principals expressed the need for practical experiences that helped them to enhance school improvement and student achievement. One principal stated that "School improvement begins with the end in mind." Principals should know what the end will look like before they can begin. Two principals stated that GLISI helped them to "better be able to adjust and work with others to support student achievement," and "to recognize my role in driving and enabling the change process in my school."

Professional Development for School Leaders

Professional development for principals in this study leads the way for teachers in their schools. Principals felt that they should attend professional development activities with teachers because if their attitudes toward further training are negative, then teachers, too, will have negative attitudes toward attending training. Principals believed that they should set the example for training for teachers and staff. School board members may

consider providing additional funds in the budget to reward teachers and school leaders who seek and obtain extra degrees and participate in higher education course credits.

Some local districts already allocate at least 10% of their funds for ongoing, school-based professional development programs for teachers and school administrators (Beach & Berry, 2005; Chenoweth, Carr, & Ruhl, 2002; Kelley & Peterson, 2000; Jackson & Kelley, 2002; Sparks & Hirsh, 2000; Valentine, 2001). Programs for principals may include mentoring and peer coaching, opportunities to visit other schools, training in ways to help principals to develop a vision, taking risks, and growing professionally to strengthen their understanding of how to implement, adhere to, and monitor principles and standards, and strengthen quality professional development for school leaders that provides real experiences (Beach & Berry, 2005; Chenoweth, Carr, & Ruhl, 2002; Kelley & Peterson, 2000; Jackson & Kelley, 2002; Sparks & Hirsh, 2000; Valentine, 2001).

Principals in this study seemed to enjoy building relationships with other school leaders, especially people that they do not usually meet with, such as central office staff. Participation in GLISI training has allowed school leaders the opportunity to meet with others who have similar needs, strengths, weaknesses, and abilities through the creation of leadership networks or cohorts for principals (National Association of Secondary School Principals, NASSP, 2000; Sparks & Hirsh, 2000). One principal commented that she has a cohort of people such as principals, assistant principals, and even a superintendent who attended GLISI training. She further remarked that she saw people in a “different light when we went to GLISI, and I have a whole cohort of people now on whom I can call.”

All principals agreed that the GLISI experience was a value-added aspect in enhancing their leadership behaviors. One principal said, “GLISI definitely enhanced my leadership skills because there were certain things that I did not know. Another principal said, “I found that there are a lot of different offerings to everyone on the team. Cohorts could take information and activities back to our individual group.” GLISI provided a cohort of individuals that would provide support and “I feel very comfortable calling on the individuals in my cohort.” Researchers also identified the value-added benefits of programs that enable principals to become more effective in their practice (Orr, 2003; Ruman, 2004). Ruman (2004) identified empirical support for the most popular program components consisting of self-reported candidates’ perceptions and experiences.

Principals also expressed the need for more autonomy in taking risks without fear of making mistakes. Several principals were afraid to take risks, challenge the process, and be creative as they attempted to achieve school goals. One principal stated that while she encouraged teachers to take risks, she was not a risk taker. She said, “Often times, I am skeptical about letting teachers loose because I don’t want them get me in trouble.” This principal feels responsible and accountable for what teachers do since she was the one who encouraged them to take risks. To further encourage school leaders to take risks, be creative and innovate, test their skills and abilities, and learn from their mistakes, GLISI training may include best practices on risk taking for all of its school leaders and encourage them that it’s acceptable to take risks because without taking risks, then the change leader behavior component of GLISI’s 8 roles of leadership will not occur.

GLISI's Principal Preparation Program

Based on the findings in this study, the majority of principals stated that GLISI training benefited them in creating a vision, setting goals and developing a road map to achieve those goals, empowering teachers and staff to step out of the box and be creative, and becoming examples for teachers and staff by modeling leadership behaviors.

GLISI training may include each component of the change leadership behavior in an effort to enhance leadership and ensure that administrators and teachers obtain the needed professional development to be instructional leaders, GLISI training may include each component of the change leadership behavior. The other seven components of the 8 leadership roles of GLISI training may be included in ongoing training for all principals.

