

UNIVERSITY OF LA VERNE

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A DESCRIPTIVE STUDY: COACHING SCHOOL  
LEADERS FOR 21ST CENTURY SCHOOLS:  
A NEW CONTEXT FOR LEADERSHIP  
DEVELOPMENT

A Dissertation Submitted in Partial Fulfillment of the  
Requirements for the Degree  
Doctor of Education  
in  
Organizational Leadership

Yvonne M. Contreras

College of Education and Organizational Leadership  
Organizational Leadership Department

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DISSERTATION BY

Yvonne M. Contreras \_\_\_\_\_

RESEARCH AND EXAMINING COMMITTEE

Julie Hadden, Study Advisor

Kary Smutz, Committee Member

per P. Allen, Committee Member

Ernest Ringer, Outside Reviewer

Mary B. Jan Date 6/08/08  
DEAN

## ABSTRACT

*A Descriptive Study  
Coaching School Leaders for 21st Century Schools:  
A New Context for Leadership Development*

By Yvonne M. Contreras, EdD

*Purpose:* The purpose of this study was to identify and rank the knowledge, skills, and behaviors of principal leadership coaches as perceived by coaches and principals. The study also examined the principal's and coach's perception of the principal's ability to lead the school after having a leadership coach.

*Methodology:* Sixty-four certified leadership coaches and sixty principals were selected to participate. Each group responded to a separate research instrument, a coach survey or a principal survey. Each survey consisted of twenty-eight items using a five-point Likert scale. Two nonparametric tests, Pearson's Chi-Square Independence of Attributes Test and the Mann-Whitney U Test, were used to measure the variables on which principals and coaches were compared.

*Findings:* The researcher found that coaches and principals agreed in general on the knowledge, skills, and behaviors that coaches needed to be effective. However, significant differences in perceptions did occur in some of the variables associated with skills and behaviors between principal coaches and principals. Also, coaches were more critical of their skills and behaviors. Coaches and principals *strongly agreed* that coaching resulted in improved ability to lead a school.

*Conclusions.* In general, coaches and principals were in agreement on the knowledge skills and behaviors that effective coaches needed and used in order to support principals. However the data showed significant differences in perceptions of certain variables of skills and behaviors. There is a need to focus on ways to practice and develop the crucial skill of listening. The behaviors of cultural proficiency and emotional intelligence need to be developed in coaches and principals. Trustworthiness, confidentiality, and follow-through on commitments are critical behaviors for all coaches. Most importantly, principals benefit greatly from leadership coaching.

*Recommendations.* Further research is advised: a study to examine the differences between principals who have participated in large group professional development around leadership and principals who have received one-on-one coaching from a certified leadership coach. Finally, replicate this study using a case study research design.

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**DEDICATION**

**To Mom and Dad**

**Much love and thank you.**

## CHAPTER I

### INTRODUCTION

Masterful Coaching involves expanding people's capacity to make a difference with individuals, their organizations, and their world. It involves impacting people's visions and values and offering them a powerful assist in reinventing who they are being, their thinking, and behavior that is consistent with achieving what they need to achieve.<sup>1</sup>

—Robert Hargrove, *Masterful Coaching*

#### *Background*

The United States is experiencing a dramatic shift in its political, technological, and economic ideals. Politically, our nation faces conflicting ideals about immigration, a war on terrorism, and declining trust in our elected officials. Technologically, we plug in and play our laptops, ipods, DVD players, downloading and blogging for both business and pleasure. Incremental change has evolved into relentless change to keep up with the fast moving global economy. Economically, the world has become smaller. The United States is competing internationally for customers. The competitive environment has shifted

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<sup>1</sup>Robert Hargrove, *Masterful Coaching*, rev. ed. (San Francisco, CA: Jossey-Bass/Pfeiffer, 2003), 15.

from local competition to global competition.<sup>2</sup> These changes have impacted education in ways never imagined a decade ago.

Society places higher and higher expectations on the performance of public education to meet these changes. Fullan proposes that in times of dramatic change, leadership comes to the forefront.<sup>3</sup> Bloom et al. state that to effectively lead in times of change, school leaders need the knowledge and skills to guide their organizations to meet these challenges successfully. Leaders also need to be equipped to manage large organizations with a multitude of programs. They are expected to be expert at staffing and budgets. Leaders are required to work in politically charged arenas where there is conflict with stakeholders, which includes elected officials; unions, parents, diverse community groups, and veteran and new teachers. They must address student achievement as one of the most critical areas of need.<sup>4</sup>

It is obvious that the role of the leader in education has changed in scope and urgency in the past decade. These changes are due to a convergence of several factors. The standards-based focus in 1980 increased accountability for school leadership. It shifted the focus from management to accountability for

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<sup>2</sup>Thomas Crane, *The Heart of Coaching: Using Transformation Coaching to Create a High-Performance Coaching Culture*, 2nd ed. (San Diego, CA: FTA Press, 2002), 11-12.

<sup>3</sup>Michael Fullan, *Leadership and Sustainability: Systems Thinkers in Action* (Thousand Oaks, CA: Corwin Press, 2005), 29.

<sup>4</sup>Gary Bloom et al., *Blended Coaching: Skills and Strategies to Support Principal Development* (Thousand Oaks, CA: Corwin Press, 2005), 13.

implementation of standards, instructional practices, and raising student achievement. In the 1990s, increased pressure by the state of California for fiscal management was also placed on education. These state initiatives, together with the federal No Child Left Behind Act, added even greater accountability and urgency for school leaders.<sup>5</sup>

The federal No Child Left Behind Act (NCLB) of 2001 has increased state accountability to increase student expectations and performance for all students. It has been six years since the federal legislation was implemented in California. The statistics on student achievement remain a concern. An estimated 41,758 students in the Class of 2006 did not fulfill the Exit Exam requirement based on the latest cumulative results of test takers through the March 2006 administration according to The Human Resources Research Organization (HumRRO), the independent evaluator for the California High School Exit Exam (CAHSEE).<sup>6</sup> Of even greater concern is the fact that the largest percentage of those not passing the CAHSEE were from minority subgroups. About 15 percent of Hispanics, 17 percent of African Americans, and 23 percent of English Learners did not pass the exam, according to the estimates made by HumRRO in their CAHSEE Report 2006. "A disturbing and unacceptable achievement gap persists,"

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<sup>5</sup>EdSource, "Help Wanted: Top Administrators to Lead California's Schools," March 2001, 1.

<sup>6</sup>California State Board of Education Agenda, July 2006, Item # 33, 1.

California Superintendent of Public Instruction Jack O'Connell stated in a June 1, 2006, Press Release.<sup>7</sup>

The results of the 2007 Standardized Testing and Reporting (STAR) indicated both modest growth for schools above the performance target of 800 and a decline for those schools meeting all targets. For example, the median Academic Performance Indicator (API) grew from 745 in 2006 to 751 in 2007. The percentage of schools at or above the performance target of 800 grew from 30 to 31 percent. The percentage of schools meeting all API targets decreased from 53 percent in 2005-06 to 45 percent in 2006-07. According to State Superintendent of Public Instruction, Jack O'Connell in his August 31, 2007 Accountability Progress Report, "It is clear that we will need to redouble our efforts if we are able to attain our goal to prepare all students for success in the rapidly changing global economy. We should use this data to bolster our efforts to address the achievement gap that exists between students who are African American or Latino and their peers who are white or Asian."<sup>8</sup> O'Connell more recently made statements that race not poverty, helped explain why African American and Latino students lagged behind their counterparts. "These are not

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<sup>7</sup>California State Board of Education, *July 2006 Agenda*, Attachment 1, CDE News Release, "Schools Chief Jack O'Connell Announces More Student Success on California High School Exit Exam," <http://www.cde.ca.gov/be/ag/ag/yr06/documents/jul06item33.doc> [accessed August 10, 2006], 1.

<sup>8</sup>California Department of Education, *Accountability Progress Report for 2007*, <http://www.cde.ca.gov/nr/ne/yr07/yr07rel111.asp> [accessed September 2, 2007], 1.

just economic achievement gaps," O'Connell said. "We cannot afford to excuse them; they must simply be addressed."<sup>9</sup>

To add to the challenge, O'Connell released the list of California schools in Program Improvement Status (PI). There are 5,887 Title I schools in the state. Overall, 37 percent of California Title I schools are in PI this year. For the 2007-08 school year, 232 schools were newly identified for PI. One hundred sixty-one schools exited. A total of 2,208 schools in California are in Program Improvement status.<sup>10</sup> Table 1 from State Superintendent O'Connell's August 31, 2007, Press Release gives an overall picture of California's challenges with closing the achievement gap.

All of these challenges confront school leaders in this first decade of the twenty-first century. Novice and veteran leaders are equally affected. Veteran principals find themselves in jobs that are different from the ones they entered. They must master new knowledge and skills to meet the challenges of the schools they now lead.<sup>11</sup>

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<sup>9</sup>Mitchell Landsberg and Howard Blume, "School Chief Seeks to End Learning Gap," *Los Angeles Times*, August 19, 2007, B1.

<sup>10</sup>California Department of Education, *Accountability Progress Report for 2007*.

<sup>11</sup>Bloom et al., *Blended Coaching*, 24.

Table 1. Program Improvement Schools

Year	Advanced	Remain	Total
Year 1	232*	195	427
Year 2	428	51	479
Year 3	360	78	297
Year 4	360	50	410
Year 5	260	335*	595
Total	1,499	709	2,208

Source: Gary Bloom et al.. *Blended Coaching: Skills and Strategies to Support Principal Development* (Thousand Oaks, CA: Corwin Press, 2005), 6.

Note: This table excludes 30 schools that received Title I funds in 2006-07 because they have incomplete or missing 2007 AYP data.

\*These schools were newly identified for PI in 2007-08.

\*The federal NCLB Act does not allow for a PI designation beyond Year 5. The 335 schools remain in Year 5 have been identified for PI for six years.<sup>12</sup>

### Leadership Roles That Impact Organizational Change

Changes in the organization, especially during turbulent times, often lead educational leaders into territories that are unfamiliar and dangerous for many school leaders. Heifetz and Linsky assert that there are often situations that require the leader to orchestrate and resolve conflict, and facilitate the introduction of new beliefs, values, or actions. The leader needs to be able to shift the burden from his or her shoulders to that of the entire organization if organizational change is to become successful.<sup>13</sup> Educators with leadership potential do not feel inclined to enter into leadership positions. They observe

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<sup>12</sup>Ibid., 6.

<sup>13</sup>Ronald A. Heifetz and Marty Linsky, *Leadership on the Line* (Boston, MA: Harvard Business School Press, 2002), 13.

firsthand the challenges and demands that school leaders face.<sup>14</sup> The need for school districts to recruit and retain quality leadership will require greater support systems. The development of school leaders is a school district's most important responsibility. Yet, in too many school systems, the support for school leaders is left to chance.<sup>15</sup>

Thus far, school efforts to create significant and enduring change have generally been met with failure. Margaret Wheatley in her book, *Finding Our Way: Leadership for an Uncertain Time*, relates a story of an effective leader who is leading a group of lifeless, empty automatons who are just waiting to be filled with *vision, direction, and intelligence*.<sup>16</sup> In her tale, she recounts that the leader is responsible for the mission and values of the organization. The leader must organize the structure, the plans, and the supervision. The leader must develop ways to motivate through incentives and coercives. Once the changes have been implemented, the leader must *pay attention* to each initiative by ensuring that each change is proceeding with the same momentum and in the same direction. "Our failure," Wheatley states, "is that we treat leaders of organizations like machines. Organizations are complex and living systems. The human systems within the organizations are built on relationships. The way the leader

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<sup>14</sup>EdSource, "Help Wanted," 7.

<sup>15</sup>Dennis Sparks, "Leadership for Learning," *Education Week* 25 (December 14, 2005), 1.

<sup>16</sup>Margaret Wheatley, *Finding Our Way: Leadership for an Uncertain Time* (San Francisco, CA: Berrett-Koehler, 2005), 20.

approaches the human system of the organization can result in effective practices that can and will affect its future success."<sup>17</sup>

Researchers agree that the complexity of challenges that face leaders today requires that they have the skills to lead and manage complex organizations. Kegan and Lahey have found in their work with school districts that the way leaders operate affects how others approach change.<sup>18</sup> This constitutes a new direction in how education looks at supporting site leadership. Unless there is a commitment to use effective practices, there will be no change in culture, systems, or leadership. Coaching is a strategy for creating this commitment.<sup>19</sup>

#### Effects of Coaching on Leaders

Crane asserts that leadership roles have shifted from manager, boss, decision maker to leader, coach, facilitator, and visionary.<sup>20</sup> Kotter writes that the ability to develop the capacity to handle complex and challenging business environments will be the hallmark of effective twenty-first century organizational

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<sup>17</sup>Ibid.

<sup>18</sup>Dennis Sparks, *Interview with Robert Kegan and Lisa Lahey* (Oxford, OH: National Staff Development Council, summer 2002), 70.

<sup>19</sup>Dennis C. Kinlaw, *Coaching for Commitment: Interpersonal Strategies for Obtaining Superior Performance from Individuals and Teams* (San Francisco, CA: Jossey-Bass/Pfeiffer, 1999), 1.

<sup>20</sup>Crane, *The Heart of Coaching*, 18.

leaders.<sup>21</sup> Both of these experts have identified the skills and abilities of effective leaders for twenty-first century organizations.

Until recently, little research has been available that describes the use of coaching with educational leaders. The business world has used the coaching model for years. Business leaders often look to coaches for support, guidance, and perspective. Business conditions of the twenty-first century have made coaching an essential element of the leader's success.<sup>22</sup> High performance in business is no longer an option; it is a requirement for leaders.<sup>23</sup> The Harvard Business School, one of the country's most renowned leadership development organizations, draws heavily on a coaching module. The school asserts that a leader's job is to get results through people and other resources. The expectation of business is for managers and supervisors to develop employee capacity through coaching.<sup>24</sup>

#### Coaching Leaders for Change in Twenty-First Century Schools

The Interstate School Leadership Licensure Consortium (ISLLC), organized by the Council of Chief State School Officers, was formed for the

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<sup>21</sup>John P. Kotter, *Leading Change* (Boston, MA: Harvard Business School Press, 1996), 178.

<sup>22</sup>Crane, *The Heart of Coaching*, 17.

<sup>23</sup>*Ibid.*, 18.

<sup>24</sup>*Coaching and Mentoring: How to Develop Top Talent and Achieve Stronger Performance* (Boston, MA: Harvard Business Essentials, 2004), 2.

purpose of developing model standards and assessments for school leaders and raising the quality of the profession. The ISLLC Standards have had major significance for state policies. These standards have been used by most states including California as a model for developing their own state standards and administrator certification.<sup>25</sup>

In 2003 as a response to state requests for assistance with policies and strategies to improve administrator quality, an update to the 1996 *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders*, was published. This request came as a result of a decade of policy experience and social changes needed to address recent high-stakes accountability for student achievement and include new research. The results of the updates reflect the core of knowledge, dispositions, and performances that effective school leaders in twenty-first century schools should exemplify.<sup>26</sup> Effective school leaders should have knowledge and understanding in many areas. These areas include facilitating a vision of learning, creating a culture that promotes student learning and staff professional growth, ensuring a safe and effective learning environment, collaborating and responding to the needs of families and the community, modeling ethical behavior, and responding to the larger political,

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<sup>25</sup>Consortium on School Leadership, *Chief Council of State School Officers*, <http://www.ccsso.org/projects/Interstate> [accessed March 7, 2006], 1-8.

<sup>26</sup>*Ibid.*

social, cultural, and economic contexts of school organizations.<sup>27</sup> The Standards list ninety-three "performances" for which a school administrator should be held responsible.<sup>28</sup>

WestEd, a nonprofit research development and service agency, generated from the ISLLC, the California Professional Standards for Educational Leaders (CPSELs) and Descriptions of Practices (DOPs) that are closely aligned to ISLLC Standards. The CPSELs act as a guide for planning leadership preparation and professional development as a basis for clarifying performance expectations and as a means for an administrator to self-reflect and set professional goals.<sup>29</sup> While not as numerous as the ISSLC, the CPSELs outline six professional standards and twenty-one descriptions of practice that effective administrators implement.

More recently, the Mid-content Research for Education and Learning (McREL) conducted a meta-analysis of thirty years of research on leadership. The researchers at McREL examined the effects of leadership practices on student achievement. They identified twenty-one leadership responsibilities that impact improved student achievement.<sup>30</sup>

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<sup>27</sup>Ibid.

<sup>28</sup>Bloom et al., *Blended Coaching*, 14.

<sup>29</sup>*Moving Leadership Standards into Everyday Work: Descriptions of Practice* (San Francisco, CA: WestEd, 2003), 1.

<sup>30</sup>Tim Waters, Robert J. Marzano, and Brian McNulty, *Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement* (Aurora, CO: McREL, 2003), 2.

The results of the McREL meta-analysis, the California Standards for Educational Leaders (CPSELs), and the Interstate School Leaders Licensure Consortium (ISLLC) all support the concept of the school principal as instructional leader. The accountability to address the responsibilities outlined by these three organizations is daunting for even the most confident principal. Successful principals may question their ability to succeed in today's highly accountable educational environment. Bloom et al. contend that "coaching principals is a model to support the realization of this ambitious vision of the principalship."<sup>31</sup> Coaching can support principal development as they address the multitude of responsibilities that has been placed upon them.

ACSA's Coaching Mission Statement reads: "Coaching enhances perceptions, discussions, and reflections. Coaching can develop and support leaders and leadership to improve student achievement. Coaching provides for the sustainability of developing and supporting high quality educational leaders in the profession."<sup>32</sup> In a presentation to the Curriculum and Instructional Services Committee (CISC), Rich Foley, Professional Learning Executive for ACSA stated, "Principals who receive quality coaching are more likely to become successful and committed educational leaders who will positively impact student

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<sup>31</sup>Bloom et al., *Blended Coaching*, 15.