Principals demonstrated large and important improvements in their change leader behaviors based on their responses to interviews and open-ended questions. Principals stated that they actually enjoyed the GLISI training, especially meeting in cohorts with other principals who had similar needs and skills. The sample size was too small to obtain statistically significant differences in the five domains. Significant differences (determined via independent samples t-tests) were found for Model the Way, Inspire a Shared Vision, and Enable Others to Act favoring GLISI-trained principals. This finding is important given that principals receiving GLISI training would typically be expected to self-rate higher on all five domains but no differences were found for Challenge the Process and Encourage the Heart for either group of principals. Finally, validation of qualitative data from principals' responses indicated positive comments about cohort training and being risk takers after GLISI training.

Recommendations

Further research may contain focus groups to delve into discussions about the benefits of GLISI training. Research may be expanded and extended to other school districts on a large scale, longitudinal study. A better understanding of the change leader component as well as focus on the other seven components of GLISI training, including data analysis may be the focus of further research studies. Longitudinal research may be conducted on cohorts and non-cohorts in an experimental and control group to determine the impact of principal preparation training on leadership behaviors.

When considering principal preparation programs in Georgia, this study showed that GLISI may be implemented and replicated throughout the entire state of Georgia using much larger samples of GLISI-trained and non-GLISI trained leaders. This finding is important because principals bring to GLISI training certain skills and characteristics of strong leaders. The value-added aspect of GLISI was demonstrated when principals cited its benefits of providing a “road map” for them, assigning them to cohorts for assistance, and allowing them to mingle with central office staff, learning to become risk takers, and creating a vision for their schools. Principals recognized their weaknesses in stating that if an idea was not 100% up front, then they were not willing to take risks.

As a result of the findings and conclusions in this study, a major question looms in the mind of the researcher: To what extent do the value-added benefits of GLISI training differ for new principals and experienced principals?

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APPENDICES

APPENDIX A

LEADERSHIP PRACTICES INVENTORY (LPI-SELF)

Leadership Practices Inventory (LPI-Self)

Instructions: Do not write your name on this survey. There are thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE below, ask yourself: “How frequently do I engage in the behavior described?”

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement:

| |
|---|
| <p>1 = Almost Never 2 = Rarely 3 = Seldom 4 = Once in a While 5 = Occasionally 6 = Sometimes 7 = Fairly Often 8 = Usually 9 = Very Frequently 10 = Almost Always</p> |
|---|

- Be realistic about the extent to which you *actually* engage in the behavior.
- Be as honest and accurate as you can be.
- DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave.
- DO answer in terms of how you typically behave on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving yourself 10s on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply to you, it’s probably because you don’t frequently engage in the behavior. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every statement must* have a rating.

When you have completed the LPI-Self, please return it in the self-addressed stamped envelope along with your informed consent form to:

Scharbrenia Lockhart
Doc_of_ed@yahoo.com

Thank you for your valuable time and participation in this research.

Demographic Data for Principals

Gender

- a. Male
- b. Female

Ethnicity

- a. Black
- b. White
- c. Hispanic
- d. Other

Age

- a. 30-39
- b. 40-49
- c. 50-59
- d. Over 60

Number of Years of Experience as a Principal

- a. 0-5 years
- b. 6-10 years
- c. 11-16 years
- d. 17-22 years
- e. Over 23 years

Current Position

- a. Elementary School Principal
- b. Middle School Principal
- c. High School Principal

Have you been trained in the Georgia Leadership Institute School Improvement (GLISI) program?

- a. Yes
- b. No

To what extent do you typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1. I set a personal example of what I expect of others.
2. I talk about future trends that will influence how our work gets done.
3. I seek out challenging opportunities that test my own skills and abilities.
4. I develop cooperative relationships among the people I work with.
5. I praise people for a job well done.
6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed upon.
7. I describe a compelling image of what our future could be like.
8. I challenge people to try out new and innovative ways to do their work.
9. I actively listen to diverse points of view.
10. I make it a point to let people know about my confidence in their abilities.
11. I follow through on the promises and commitments that I make.
12. I appeal to others to share an exciting dream of the future.
13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.
14. I treat others with dignity and respect.
15. I make sure that people are creatively rewarded for their contribution to the success of our projects.
16. I ask for feedback on how my actions affect other people's performance.
17. I show others how their long-term interests can be realized by enlisting in a common vision.
18. I ask "What can we learn?" when things don't go as expected.
19. I support the decisions that people make on their own.
20. I publicly recognize people who exemplify commitment to shared values.
21. I build consensus around a common set of values for running our organization.
22. I paint the 'big picture' of what we aspire to accomplish.
23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
24. I give people a great deal of freedom and choice in deciding how to do their work.
25. I find ways to celebrate accomplishments.
26. I am clear about my philosophy of leadership.
27. I speak with genuine conviction about the higher meaning and purpose of our work.
28. I experiment and take risks, even when there is a chance of failure.
29. I ensure that people grow in their jobs by learning new skills and developing themselves.
30. I give the members of the team lots of appreciation and support for their contributions.