<sup>32</sup>Ibid.

achievement."<sup>33</sup> Coaching can provide school leadership with a methodology to develop new skills and knowledge. Coaching can also provide an opportunity for the application of knowledge and skills in a job-embedded and real-world situation.<sup>34</sup>

### The Definition of Coaching

Definitions of coaching vary. Harvard Business School defines coaching as an interactive process through which leaders strive to solve performance problems or develop employee capabilities. "The process relies on collaboration for technical help, personal support, and individual challenge."<sup>35</sup> Thomas Crane describes coaching as "a healthy, positive, and enabling process that develops the capacity of people to solve today's business problems. He further asserts that its practice will "create a performance-focused, feedback-rich organization capable of creating and sustaining a competitive advantage."<sup>36</sup> Robert Hargrove defines coaching as a process to "impact people's visions and values and offer them powerful assistance to reinvent who they are, their thinking, and behavior that is consistent with achieving what they need to achieve."<sup>37</sup> Bloom et al. define

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<sup>33</sup>Rich Foley, ACSA Professional Learning Executive, Presentation to Curriculum and Instructional Services Committee, March 17, 2006.

<sup>34</sup>Ibid.

<sup>35</sup>Ibid.

<sup>36</sup>Crane, *The Heart of Coaching*, 12.

<sup>37</sup>Hargrove, *Masterful Coaching*, 15.

coaching as "the practice of providing deliberate support to another individual to help him/her to clarify and/or achieve goals."<sup>38</sup> All of these authors agree that coaching is a *process by which relationships are built around capacity building, assistance and deliberate support to achieve intended goals.*

### Knowledge, Skills, and Behaviors That Support Effective Coaching

Thomas Crane outlines a job description for a leadership coach. It reads,

The coach must: invest time to get to know people as people; understand people's roles, goals, and challenges on the job to be helpful; set clear expectations; observe people's work closely enough to have relevant and substantive feedback; provide timely, candid and specific feedback regarding what you observe and interpret as the impact on yourself, other people and performance; stimulate learning, growth, and performance improvement by asking effective learning questions—offer suggestions as necessary; leave people feeling supported and empowered to contribute at increasingly higher levels.<sup>39</sup>

Robert Hargrove in his book *Masterful Coaching* identifies the knowledge, skills, and behaviors of masterful coaches. Masterful coaches have a passion to lead, coach, and teach. They focus on the goals identified by the coachee and create an environment for them to have powerful insights about their leadership as well as take effective action. Coaches are emotionally intelligent people. They have the ability to be generalists and specialists. They are adaptive and have a generosity of spirit. Coaches are good thinking partners who can provide authentic feedback and, most importantly, they build trusting relationships. Trust

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<sup>38</sup>Ibid., 5.

<sup>39</sup>Crane, *The Heart of Coaching*, 43.

is essential, according to Hargrove, to successful coaching because without it there can be no coaching relationship. Coaches are caring and supportive colleagues. They have the experience necessary to challenge leaders to produce extraordinary results.<sup>40</sup>

Hargrove asserts that the masterful coach is one who not only transforms the individual, but who can transform the organization that the individual leads.<sup>41</sup> He had developed a successful model called "The Method™" to support executive leadership. His model focuses on coaching leaders to reinvent themselves while they simultaneously reinvent their organizations. Step 1 is to enroll leaders in an extraordinary coaching relationship. The step includes relationship building to help the coachee create an extraordinary future rather than dwell on the day-to-day challenges. In order to accomplish this, the coach must devote the next day, month, and year to the success of the leader both personally and professionally.<sup>42</sup>

In Step 2, the coach and coachee design an Impossible Future. The intent of this step is to take the leader's goals to a new level. The key to this step is for the coach to draw out of the leader his or her passions, greatest personal ambitions, and greatest leadership challenges.

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<sup>40</sup>Hargrove, *Masterful Coaching*, 15-41.

<sup>41</sup>*Ibid.*, 127.

<sup>42</sup>*Ibid.*, 111.

Step 3 is to gather 360-degree feedback and create a leadership reinvention plan. Providing the leader with authentic feedback can be difficult. Hargrove declares that the coach must present the feedback with enough "heat" to unfreeze predictable patterns yet inspire the leader to make new declarations about him or herself. In this step the coach develops, with the leader, an ambitious aspiration as part of the leader's reinvention plan. This step requires frequent follow-up to support the leader as the coach and to help the leader navigate through some possibly rough times.

Step 4 involves strategic planning with the leader and the direct reports of the leader. Hargrove defines this step as the stage in which the person being coached shows up as the extraordinary leader who sets the vision for extraordinary results. The coach participates in the strategic planning event. The coach must be credible with the team that the leader supervises in order to support taking the leader to a new level. The coach works with the leader and the direct reports in an inquiry process to set "breakthrough goals and priorities" for the year.

Step 5 involves working with the leader to achieve a quantum leap in effectiveness. In this step it is critical for the coach to have frequent contact with the leader so that he or she does not drift from his or her plan of action. At this stage it is particularly critical that the coach remain a coach and not a manager. The coach must be adept at holding his or her coachee accountable for his or her personal and professional growth. The coach must also ensure that he or she is

not the school teacher who chastises his or her students for not doing their homework.<sup>43</sup> Hargrove states that at this step in The Method™ the a masterful coach must: (1) possess the knowledge, skills, and behaviors to ask penetrating questions; (2) to listen in a manner that enables the leader to come to new insights; (3) set goals and take successful action; and (4) hold the leader accountable. None of this can be accomplished without a solid coaching relationship built on trust.<sup>44</sup>

"Coaching is everyone's responsibility," according to Kinlaw. Kinlaw asserts in his book *Coaching for Commitment* that anyone in an organization has the ability to coach. He contends that coaching is a leadership function that everyone should commit to do. He suggests, "Coaching does not depend on one's having a certain organizational role or title. It depends on having the desire to help others succeed and possessing the knowledge and skills that it takes to help others through the process of personal conversation."<sup>45</sup>

Kinlaw's model is based on the assumption that all coaching is a personal conversation of discovery that is in some way focused on performance.<sup>46</sup> For example, when a colleague receives a few words of praise or encouragement from another colleague, it helps maintain or improve that person's performance.

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<sup>43</sup>Ibid., 110-126.

<sup>44</sup>Ibid., 41.

<sup>45</sup>Kinlaw. *Coaching for Commitment*, 19.

<sup>46</sup>Ibid., 24.

Kinlaw maintains that coaches, regardless of their position in the organization, are involved in two processes if they choose to coach. They are Process 1: Responding to Needs, and Process 2: Initiating Alternatives. In Process 1, Responding to Needs, requires the coach to have the ability to counsel, mentor, and tutor. Either the person who needs support or the person who perceives that another colleague may need help can initiate a coaching conversation. Process 1 has three stages. Stage I includes setting clear expectations and building trust. In Stage II, the coach gathers information and insight. Stage III brings closure, next steps, a positive relationship and commitment to the established goals.<sup>47</sup> The personal interaction of coaching is characterized by full participation of the person being coached and the coach. However, the coach brings to the conversation experience, political savvy, broad technical understanding, and clarity about performance expectations to support the personal needs, expectations, and perceptions of the coachee.<sup>48</sup>

Process 2, Initiating Alternatives, is a coaching conversation that involves confrontation. The coach initiates the conversation. There are three stages in Process 2. Stage I involves confronting or presenting. Confrontation should not be confused with criticism. It is used to confront a performance problem with specific feedback in order to *improve* the deficit. At Stage II the coach uses the coachee's reaction to gather information. The information identifies the coachee's

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<sup>47</sup>Ibid., 81.

<sup>48</sup>Ibid., 26.

problem and the coach and coachee reach agreement on the issue to be addressed. Stage III brings resolve and closure to the coaching session. The goal is for the coachee to own the problem and develop with the coach next steps. The coaching relationship remains positive, and both the coach and coachee are committed to the improved performance of the coachee.<sup>49</sup>

In both Process 1 and Process 2, the coach, according to Kinlaw, must be able to communicate and listen without evaluating (attending), give verbal and nonverbal clues of being involved in the conversation (acknowledging), ask questions (probing), paraphrase, and show respect.<sup>50</sup> Kinlaw's model in *Coaching for Commitment* uses communication as a critical attribute that the coach needs to possess in order to successfully improve the performance of others.

Both Hargrove and Kinlaw agree that coaches must possess the knowledge, skills, and behaviors to build relationships through conversations and have a desire to support others. They also agree that an effective coach must have the skills to move back and forth along a continuum of coaching strategies in order to support the coachee in the acquisition of new knowledge and skills.

Blended Coaching is one of the first coaching models developed specifically for principal leadership development. In their book, *Blended Coaching: Skills and Strategies to Support Principal Development*, Bloom et al.

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<sup>49</sup>Ibid., 123-124.

<sup>50</sup>Ibid., 95.

outline a specific set of coaching skills and behaviors that all leadership coaches must bring to the coaching relationship. They are relationship building, listening, observing, questioning, and giving feedback.<sup>51</sup> Blended Coaching is a specific model that has recently been adopted by the Association of California School Administrators (ASCA) in partnership with the New Teacher Center (NTC) at the University of California, Santa Cruz. The Center provides intensive support to first- and second-year principals and for experienced principals as well. In the Blended Coaching model, coaches move back and forth along a continuum of coaching strategies. They use strategies based upon the need and expertise level of their coachee. The four models of coaching described in the Blended Coaching Model are: (1) Instructional Coaching, (2) Facilitative Coaching, (3) Collaborative Coaching, and (4) Transformational Coaching.

Coaches use Instructional Coaching when they are working with a coachee's *way of doing things*. For example, if a principal is having a difficult time completing regular classroom observations, the coach might provide the coachee with an article on the importance of classroom observations, and help the principal schedule quality time on the principal's calendar for this important task. The coach may offer to shadow the principal for a day and offer suggestions on time management. These instructional steps would support the principal's goal to do regular classroom observations.<sup>52</sup>

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<sup>51</sup>Bloom et al., *Blended Coaching*, 25.

<sup>52</sup>*Ibid.*, 56.

In Facilitative Coaching, the coach supports the principal in developing the capacity to build expertise through self-actualized reflective practice. The coach leads the coachee to form, examine, gather, and interpret data and develop his or her own interpretations and select courses of action.<sup>53</sup> For example, if a principal desires to empower others through a leadership team, but is having difficulty achieving this goal, the coach may observe the principal as he or she interacts with teacher leaders and provide feedback. The coach may then ask the principal to reflect upon and examine assumptions about power, control, and responsibility. The coach may even role-play conversations in order to help the principal evaluate his or her own behaviors.<sup>54</sup>

Collaborative Coaching is another strategy in the Blended Coaching model. This approach is used when the coach and coachee have identified a need or problem that can be resolved in collaboration. The key attribute in this strategy is that the learning will be powerful for the coachee. An example of a situation that may involve collaborative coaching is when the principal has a need to evaluate the effectiveness of a literacy program. The coach and coachee each have some expertise in literacy and evaluation. Their collaboration will result in a better product than if the coachee had resolved it alone. The coach brings expertise, resources, and perspective. The coachee brings knowledge of the situation, and the power of the position of principal. It is important in this strategy

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<sup>53</sup>Ibid., 60.

<sup>54</sup>Ibid., 56.

that the coach does not undermine the power or position of the principal. The principal must be comfortable enough with the coaching relationship that he or she can use the expertise and assistance of the coach to accomplish the goals they have jointly established.<sup>55</sup>

The Consultative Coaching strategy is also a form of Instructional Coaching. It relies on specific expertise of a coach. For example, a principal who desires to know more about differentiated instruction may employ the use of a consultative coach for a short-term coaching relationship. The coach shares expertise in the area of need, helps the principal gather data, and deepens his or her understanding of the situation. This strategy, according to Bloom et al., has risks. The principal may become dependent on the coach. The coach may, as an unintended outcome, impose a particular style of leadership or practice on the coachee. The results may be damaging to the principal if he or she does not own the project or process. The coach may be seen as the creator and initiator. When entering into a Consultative Coaching relationship, coaches need to be knowledgeable and careful to respect established practices and beliefs of the districts in which they coach.<sup>56</sup>

Transformational Coaching is the highest form of coaching in the Blended Coaching model. Hargrove describes it as *triple-loop learning*. He defines transformational coaching as a process that makes use of one or more of the

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<sup>55</sup>Ibid., 76.

<sup>56</sup>Ibid., 80-82.

three learning loops. The three stages of Hargrove's The Method™ are single-loop learning, double-loop learning, and triple-loop learning.<sup>57</sup> In single-loop learning, Hargrove states that the coach moves the person to action to do something differently. The coach will give tips and techniques to guide the action of the coachee. In double-loop learning the coach may intervene to develop new ways of thinking to alter the mental models of the coachee. The double-loop learning stage is designed to reframe the mental models of the coachee that will lead to more empowering and accurate interpretations of what is happening in the coachee's organization. Triple-loop learning, according to Hargrove, will ultimately change the coachee's way of being. It can move a person from dominating to empowering and from oppressive to innovative.<sup>58</sup>

Bloom et al. use Hargrove's *triple-loop learning* in the Blended Coaching model. The Blended Coaching model asserts that effective coaches firmly believe that people can make fundamental internal changes. For example, a principal who does not believe that "all children can learn" can be coached by a skillful coach who challenges this belief. He or she can change his or her "way of being." The coach may apply Blended Coaching strategies. For example, instructional strategies may involve visits to other sites with similar demographics and higher student achievement scores. Facilitative strategies may include questioning by the coach to compare and contrast the visitation site with his or

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<sup>57</sup>Hargrove, *Masterful Coaching*, 90.

<sup>58</sup>*Ibid.*, 104.

her own site. The coach can guide the thinking of the coachee toward new possibilities for his or her school regarding student achievement scores. Transformational strategies can be used to lead the principal to refine his or her vision regarding "all students can learn." The coach can develop a series of questions that will cause the principal to reflect on his or her beliefs around high expectations for all students. Finally, the coach can give feedback as to how to communicate that new vision to his or her school community. Over time, new possibilities and high expectations can be set and the principal may commit to a more ambitious set of expectations for all students, thus making a fundamental internal change. Transformational coaching is a complex process that requires a coach to have strong skills in leadership coaching.<sup>59</sup>

Crane, Hargrove, Kinlaw, Bloom et al. have identified and agree on the knowledge, skills and behaviors that are critical to leadership coaches. They are: (1) the ability and desire to build trusting relationships in order to improve performance, (2) the ability to sustain the trusting relationship over the course of the coaching experience, and (3) the ability of an effective leadership coach to listen and give meaningful feedback. While the coaching clients of these experts may be in the business field (Crane, Hargrove, Kinlaw) or the education field (Bloom et al.), the end results are the same.<sup>60</sup> Coaching can result in leadership

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<sup>59</sup>Ibid., 89-95.

<sup>60</sup>Crane, *The Heart of Coaching*; Hargrove, *Masterful Coaching*; Kinlaw, *Coaching for Commitment*; Bloom et al., *Blended Coaching*.

that has the capacity to make a difference with individuals and their organizations.

### Status of the Research for Leadership Coaching

The leadership skills needed by school principals to address the forty-three areas of leadership addressed in the ISLLC Standards or the twenty-one leadership characteristics of the McREL meta-analysis can be intimidating. According to the California Teacher Credentialing Commission, there are currently 40,000 administrative credentials in the state that are not in use.<sup>61</sup> Candidates who have received their administrative credentials do not see the role of a site principal as attractive. Fullan states, "Engaging alienated or unmotivated students, involving parents and the community, addressing the social inclusion of special needs students, moving from 75% literacy to 90%, and reforming high schools are examples of problems that many do not want to accept."<sup>62</sup> It is important to focus future research studies on the kind of support that is needed to draw future candidates to the position of school leadership. Additionally, it is also important to focus on the kind of support that is needed to sustain current principals in their positions.

Executive coaching has been used in the private sector because it is an effective method to improve the leader's performance. It also builds a culture

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<sup>61</sup>Joseph Dear, Ed.D., California Commission on Teacher Credentialing, tape-recorded telephone interview with author, March 10, 2006.

<sup>62</sup>Fullan, *Leadership and Sustainability*, 53.

where leaders set up their successors for even greater success in the next generation.<sup>63</sup> Coaching, until recently, has not been used in education to improve the skills of principal leadership. The research by the New Teacher Center at the University of California, Santa Cruz, and ACSA's Task Force on Leadership Coaching has begun efforts to meet the needs of coaching support especially for new site leaders.<sup>64</sup> As society places higher expectations and tighter measures of accountability on public education, the need for strong and sustained leadership at the school site is even more important. It is critical for school districts that have begun to use leadership coaches for principals to know more about the knowledge, skills, and behaviors that coaches must possess. It is also critical to know more about how the leadership abilities of principals have been enhanced through the support of a leadership coach.

#### *Purpose Statement*

The purpose of this study was to identify and rank the effectiveness of the knowledge, skills, and behaviors needed to be an effective leadership coach as perceived by leadership coaches and the principals they have coached for at least a year. The second purpose was to determine the principal's and the coach's perception of the principal's enhanced ability to lead the school after having a leadership coach.

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<sup>63</sup>Jim Collins, *Good to Great* (New York: HarperCollins, 2001), 38.

<sup>64</sup>Association of California School Administrators, *ACSA's Leadership Coaching: Developing and Supporting Educational Leaders, Five-Year Plan* (Burlingame, CA: ACSA, October 2006).

### *Research Questions*

1. What knowledge, skills, and behaviors do leadership coaches need and use to support principals in achieving agreed-upon goals as perceived by coaches and the principals who they have coached?

#### *Knowledge*

- a) understanding of roles, goals, and challenges of the job
- b) organizational structures
- c) political awareness
- d) coaching models and strategies
- e) change process

#### *Skills*

- a) setting clear expectations and goals
- b) listening
- c) observing
- d) questioning
- e) giving feedback
- f) collaborating
- g) building relationships
- h) stimulating learning growth
- i) systems thinking
- j) capacity building

- k) using data

*Behaviors*

- a) exhibiting emotional intelligence
- b) exhibiting trustworthiness
- c) utilizing culturally proficient behaviors
- d) exhibiting confidentiality
- e) exhibiting reliability
- f) scheduling protected time for coaching

2. What enhanced ability do principals perceive in their capacity to lead their organization after a year of leadership coaching as identified by the principal and the leadership coach using Standard 2 of the California Standards for Educational Leaders (CPSELs)?

Standard 2: Advocating nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.<sup>65</sup>

- a) develop a school culture and ensure equity
- b) guide the instructional program
- c) guide the professional growth of staff
- d) create and utilize accountability systems

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<sup>65</sup>*Moving Leadership Standards*, 13.