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II. Open-Ended Questions

- 1. Did your leadership skills change as a result of the Georgia's Leadership Institute for School Improvement (GLISI) training? _____

- 2. Does GLISI really work? Why or why not? _____
- 3. Is there a difference in how you feel about your leadership behaviors after receiving training in the GLISI program? _____
- 4. What is the perceived value-added aspect of what you found most useful as a result of your GLISI training in the six leadership skills of change? _____

- 5. What areas of the GLISI training were most helpful or least helpful to you during your tenure as principal? _____

- 6. Do you feel you have benefited from the GLISI training? Why or why not? _____

- 7. What have you gained from your GLISI training? _____

COMMENTS: _____

APPENDIX B

LEADERSHIP PRACTICES INVENTORY (LPI-OBSERVER)

Leadership Practices Inventory (LPI-Observer)

Instructions: Do not write your name on this survey. You are being asked to assess your principal's leadership behaviors. There are thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE below, ask yourself: "How frequently does your principal engage in the behavior described?"

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement:

| |
|--|
| 1 = Almost Never 2 = Rarely 3 = Seldom 4 = Once in a While 5 = Occasionally 6 = Sometimes 7 = Fairly Often 8 = Usually 9 = Very Frequently 10 = Almost Always |
|--|

- Be realistic about the extent to which this person *actually* engages in the behavior.
- Be as honest and accurate as you can be.
- **DO NOT answer** in terms of how you would like to see this person behave or in terms of how you think he or she should behave.
- **DO answer** in terms of how this person typically behaves on most days, on most projects, and with most people.
- Be thoughtful about your responses. For example, giving this person 10s on all items is most likely not an accurate description of his or her behavior. Similarly, giving the person all 1s or all 5s is most likely not an accurate description either. Most people will do some things more or less often than they do other things.
- If you feel that a statement does not apply, it's probably because you don't see or experience the behavior. That means this person does not frequently engage in the behavior, at least around you. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. *Every statement must* have a rating.

When you have completed the LPI-Observer, please return it in the self-addressed stamped envelope along with your informed consent form to:

Scharbrenia Lockhart
Doc_of_ed@yahoo.com

Demographic Data for Observers

Gender

- a. Male
- b. Female

Ethnicity

- a. Black
- b. White
- c. Hispanic
- d. Other

Age

- a. 30-39
- b. 40-49
- c. 50-59
- d. Over 60

Number of Years of Experience in Education

- a. 0-5 years
- b. 6-10 years
- c. 11-16 years
- d. 17-22 years
- e. Over 23 years

Current Position

- a. Assistant Principal
- b. Department Chair
- c. Grade Level Chair
- d. Counselor
- e. Instructional Coach

School Level

- a. Elementary
- b. Middle
- c. High School

Do you have any knowledge of the Georgia Leadership Institute School Improvement (GLISI) program for administrators?

- a. Yes
- b. No

Thank you for your valuable time and participation in this research.

The Observer is this principal's (check one): ___Assistant Principal ___Counselor
___Instructional Coach ___Department Chair/Grade Level Chair (circle one) (K-5) (6-8) (9-12)

To what extent does this person typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement. He or She:

1. Sets a personal example of what he/she expect of others.
2. Talks about future trends that will influence how our work gets done.
3. Seeks out challenging opportunities that test his/her own skills and abilities.
4. Develops cooperative relationships among the people he/she works with.
5. Praises people for a job well done.
6. Spends time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed upon.
7. Describes a compelling image of what our future could be like.
8. Challenges people to try out new and innovative ways to do their work.
9. Actively listens to diverse points of view.
10. Makes it a point to let people know about his/her confidence in their abilities.
11. Follows through on the promises and commitments that he/she makes.
12. Appeals to others to share an exciting dream of the future.
13. Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do.
14. Treats others with dignity and respect.
15. Makes sure that people are creatively rewarded for their contribution to the success of our projects.
16. Asks for feedback on how his/her actions affect other people's performance.
17. Shows others how their long-term interests can be realized by enlisting in a common vision.
18. Asks "What can we learn?" when things don't go as expected.
19. Supports the decisions that people make on their own.
20. Publicly recognizes people who exemplify commitment to shared values.
21. Builds consensus around a common set of values for running our organization.
22. Paints the "big picture" of what we aspire to accomplish.
23. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
24. Gives people a great deal of freedom and choice in deciding how to do their work.
25. Finds ways to celebrate accomplishments.
26. Is clear about his/her philosophy of leadership.
27. Speaks with genuine conviction about the higher meaning and purpose of our work.
28. Experiments and takes risks, even when there is a chance of failure.
29. Ensures that people grow in their jobs by learning new skills and developing themselves.
30. Gives the members of the team lots of appreciation and support for their contributions.

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APPENDIX C
QUESTIONS FOR INTERVIEWS

Questions for Interviews

Did your leadership behaviors change because of the Georgia's Leadership Institute for School Improvement (GLISI) training? Why or why not?

Is GLISI a value added program in terms of enhancing your leadership behaviors? Why or why not?

Is there a difference in how you feel about your leadership behaviors before and after receiving training in the GLISI program?

How do you "model the way" or set personal examples of what you expect from others?

In what ways do you "inspire a shared vision" and discuss future trends that may influence how things get accomplished in your school?

To what extent do you "challenge the process" by challenging people to try out new and innovative ways to do their work?

In what ways do you "enable others to act" and empower others or help people grow in their jobs by learning new skills and developing themselves?

To what extent do you "encourage the heart" by praising people for a job well done, creatively rewarding them for their contribution to the success of the school's goals, or publicly recognizing people who exemplify commitment to shared values?

What is the perceived value-added aspect of what you found most useful as a result of your GLISI training in the six leadership behaviors of change, i.e., creating a collegial environment, improving leaders, risk taking, balancing pressures, guiding a change team, and inspiring a vision?

What areas of the GLISI training were most helpful or least helpful to you during your tenure as a principal?

What is your vision in terms of your leadership behaviors?

APPENDIX D

LPI-SELF COMPONENTS AND GLISI'S CHANGE LEADERS' BEHAVIORS OF
SCHOOL LEADERSHIP

LPI-Self Components and GLISI's Change Leaders' Behaviors of School Leadership

GLISI: COMMUNICATING A COLLEGIAL ENVIRONMENT

LPI: MODEL THE WAY

1. I set a personal example of what I expect of others.
6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed upon.
11. I follow through on the promises and commitments that I make.
16. I ask for feedback on how my actions affect other people's performance.
21. I build consensus around a common set of values for running our organization.
26. I am clear about my philosophy of leadership.

GLISI: COMMUNICATING AN INSPIRING VISION

LPI: INSPIRE A SHARED VISION

2. I talk about future trends that will influence how our work gets done.
7. I describe a compelling image of what our future could be like.
12. I appeal to others to share an exciting dream of the future.
17. I show others how their long-term interests can be realized by enlisting in a common vision.
22. I paint the "big picture" of what we aspire to accomplish.
27. I speak with genuine conviction about the higher meaning and purpose of our work.

GLISI: *DEVELOPING LEADERS OF IMPROVEMENT AT ALL LEVELS

***WILLING TO TAKE RISKS FOR THE ORGANIZATION TO SUCCEED**

LPI: CHALLENGE THE PROCESS

3. I seek out challenging opportunities that test my own skills and abilities.
8. I challenge people to try out new and innovative ways to do their work.
13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.
18. I ask "What can we learn?" when things don't go as expected.
23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
28. I experiment and take risks, even when there is a chance of failure.