### *Significance of the Study*

The principal's job becomes more difficult year by year. Principals who held the position even five years ago question if they could do the job today. According to Bloom et al., "The complexities of the job, changing socioeconomic realities, and ever-increasing expectations are driving current and aspiring administrators away from the position. The increased state pressure of federal mandates to include standards and accountability movements have all converged into a perfect storm that now threatens to batter principals."<sup>66</sup>

Research about how coaching can support principals, especially in underperforming schools and school districts, may help both novice and veteran principals. This study can identify the skills needed to strengthen their personal and leadership skills. It can also help those principals who are considering leaving the profession, remain and be successful. The study may also be a *call to arms* for those principals who have left the school site and are now in district office positions or retired to give back to their profession by becoming a coach. As experienced principals begin to retire and younger less-experienced principals replace them, school districts will need to look to support the new leadership. It will be important for superintendents and school boards to know the essential knowledge, skills, and behaviors that effective principal coaches need and use to support principals for a changing world. Coaching is a tool in which both the

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<sup>66</sup>Bloom et al., *Blended Coaching*, 24.

coach and coachee can add tremendous value to themselves and their organizations.

### *Definitions of Terms*

For the purposes of this study, the following definitions were used to explain the terms used in this study.

1. *Coaching*. A deliberate process by which relationships are built around capacity building, assistance, and purposeful support to achieve intended goals.

2. *Principal*. The leader and manager of an elementary, middle, or high school

3. *Coachee*. The leader who is being coached

4. *Knowledge*. Familiarity or understanding gained through experience

5. *Skills*. The ability to do something well, usually gained through experience

6. *Behaviors*. The way in which a person responds to conditions

7. *Certified leadership coach*. An individual with five years of successful educational leadership experience; evidence of informal mentoring relationships; and evidence of appropriate knowledge, skills, and behaviors related to coaching.<sup>67</sup> This person has successfully completed professional development in a coaching model.

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<sup>67</sup>Ibid., 111.

8. *Emotional Intelligence*. How leaders handle themselves and their relationships. In a leadership coach, the ability to relay, "I believe in you, I'm investing in you, and I expect your best efforts."<sup>68</sup>

9. *Systems thinker*. One who is engaged in widening people's experiences and identification beyond their normal scope.<sup>69</sup>

10. *Culturally proficient*. Navigating the diverse cultural and emotional landscapes of the educational community. It includes the ability to assess the culture, manage the dynamics of difference, institutionalize cultural knowledge, and adapt to and value diversity.<sup>70</sup>

11. *Capacity builder*. One who develops in others the collective ability of dispositions, skills, knowledge, motivation and resources to bring about change.<sup>71</sup>

#### *Delimitations*

This descriptive study was conducted with a sample of sixty-four certified leadership coaches in California public schools. Only certified leadership coaches were asked to participate in this study. Certified leadership coaches identified by the New Teacher Center of the University of Santa Cruz and the Association of California School Administrators (ACSA) and those coaches who

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<sup>68</sup>Daniel Goleman, Richard Boyatzis, Annie McKee, *Primal Leadership: Realizing the Power of Emotional Intelligence* (Boston: Harvard Business School Press, 2002), 6 and 62.

<sup>69</sup>Fullan, *Leadership and Sustainability*, 40.

<sup>70</sup>Bloom et al., *Blended Coaching*, 22-23.

<sup>71</sup>Fullan, *Leadership and Sustainability*, 4.

have participated in professional development leading to certification of leadership coaching comprised the sample. Both the New Teacher Center and ACSA train and certify leadership coaches for California public schools. Because of the limited number leadership coaches who are considered certified, a random sampling was not used. Instead, the New Teacher Center and ACSA were asked to identify and nominate leadership coaches. Certified leadership coaches nominated principals who they had or were currently coaching to participate in this study. The sampling of principals used in this study was also purposive.

#### *Organization of the Study*

This study is presented in five chapters. Chapter I includes the statement of the problem to be studied, the purpose of the study, and the research questions to be answered. Also included in chapter I is the significance of the research, definitions of terms, and the delimitations used in the study.

Chapter II presents a review of the literature associated with coaching school leaders for twenty-first century schools and a new direction in how education looks at supporting site leadership and principal development. Chapter III describes the research design and the methodology of the study. It also includes the instruments used to gather the data, the population and sample, the data collection procedures followed, data analysis, and limitations of the study.

Chapter IV presents a discussion of the findings of the study. Chapter V provides a summary of key findings, conclusions, and recommendations for future research and implications for action.

## CHAPTER II

### REVIEW OF THE LITERATURE

In our increasing complex and demanding world, the requirements for leaders have escalated and are infinitely difficult. The game has changed—dramatically. Strange new rules have appeared. The deck has been shuffled and wildcards have been added.

—Warren Bennis and Joan Goldsmith, *Learning to Lead*<sup>1</sup>

#### *Introduction*

In the past ten years, the public education system in California has undergone dramatic changes. The state's focus on standards-based reform has transformed the focus. Schools must set higher expectations and goals for students. Everyone is more accountable for improved student achievement. Never in the history of public education, however, has the site principal had more accountability placed directly on his or her shoulders.<sup>2</sup> Today's principals must wear many hats. Principals must be "instructional leaders, personnel directors, fund-raisers, public information officers, social workers, negotiators, legal experts, statisticians, financial analysts, and politicians."<sup>3</sup> These expectations are daunting to veteran principals and seemingly impossible to new site

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<sup>1</sup>Warren Bennis and Joan Goldsmith, *Learning to Lead* (New York: Basic Books, 2003), 1.

<sup>2</sup>EdSource, "Help Wanted," 1.

<sup>3</sup>Ibid.

principals. Schools, especially those in urban districts, need leaders who are able to build and sustain systems that support the learning for all students. Coaching principals is a new approach in education for the professional development of principals.

Chapter II contains a review of the literature as it pertains to coaching school principals. It is divided into six sections. Section one is a summary the organizational principles and leadership for organizations of the twenty-first century. Section two provides an overview of the new work of principals. Section three focuses on coaching for improved performance in the business sector. Section four describes coaching to support school principals as a new context for leadership development. Section five highlights the knowledge, skills, and behaviors needed by effective leadership coaches. The final section is a summary of the significance of the study.

*The Organization and Leadership  
for the Twenty-First Century*

Only leadership can get change to stick by anchoring it in the very culture of an organization.

—John P. Kotter, *Leading Change*

Thomas Friedman in his book, *The World is Flat: A Brief History of the Twenty-First Century*, asserts that at the beginning of the twenty-first century, the world changed with startling suddenness. He claims it happened while he was asleep. Friedman states that sometime in the mid 1990s the platform for flattening the world became apparent. It was at this time that the Internet browser

connected people with people. People across the world were able to communicate at unprecedented levels. An entire new form of global collaboration was available to anyone with a computer or a hand-held Palm. People could collaborate and share knowledge instantly. This "flattening" allowed people to talk to each other more and to do more things together. It was at this time when people began feel that *something was changing in the world*.<sup>4</sup>

It was about this same time that education experienced a change. "Economic upswings and down turns, demographic and cultural shifts, increased legal and political involvement in education, more regulatory requirements, and rapid growth in the development and use of technology have all played major roles in reshaping educational priorities."<sup>5</sup> The goals of education moved to a state's standards-based reform and accountability under the watchful and critical eye of the public.<sup>6</sup> Leadership faced complex public relations and advocacy roles. Access to school accountability raised the public's consciousness of student performance. This awareness increased public pressure to inform them of student performance goals and outcomes. Parents, students, and community became more involved in the decision making of schools and districts. School leaders needed to balance diverse needs and values of a demanding school community. Changes in public education have mirrored the "flattening" of the

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<sup>4</sup>Thomas Friedman, *The World Is Flat: A Brief History of the Twenty-First Century* (New York: Farrar, Straus and Giroux, 2005), 80-81.

<sup>5</sup>EdSource, "Help Wanted," 1-2.

<sup>6</sup>*Ibid.*

world and the new work of principals had been defined for the twenty-first century.

James Kouzes and Barry Posner assert that American's educational future is uncertain. They do, however, suggest that their research on leadership strongly suggests that a leader's ability to look first to the past before leaping into the future will strengthen the leader's capacity to see the future more clearly. They contend that there are four enduring principles that will guide the millennium generation into the future.<sup>7</sup>

Enduring principle number one is "leadership is everyone's business" Kouzes and Posner state that leadership is not a place but rather a process. Leadership involves skills and abilities that are useful regardless of what organization one is part of. They further state that leadership is an observable and learnable set of practices. Everyone should be involved in the act of leadership and developing leadership in order for organizations grow.<sup>8</sup>

"Leadership is a relationship" constitutes enduring principle number two. Kouzes and Posner state that despite the advances in technology and all the reliance on the Internet, what leadership basically comes down to is a relationship between the one or the many who chose to follow the leader. They cite several surveys given to technology savvy individuals who, despite reliance

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<sup>7</sup>James M. Kouzes and Barry Z. Posner, "Bringing Leadership Lessons from the Past into the Future," In *The Future of Leadership*, ed. Warren Bennis, Gretchen M. Spreitzer, Thomas G. Cummings (San Francisco, CA: Jossey-Bass, 2001), 82.

<sup>8</sup>Ibid.

on technology, indicated that a key element of successful leadership was how people work and play together. The relationship that the leader develops with others in the organization will be the hallmark of success in that organization. Along with the principle of relationships is trust. The enduring value of trust must be at the heart of leadership.<sup>9</sup> An organization's future is grounded in this enduring principle.