GLISI: DEVELOPING A GUIDING CHANGE TEAM**LPI: ENABLE OTHERS TO ACT**

- 4. I develop cooperative relationships among the people I work with.
- 9. I actively listen to diverse points of view.
- 14. I treat others with dignity and respect.
- 19. I support the decisions that people make on their own.
- 24. I give people a great deal of freedom and choice in deciding how to do their work.
- 29. I ensure that people grow in their jobs by learning new skills and developing themselves.

GLISI: BALANCING PRESSURES AND SUPPORT TO DRIVE AND SUSTAIN CHANGE**LPI: ENCOURAGE THE HEART**

- 5. I praise people for a job well done.
- 10. I make it a point to let people know about my confidence in their abilities.
- 15. I make sure that people are creatively rewarded for their contribution to the success of our projects.
- 20. I publicly recognize people who exemplify commitment to shared values.
- 25. I find ways to celebrate accomplishments.
- 30. I give the members of the team lots of appreciation and support for their contributions.

APPENDIX E

MATRIX OF CHANGE LEADERSHIP BEHAVIORS

Matrix of Change Leadership Behaviors

| LPI | GLISI creating collegial environment | GLISI communicating an inspiring vision | GLISI developing leaders of improvement at all levels willing to take risks for the organization to succeed | GLISI developing a guiding change team | GLISI balancing pressures and support to drive and sustain change |
|-------------------------------|---|--|---|--|---|
| model the way | Questions 1, 6, 11, 16, 21, and 26 | | | | |
| inspire a shared vision | | Questions 2, 7, 12, 17, 22, and 27 | | | |
| challenge the process | | | Questions 3, 8, 13, 18, 23, and 28 | | |
| enable others to act | | | | Questions 4, 9, 14, 19, 24, and 29 | |
| encourage the heart | | | | | Questions 5, 10, 15, 20, 25, and 30 |

APPENDIX F

PERMISSION TO CONDUCT STUDY IN SCHOOL SYSTEM

Scharbrenia M. Lockhart
Doc_of_ed@yahoo.com

Dear Superintendent:

My name is Scharbrenia M. Lockhart. I am a doctoral candidate currently working on my dissertation at Georgia Southern University in Statesboro, Georgia. My dissertation topic is "The Impact of the Georgia's Leadership Institute for School Improvement (GLISI) Training on the Change Leadership Behaviors of Selected Principals." I am requesting permission to conduct research in your school system.

This research involves the study of principals' perceptions regarding the value-added benefits of the GLISI training regarding the impact of their change leadership behaviors. Additionally, this study will explore the perceptions of the principals' administrative support team members regarding the impact of the GLISI training, as related to the change leadership behaviors of the principals. Overall administrators and administrative support team members will be able to see how the GLISI training may have influenced their change leadership behaviors.

Fifty-Six principals in the selected school system will be asked to complete a survey entitled Leadership Practices Inventory (LPI-Self). The LPI-Self survey will take approximately 30 minutes to complete. Surveys will be mailed to participants. From this group, approximately 31 principals will be GLISI-trained. These two groups will be compared regarding their perceptions of their change leadership behaviors. From the 31 GLISI-trained principals, five principals will be selected to participate in individual interviews that will take approximately 20-60 minutes of their time.

In addition to the LPI-Self survey, three administrative support team members from each of the 31 GLISI-trained principals will be asked to complete an LPI-Observer regarding their respective principals' change leadership behaviors. Surveys will be mailed to 93 participants. Administrative support team members will be assistant principals, counselors, instructional coaches, and department chairs or grade level chairs.

The information that participants provide will be kept strictly confidential. The informed consent forms and other materials will be kept separate in locked file cabinets and on a computer with special encrypted access. The tape recordings will be listened to only by the researcher and the dissertation Chair, Dr. Walter Polka.

The results of this research will be included in my dissertation and/or may be published in subsequent journals or books. There are no personal benefits to participants for being in this study. The risks to participants are considered minimal; there is a small chance that participants may experience some emotional discomfort during or after the survey and/or

interview. Should participants experience such discomfort, they will be able to contact the researcher at the phone number listed above for a list of counselors.

Participation is completely voluntary. There is no penalty for participants not choosing to participate in this study. If participants choose to participate, they may withdraw from this study at any time, either during or after their participation, by contacting the researcher, without negative consequences. Should participants withdraw, their data will be eliminated from the study and will be destroyed. If participants participate in the interview and then choose to withdraw, every effort will be made to delete their initial data and the comments made by them during the interview. There is no monetary payment to any participants for participating in this research.