*Leadership starts with action* is the third enduring principle, according to Kouzes and Posner. They reference the new superintendent of Ravenswood School District in East Palo Alto, California. Charlie Mae Knight was appointed as the twelfth superintendent in ten years. She encountered a school district where 98 percent of the children were performing at the lowest percentile in the entire state. Dr. Knight did not wait to develop a strategic plan or to build consensus. She had to get started immediately. Lessons for future leaders of organizations will be to take action and to seize the initiative. Leaders of the twenty-first century will need to follow Dr. Knight's example and act with a sense of urgency.<sup>10</sup>

The fourth and final enduring principal for future leadership is *leadership development is self-development*. Kouzes and Posner assert that self-awareness is a priority for successful leadership. They feel that most leaders and leadership development are still at a basic level of leadership. They predict that leaders must move up in leadership development in order to develop their own voice and

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<sup>9</sup>Ibid., 84-85.

<sup>10</sup>Ibid., 86-87.

know who and what they are. These four principles of leadership will be vital for organizations to successful and grow in the twenty-first century.<sup>11</sup> Leaders of organizations, and especially for school leaders whose obligation is to prepare learners for a future, which may not yet be clearly defined, must be comfortable with change and leading change.

Margaret Wheatley in her book, *Finding Our Way: Leadership for an Uncertain Time*, concurs with Kouzes and Posner's enduring principles. She states that a group of veteran leaders commented that the higher a person is in an organization, the more change is required personally. Those who have led their organizations through change stated that the most important change was personal. Nothing in their organizations would have changed if they had not personally changed. She further comments that it is not one activity that was implemented that can be identified as responsible for organizational change. It is, she asserts, the relationships, the sense of camaraderie, the feedback and learning that the people in the organization engage in as they work to make the organization better.<sup>12</sup> Wheatley further contends that durability is a principle that organizations must embrace if their future is to last over time. Like Friedman, she sites technology as responsible for the speed in which the world has

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<sup>11</sup>Ibid., 88-89.

<sup>12</sup>Wheatley, *Finding Our Way*, 72-73.

changed. She agrees with Kouzes and Posner that it will be trust in human relationships that will ensure that organizations can move into the future.<sup>13</sup>

It will be the work of leaders to encourage, to engage, and to develop the capacity of their organizations to challenge the human element to do its best thinking. Freidman, Kouzes and Posner, and Wheatley all contend that organizations and their leaders will need to be change agents and relationship builders while managing the explosion of global technology in order to develop and sustain successful organizations for the twenty-first century. School principals will be at the forefront of these challenges.<sup>14</sup>

#### Role Theory

"We have given the concept of role a central place in the theory of organizations. The definition of human organizations includes role systems.

—Daniel Katz and Robert Kahn, *The Social Psychology of Organizations*

Warren Bennis and Joan Goldsmith in their book, *Learning to Lead*, predict that leaders of the twenty-first century must be comfortable in the many roles required of them. They must have the ability to acclimatize to the stress of unrelenting change.<sup>15</sup> The purpose of this study was to examine the role of the principal and the role of the leadership coach and their relationship to each other.

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<sup>13</sup>Ibid.

<sup>14</sup>Freidman, *The World Is Flat*; Kouzes and Posner, "Bringing Leadership Lessons"; and Wheatley, *Finding Our Way*.

<sup>15</sup>Warren Bennis and Joan Goldsmith, *Learning to Lead* (New York: Basic Books, 2003), 6.

A discussion of role theory is important in order to understand how principals have reshaped their role to meet the many demands of the large and complex organizations and programs that they lead. The role of the leadership coach becomes an important factor in restructuring the role of the principal.

Wikipedia defines "role or a social role as a set of connected behaviors, rights, and obligations as conceptualized by actors in a social situation."<sup>16</sup> Shakespeare states, "All the world's a stage." The Wikipedia definition of role, Shakespeare's often quoted line from *As You Like It*, and the modern field of behavioral science called "role theory" are interrelated. All of these statements express a perspective of human behavior. For Shakespeare it was that social life was similar to acting on a stage complete with costumes, language, and a stage. For the behavioral science of role, it is the body of language, perspective, theory, and a domain of study that metaphorically attaches it to the theater. "And all the men and women merely players."<sup>17</sup>

The word "role" is French and is derived from the Latin *rotula*, which means little wheel. It was originally used to refer to the round wooden roll on which sheets of parchment were fastened. In ancient Greece and Rome, prompters read from these rolls to actors as they tried to memorize their part. The rolls disappeared during the more illiterate years of the Dark Ages. In the

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<sup>16</sup>Wikipedia, s.v. "role," <http://en.wikipedia.org/wiki/Role> [accessed March 3, 2007], 1.

<sup>17</sup>W. Shakespeare, *As You Like It*, Act II, Scene 7; quoted in Bruce J. Biddle and Edwin J. Thomas, *Role Theory: Concepts and Research* (New York: John Wiley and Sons, 1966), 3.

sixteenth and seventeenth centuries, with the emergence of the theater and the modern stage, the parts of the actors were read from "roles" of paper. Each scenic "part" became a role.<sup>18</sup> Role theory had its beginning in the theater with actors taking on the "behaviors" of characters in a play.

As a behavioral science, role theory is simply the study of real-life behavior as it is displayed in actual ongoing social situations.<sup>19</sup> Melvyn Fein, a professor of Sociology at Kennesaw University, Georgia, wrote in his book, *Role Change: A Resocialization Perspective*, that "social roles are at the core of our identity. They determine how we perceive ourselves and how we are perceived by others. They are the primary mechanism through which human beings interact with one another."<sup>20</sup> Fein also states that roles are complex patterns of human behavior. This behavior can be identified by what people do and how they interact.<sup>21</sup> It is the expected behavior of a given individual.

The term "role" is used in two different but related approaches. They are the functionalist and consensus theory. The functionalist approach, borrowed from anthropology, sees "role" as the set of expectations that society places on an individual. For example, society has placed certain expectations that are deemed suitable and unsuitable for a medical doctor. Generally speaking,

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<sup>18</sup>Biddle and Thomas, *Role Theory*, 6.

<sup>19</sup>*Ibid.*, 17.

<sup>20</sup>Melvyn Fein, *Role Change: A Resocialization Perspective* (New York: Praeger Publishers, 1990), 2-3.

<sup>21</sup>*Ibid.*, 4.

doctors dress conservatively and ask personal questions about a person's health, touch a patron in ways that would be highly inappropriate or forbidden by another, dispense medications, and show more concern for the health and well-being of his patrons than a plumber or salesperson.<sup>22</sup> "Role is what the doctor does or is expected to do and status is what the doctor is. In other words, the status is the position that the doctor occupies while the role is the expected behavior of that position."<sup>23</sup> In 1936 the anthropologist, Ralph Linton, defined the distinction between status (position) and role. He stated, "A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties. . . . A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role."<sup>24</sup>

In the functionalist theory, role is one of the ways that behavior is socially regulated. Therefore regular patterns of behavior become predictable, which allows individuals to function in that role because they know what behavior to expect in others. Sociologists can then make generalizations to all of society about these roles. Together, groups of interlocking roles can create a social institution. For example, the institution of school can be seen as a combination of

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<sup>22</sup>Ibid.

<sup>23</sup>Ibid.

<sup>24</sup>Biddle and Thomas, *Role Theory*, 6.

roles that includes student, teacher, and principal. These roles are defined in relation to how these roles, such as "student" and "teacher," interact with each other. The functionalist conception of role that is created by society can be inflexible. Sociologists have difficulty explaining how individuals conceive different roles. In other words, it is a prescription for acceptable behavior. Individuals take on their designated role and attempt to carry it out to the best of their ability.<sup>25</sup>

The interactionalist social theory of role is a fluid and understated concept.<sup>26</sup> George Herbert Mead's most influential work, *Mind, Self and Society*, published in 1934, was related to role theory. Role, according to Mead, is not fixed but is something that is negotiated between individuals in a creative way. Mead employed the concept of "role taking."<sup>27</sup> His main interest was the manner in which children learn how to become part of society by imagining or "role playing." According to Mead, children interact with each other and imitate the roles of people around them. Adults also assume roles from those they see around them. They adapt them, modify them, and test them. They select a role that is appealing, play that role, and persuade others to support them in that

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<sup>25</sup>Ibid., 2.

<sup>26</sup>Ibid.

<sup>27</sup>George Herbert Mead, *Mind, Self and Society* (Chicago: University of Chicago Press, 1934); quoted in Biddle and Thomas, *Role Theory*, 6.

role.<sup>28</sup> Sixty years later, Melvyn Fein concurred with Mead when he stated, "Social roles are the joint construction of people and their role partners." Roles, he continues, "must be modified and adjusted to meet the ever-changing circumstances if they are to be maintained. The reason roles are so essential is that they are the preeminent human arrangement for allowing people to do things together."<sup>29</sup> Roles have tremendous importance within relationships.

During the same time as Mead was working with students at the University of Chicago, Jacob Moreno, a leading psychiatrist, theorist, and educator, added to Mead's contributions.<sup>30</sup> Moreno enhanced the term by stating, "Role-playing may be considered as an experimental procedure, a method of learning to perform roles more adequately. In contrast with role-playing, role-taking is an attitude already frozen in the behavior of the person. Role-playing is an act, a spontaneous playing; role-taking is a finished product, a role conserve."<sup>31</sup>

Early theorists, Mead, Linton, and Moreno, all influenced the ideas, terminology, and problems of the study of "role."<sup>32</sup> Mead used role to explain the origins of social behavior. Linton gave it a central place in anthropology, and

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<sup>28</sup>Wikipedia, s.v. "role," <http://en.wikipedia.org/wiki/Role> [accessed March 9, 2007], 1.

<sup>29</sup>Fein, *Role Change*, 4-5.

<sup>30</sup>Jacob L. Moreno, *Who Shall Survive? Nervous and Mental Disease* Publication, rev. ed. (New York: Beacon House, 1953); quoted in Biddle and Thomas, *Role Theory*, 4.

<sup>31</sup>Biddle and Thomas, *Role Theory*), 7.

<sup>32</sup>*Ibid.*, 18.

Moreno used role to explain it as a concept in psychotherapy.<sup>33</sup> Fein, in the last decade, added to these theorists by supporting student understanding of the techno-commercial social order they were entering as college graduates.<sup>34</sup> Henry Mintzberg, the renowned expert on management and organization, took the concept of "role" to the organization.

Mintzberg states that the manager's job in an organization is described in terms of "roles" or organized sets of behavior identified with a position. He identified ten roles that arise from formal authority and involve basic interpersonal relationships.<sup>35</sup> These roles are divided into three general categories. They are interpersonal roles, informational roles, and decisional roles. Interpersonal roles include the figurehead role, the leader role, and the liaison role. As the figurehead role requires the head of an organization to perform duties of a ceremonial nature, such as greeting dignitaries, attending a wedding of a subordinate, or having lunch with a client, in the leader role, the manager performs such duties as hiring and training of staff, motivating and encouraging subordinates toward the goals of the organization. It is in this role that managers are most clearly seen in the role of the leader. The formal authority of the position gives the manager great potential power. The liaison role is also part of the

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<sup>33</sup>Daniel Katz and Robert Kahn, *The Social Psychology of Organizations*, 2nd ed. (New York: John Wiley and Sons, 1978), 186.

<sup>34</sup>Kennesaw State University Website [http://www.Kennesaw.edu/hss/ff\\_fein.shtml](http://www.Kennesaw.edu/hss/ff_fein.shtml) [accessed March 3, 2007].

<sup>35</sup>Henry Mintzberg, *Mintzberg on Management: Inside Our Strange World of Organizations* (New York: The Free Press, 1989), 15.

interpersonal category. As a liaison, the manager makes contact outside of his or her vertical chain of command. The manager spends a great deal of time with peers and others outside of their own unit to cultivate relationships and gain information. This process builds up effective external information systems that can become useful to the manager.<sup>36</sup>

Informational roles include the monitor role, the disseminator role, and the spokesman role. In these roles, the manager becomes the "nerve center" of his or her unit. Relationships play an important part in this role. Managers can develop a powerful database of information in this role. In the monitor role, the manager scans the environment, looks for new ideas, and receives unsolicited information from the network of personal contacts he or she has developed. This information is usually given to them verbally and can be hearsay or speculation. In the disseminator role, the manager passes information to subordinates and peers who may not otherwise have access to the information. In the spokesman role, the manager sends information to people outside their own unit. He or she may make a speech or suggest an idea to someone outside the organization. Executives may spend a great deal of time with those outside the organization who are considered influencers.<sup>37</sup>

Decisional roles include the entrepreneur role, the disturbance handler, the resource allocator, and the negotiator. In these roles, the manager acts as

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<sup>36</sup>Ibid., 16-17.

<sup>37</sup>Ibid., 17-19.

the chief decision maker. In the entrepreneur role, the manager seeks to improve his or her own unit and to adapt it to changing conditions in the environment. He or she is the innovator of change. New ideas are initiated, developed, and implemented, and the manager must have the ability to juggle a number of projects adding new ones at various intervals. As the disturbance handler, the manager must be both orchestra composer and conductor. He or she must be able to respond to high-pressure disturbances so that the organization is running smoothly. Managers need to anticipate the consequences of the actions they take. In the resource allocator role, the manager designs structures and determines how work is divided and coordinated. In this role, time is also considered a resource. Access to the manager is exposure to the decision maker. The final role in this category is the negotiator role. In this role, the manager spends a great deal of time in negotiations. The role can seem routine, but according to Mintzberg, it is necessary and important. As a negotiator the manager will commit organizational resources in this role. He or she has the information that negotiations require.<sup>38</sup>

Mintzberg states that all ten roles are integrated and no role can be pulled from the framework. "In all cases, interpersonal, informational, and decisional roles remain inseparable."<sup>39</sup> Mintzberg's roles have influenced leadership practice in K-12 education.

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<sup>38</sup>Ibid., 20-21.

<sup>39</sup>Ibid., 22.

In 1966, when Biddle and Thomas wrote *Role Theory: Concepts and Research*, role theory was a new field of study. They stated that because it shared its domain of study with the more mature fields of study in the behavioral sciences, it possessed an identifiable body of knowledge that was part of this field of study. The body of knowledge was evident in perspective, language, and methods of inquiry. Biddle and Thomas predicted that role theory was on the threshold of a specialized field.<sup>40</sup> In 2000, Richard Elmore wrote that "school systems operating in an environment of increased attention to student performance and quality instruction, will discover that they need to learn not just different ways of doing things but different ways of thinking about the purposes of their work, and the skills and knowledge that go with those purposes." Elmore asserts that this shift requires a redefinition of leadership, away from role-based conceptions and toward a distributive view. Elmore's distributed leadership derives from the idea that large-scale improvement requires concerted action among people with different areas of expertise and mutual respect for the knowledge and skills of the different roles that each person brings to the institutional structure of public education. The challenge, he states, is to construct ways for people from different roles to engage in activities that lead to learning

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<sup>40</sup>Biddle and Thomas, *Role Theory*, 17-19.

new ways to think about and do their roles that will lead to large-scale improvements in public education.<sup>41</sup>

### Role Theory and the Principal

What a manager/leader does on a minute-by-minute, hour-by-hour basis rarely jibes with any stereotype of a manager, a heroic leader, or an executive, a fact that can create considerable confusion for those new to managerial jobs. This behavior is nevertheless understandable if one takes into consideration the diverse tasks (leadership and management), the difficult work (maintenance and change), and the complex web of relationships (beyond formal hierarchy) that come with the manager's territory.

—John F. Kotter, *What Leaders Really Do*

Many theories of principal leadership have been influential in guiding school leaders. In their thirty-year meta-analysis of school leadership, the Mid-continent Research for Education and Learning (McREL) examined many foundational theories that framed their analysis.<sup>42</sup> The foundations for principal leadership are grounded in these theories and provide a knowledge base for the framework of the role of the principal.

The terms "transformational leadership" and "transactional leadership" have their roots in the work of James Burns. Burns is considered the founder of modern leadership theory. His field was primarily in the area of politics. His definition of leadership states that leaders induce followers to act "for certain

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<sup>41</sup>Richard Elmore, *Building a New Culture for School Leadership* (Washington, DC: The Albert Shanker Institute, winter 2000), 35-36.

<sup>42</sup>Robert Marzano, Timothy Waters, and Brian McNulty, *School Leadership that Works* (Alexandria, VA: Association for Supervision and Curriculum Development, 2005), 13.

goals that represent the values and the motivation—the wants and the needs, the aspirations and expectations—of both leaders and followers." He continues by stating that the "genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations."<sup>43</sup> Burns defines "transformational leadership" as trading one thing for another and "transactional leadership" as focused on change.<sup>44</sup>

Bernard M. Bass and Bruce J. Avolio in their 1994 study, *Improving Organizational Effectiveness Through Transformational Leadership*, have added more specificity to Burns' definitions of transactional leadership and transformation leadership. They describe three forms of "transactional leadership." They are: management by exception—passive, management by exception—active, and constructive transactional. Management by exception—passive entails setting standards and waiting for major problems to surface before wielding leadership behavior. Leaders who follow this type of leadership style generally feel it is their role to maintain the status quo. Leaders who follow management by exception—active, set standards and carefully monitor them are often so aggressive in their leadership style that their followers are not inclined to be risk takers or show initiative. The constructive transactional leader sets goals and outcomes, recognizes the accomplishments of his or her followers, and gives public praise when it is merited. Followers are invited into the decision-making

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<sup>43</sup>James M. Burns, *Leadership* (New York: Harper and Row, 1978), 19.

<sup>44</sup>Marzano, Waters, and McNulty, *School Leadership That Works*, 14.

process of management. They assist their followers in becoming transactional leaders themselves. Constructive transactional leadership is the most effective of the three transactional styles.<sup>45</sup>

Burns asserts that the most influential leadership style is "transformational leadership." According to Burns, transformational leaders form "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents."<sup>46</sup> Bass adds to this definition the four factors that characterize the behaviors of transformational leadership. They are individual consideration, intellectual stimulation, inspirational motivation, and idealized consideration.<sup>47</sup> A leader who "gives personal attention to members of the organization who seem neglected" exhibits individual consideration. A leader who "enables followers to think of old problems in new ways" exhibits intellectual stimulation. Inspirational motivation is exemplified by "communicating high performance expectations by projecting a powerful, confident, dynamic presence that inspires followers," and individual consideration is demonstrated "by modeling behavior through personal achievements, character and behavior."<sup>48</sup>

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<sup>45</sup>Bernard M. Bass and Bruce J. Avolio, *Improving Organizational Effectiveness Through Transformational Leadership* (Thousand Oaks, CA: Sage Publications, 1994), 18-19.