You may request a copy of the summary of the final results by completing the attached form. If you have any questions about any part of this research and the school system's involvement, please inform the researcher before signing this form. If you have further questions you may contact Dr. Walter Polka, who is supervising this study, as indicated below.

Please grant permission for me to conduct research in your school system by signing the form below. I appreciate your support and cooperation.

Sincerely,

Scharbrenia M. Lockhart, Doctoral Student
Georgia Southern University

_____ I have read and understand the contents of this request to conduct research in this school system. I hereby grant permission for Scharbrenia M. Lockhart to conduct research in this school system.

Signature of Superintendent or Designee

Date

Faculty Advisor's Name, Address, & Telephone Number:

Dr. Walter Polka
Georgia Southern University
P.O. Box 8131
Statesboro, GA 30460
wpolka@georgiasouthern.edu

Researcher's Name:

Scharbrenia M. Lockhart
Doc_of_ed@yahoo.com

Yes, please send a summary of the study results to:

Name: _____

Address: _____

City, State, Zip: _____

APPENDIX G

INFORMED CONSENT LETTER FOR PRINCIPALS



COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATION ADMINISTRATION

INFORMED CONSENT

My name is Scharbrenia Lockhart and I am a doctoral student in the Averitt College of Graduate Studies of Georgia Southern University in Statesboro, Georgia. My dissertation topic is “The Impact of Georgia’s Leadership Institute for School Improvement (GLISI) Training on the Change Leadership Behaviors of Selected Principals.” The purpose is to explore the impact of GLISI training on the change leadership behaviors of selected principals.

Through two surveys, the researcher will explore the perceptions of principals and their respective administrative support team members who work directly with them. You are being asked to complete a survey that will take approximately 30 minutes to complete. In addition, interviews will be held with five randomly selected principals to determine how GLISI impacts their role as change leaders. If you are selected for the interview, you will need to spend approximately 20-60 minutes with the moderator. Your comments during the interview will be recorded on audiotape to ensure accuracy for this research. After the interview is completed, the audio tapes will be stored for one year after which they will be destroyed. Transcripts will not be sent to focus group participants since their comments will be transcribed verbatim from audio tapes. The information that participants provide will be kept strictly confidential. No names or names of schools, or school district will be revealed in this study.

You may develop greater personal awareness of how being a change leader can impact your school and you as its leader as a result of participating in this research. There are no personal benefits to you for being in this study. The risks to you are considered minimal; there is a small chance that you may experience some emotional discomfort during or after the survey and/or focus group. Should you experience such discomfort, please contact the researcher at the phone number listed above for a list of counselors.

Participation is completely voluntary. There is no penalty for not participating in this study. If you choose to participate, you may withdraw from this study at any time, either during or after your participation, by contacting me, without negative consequences. Should you withdraw, your data will be eliminated from the study and will be destroyed. If you participate in the interview and then choose to withdraw, every effort will be made to delete your initial data and the comments made by you during the interview. There is no monetary payment for participating in this study. You may request a copy of the summary of the final results by completing the attached form.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher’s faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at (912) 681-0843. If you have any questions about any part of this research and the school’s involvement, please inform the researcher before signing this form. If you have further questions you may contact Dr. Walter Polka, who is supervising this study at the contact information below.

Two copies of this informed consent form have been provided. Please sign both, indicating you have read, understood, and agreed to participate in this research. Return one to the researcher and keep the other for your files. The Institutional Review Board of Georgia Southern University retains access to all signed informed consent forms.
Title of Project: The Impact of Georgia’s Leadership Institute for School Improvement (GLISI) Training on the Change Leadership Behaviors of Selected Principals
Principal Investigator: Scharbrenia M. Lockhart, doc_of_ed@yahoo.com

Faculty Advisor: Dr. Walter Polka, Georgia Southern University, Averitt College of Graduate Studies of Department of Leadership, Technology and Human Development, P. O. Box 8131, Statesboro, GA, wpolka@georgiasouthern.edu

Participant Signature

Date

I, the undersigned, verify that the above informed consent procedure has been followed.

Investigator Signature

Date

APPENDIX H

INFORMED CONSENT LETTER FOR ADMINISTRATIVE SUPPORT TEAM

MEMBERS



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATION ADMINISTRATION

INFORMED CONSENT

My name is Scharbrenia Lockhart and I am a doctoral student in the Averitt College of Graduate Studies of Georgia Southern University in Statesboro, Georgia. My dissertation topic is “The Impact of Georgia’s Leadership Institute for School Improvement (GLISI) Training on the Change Leadership Behaviors of Selected Principals.” The purpose is to explore the impact of GLISI training on the change leadership behaviors of selected principals.

Through two surveys, the researcher will explore the perceptions of GLISI-trained principals’ respective administrative support team members who work directly with them. You are being asked to complete an observer survey that relates to your principals’ leadership behaviors. This survey will take approximately 30 minutes to complete. The information that participants provide will be kept strictly confidential. No names or names of schools, or school district will be revealed in this study.

You may develop greater personal awareness of how being a change leader can impact your school and your principal as its leader as a result of participating in this research. There are no personal benefits to you for being in this study. The risks to you are considered minimal; there is a small chance that you may experience some emotional discomfort during or after the survey and/or focus group. Should you experience such discomfort, please contact the researcher at the phone number listed above for a list of counselors.

Participation is completely voluntary. There is no penalty for not participating in this study. If you choose to participate, you may withdraw from this study at any time, either during or after your participation, by contacting me, without negative consequences. Should you withdraw, your data will be eliminated from the study and will be destroyed. If you participate in the interview and then choose to withdraw, every effort will be made to delete your initial data and the comments made by you during the interview. There is no monetary payment for participating in this study. You may request a copy of the summary of the final results by completing the attached form.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact the researcher named above or the researcher’s faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at (912) 681-0843. If you have any questions about any part of this research and the school’s involvement, please inform the researcher before signing this form. If you have further questions you may contact Dr. Walter Polka, who is supervising this study at the contact information below.

Two copies of this informed consent form have been provided. Please sign both, indicating you have read, understood, and agreed to participate in this research. Return one to the researcher and keep the other for your files. The Institutional Review Board of Georgia Southern University retains access to all signed informed consent forms.

Title of Project: The Impact of Georgia’s Leadership Institute for School Improvement (GLISI) Training on the Change Leadership Behaviors of Selected Principals

Principal Investigator: Scharbrenia M. Lockhart, doc_of_ed@yahoo.com

Faculty Advisor: Dr. Walter Polka, Georgia Southern University, Averitt College of Graduate Studies of Department of Leadership, Technology and Human Development, P. O. Box 8131, Statesboro, GA 30460-8131
wpolka@georgiasouthern.edu

Participant Signature

Date

I, the undersigned, verify that the above informed consent procedure has been followed.

Investigator Signature

Date

APPENDIX I
IRB APPROVAL LETTER

| | | |
|---|------------------------------|----------------------|
| Georgia Southern University Office of Research Services & Sponsored Programs | | |
| Institutional Review Board (IRB) | | |
| Phone: 912-681-5465 | | Administrative Annex |
| | | P.O. Box 8005 |
| Fax: 912-681-0719 | Ovrsight@GeorgiaSouthern.edu | Statesboro, GA 30460 |

To: Scharbrenia Marshelle Lockhart

CC: Dr. Walter Polka
P.O. Box-8131

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: August 29, 2007

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered: **H08018**, and titled "**The Impact of Georgia's Leadership Institute for School Improvement (GLISI) Training on the Change Leadership Behaviors of Selected Principals**", it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,



N. Scott Pierce
Director of Research Services and Sponsored Programs

APPENDIX J
PERMISSION TO USE SURVEY

KOUZES POSNER INTERNATIONAL

15419 Banyan Lane
Monte Sereno, California 95030
FAX: (408) 354-9170

May 13, 2007

Ms. Scharbrenia Lockhart

Dear Sharbrenia:

Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to **reproduce** the instrument as outlined in your letter, at no charge, with the following understandings:

- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
- (3) That one (1) **electronic** copy of your dissertation and one (1) copy of **all** papers, reports, articles, and the like which make use of the LPI data be sent **promptly** to our attention; and,
- (4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Cordially,


Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed) Scharbrenia Lockhart Date: July 30, 2007