<sup>46</sup>Burns, *Leadership*, 4.

<sup>47</sup>Bernard M. Bass, *Bass and Stogdill's Handbook of Leadership* (New York: Free Press, 1990), 218.

<sup>48</sup>Ibid.

John J. Sosik and Shelley D. Dionne referred to these as the "Four I's" of transformational leadership.<sup>49</sup>

Kenneth Leithwood built upon the work of Burns, Bass, and Bass and Avolio. He extended their leadership theories and applied them to school principals. He stated that if school principals are to meet the challenges of the twenty-first century, they will need to possess the behaviors inherent in individual consideration, intellectual stimulation, inspirational stimulation, and idealized influence. "For example, the school leader must attend to the needs of and provide personal attention to individual staff members, help staff think of old problems in new ways, communicate high expectations for teachers and students, and provide the model for behavior for teachers."<sup>50</sup>

These theorists have provided the foundational knowledge and reference points for the many leadership roles that effective principals must undertake in order to lead the schools of the twenty-first century. In addition, it has provided reference points for those who coach principals to be effective in all of these roles.

*The New Work of Principals: Leadership  
in a New Context*

Leaders state that the fundamentals of leadership are the same today as they were in the 1980's, and they've probably have been the same for

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<sup>49</sup>John J. Sosik and Shelley D. Dionne, "Leadership Styles and Deming's Behavior Factors," *Journal of Business and Psychology* 11, no. 4 (1997): 9.

<sup>50</sup>Kenneth Leithwood, "Leadership for School Restructuring," *Educational Administration Quarterly* 30, no. 4 (1994): 498-518.

centuries. Yet the leaders were quick to add that while the *content* of leadership has not changed, the *context* has—and in some cases, it has changed dramatically.

—James M. Kouzes and Barry Z Posner, *The Leadership Challenge*

Deep change requires the deep participation of the people within the system.<sup>51</sup> If the new work of principals must be to build communities of practice that will enable **all** students to achieve, then the new work of principals must be at the systems level of schools. When school leaders, particularly the principal, increase their ability to take into account the larger picture, they are more inclined to focus on building collaborative relationships and structures for change. When this occurs, systems change for the better. Fullan asserts that in order to accomplish this, one needs mechanisms and a process to allow people to communicate within the school system.<sup>52</sup>

Peter Senge states that in order to understand a system one needs to see the whole, not the individual parts of the pattern. He further asserts that because individuals are often part of the system they fail to see the whole pattern of change. Individuals in an organization, he states, focus on isolated parts of the system and are perplexed when problems within the system don't get resolved.<sup>53</sup> Senge and Fullan both agree that the heart of systems change in any

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<sup>51</sup>Fullan, *Leadership and Sustainability*, 53.

<sup>52</sup>Ibid., 42-44.

<sup>53</sup>Peter M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York: Doubleday Dell Publishing Group, 1990), 6-7.

organization is a mind shift. It is seeing the problems as caused by our own actions and not by some external entity.<sup>54</sup>

Senge calls systems thinking the "fifth discipline." He defines "discipline" as the "theory and technique that must be studied and mastered to be put into practice. It is a developmental path for acquiring certain skills or competencies."<sup>55</sup>

The four accompanying "disciplines" are personal mastery, mental models, building a shared vision, and team learning. Personal mastery is the act of clarifying and deepening our personal vision, concentrating our energies, developing patience, and objectivity.<sup>56</sup> Mental models are generalizations that influence how people understand the world around them and how they take action. In a school organization, mental models may dramatically affect if and when organizational practices are implemented especially if they conflict with the organization's mental model. Building a shared vision involves a practice of creating "pictures of the future." It is the most inspirational aspect of the principalship. It is the ability to bind people around a common sense of purpose and destiny. Team learning is the discipline of dialogue. Team learning is vital in any organization because it is teams and not individuals that are the construct for organizations of the twenty-first century. The fifth discipline, system thinking, integrates the other disciplines and creates a logical structure of theory and

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<sup>54</sup>Fullan, *Leadership and Sustainability*, 41.

<sup>55</sup>Senge, *The Fifth Discipline*, 10.

<sup>56</sup>*Ibid.*, 7.

practice. He states that it is what keeps organizations from jumping on the latest bandwagon of organizational change gimmicks.<sup>57</sup>

School principals working to change systems within their organizations will be the new work of leaders for the twenty-first century. In order to do this, Fullan states that school leaders need "fundamental changes in the cultures of organizations and systems."<sup>58</sup> This new work is more difficult work for principals because it will require them to change the working conditions at their school sites in order for them to hold high expectations for everyone. It will involve personal change as well as the development of other leaders to sustain the growth of the organization over time.

The role of the principal is about making a difference for students. The principal is responsible for all outcomes, positive and negative. In order to have a lasting impact on student achievement, principals of the twenty-first century must look beneath and beyond the individual barriers that cause the day-to-day problems and seek to identify the systemic causes and opportunities.<sup>59</sup> Schools that have planned, communicated, and implemented specific processes to approach the multitude of programs and policies that are required by federal, state, and local agencies have taken a systems approach.

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<sup>57</sup>Ibid., 12.

<sup>58</sup>Fullan, *Leadership and Sustainability*, 52.

<sup>59</sup>Bloom et al., *Blended Coaching*, 101.

The Mid-continent Research for Education and Learning (McREL) in their meta-analysis of thirty years of research on leadership resulted in the identification of twenty-one responsibilities that define the role of the school leader.<sup>60</sup> Richard Elmore adds an important aspect to these findings. He states, "Knowing the right thing to do is the central problem of school improvement. Holding schools accountable for their performance depends on having people in schools with the knowledge, skills, and judgment to make improvements that will increase student performance."<sup>61</sup> In other words, the success of schools is determined by the quality of the principal serving the school and his or her ability to know the *right work* to do.

The McREL meta-analysis further identified the *right work* of principals. One of the constants within K-12 education is change. Some of these changes are well thought-out, and well researched; however, many of these changes still do not endure. McREL's research indicated that the leadership responsibilities supporting change must be consistent with the magnitude of the change. Leaders most often underestimate the magnitude of the change and, therefore, even the best innovations often fail. McREL uses the terms "first-order change" and "second-order change" to identify the *magnitude of the change*. First-order change is defined as the next most logical and obvious step that a school or

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<sup>60</sup>Marzano, Waters, and McNulty, *School Leadership That Works*, 98.

<sup>61</sup>Richard Elmore, *Knowing the Right Thing to Do: School Improvement and Performance-Based Accountability* (Washington, DC: NGA Center for Best Practices, 2003), 9.

district should take. Second-order change is a dramatic departure from the expected both in defining the problem and in finding the solution.<sup>62</sup> Heifetz and Linsky describe these two types of change as "technical change" and "adaptive change." Technical change or first-order change will use current know how. It is the least disruptive to the organization. Adaptive change or second-order change forces the organization to learn new ways. It requires the people with the problem in the organization to be part of the solution.<sup>63</sup>

Marzano, Waters, and McNulty in their book, *School Leadership That Works*, indicate, "Whether a change is perceived as first order or second order depends on the knowledge, experience, values, and flexibility of the individual or group perceiving the change."<sup>64</sup> Principals vary in their abilities to recognize and analyze systems and change. With the magnitude of change in the educational system that faces principals today, professional development opportunities need to support school leaders to do the following: (1) pay attention to the underlying causes of an issue, (2) become accomplished at recognizing systemic problems that surface as minor issues, and (3) to invest in system improvements rather than short-term solutions.<sup>65</sup>

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<sup>62</sup>Marzano, Waters, and McNulty, *School Leadership That Works*, 66.

<sup>63</sup>Heifetz and Linsky, *Leadership on the Line*, 14-15.

<sup>64</sup>Marzano, Waters, and McNulty, *School Leadership That Works*, 112.

<sup>65</sup>Bloom et al., *Blended Coaching*, 108.

California has established a model for support for its beginning teachers. It is the Beginning Teacher Support and Assessment (BTSA) program. The program is flexible and allows support to be adapted to the needs of the individual participants. School leaders in California deserve similar high-quality support. This support should not only apply to new principals, but also for experienced principals who are committed to lifelong professional growth.<sup>66</sup> This support is a strategy that education can borrow from the private sector.

*Coaching for Improved Performance  
in the Business World*

Decision makers in the United States, Europe, and Asia are creating powerful partnerships with executive coaches so as to become extraordinary leaders who created an extraordinary future for their organizations.

—Robert Hargrove, *Masterful Coaching*

Leadership and executive coaching is not a new paradigm in the business world. "It is embraced by the private sector because it is a proven strategy for increased effectiveness in managers and executives."<sup>67</sup> In business, high performance is not longer an option. Businesses must compete internationally or in expanded regional markets. It is not a choice. Technology-driven change is rapid and has created competitive pressure for survival.<sup>68</sup> As Thomas Friedman wrote in *The World is Flat*, "This flattening process is happening at warp speed

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<sup>66</sup>Association of California School Administrators. *ACSA's Leadership Coaching*, 5.

<sup>67</sup>Bloom et al., *Blended Coaching*, 7.

<sup>68</sup>Crane, *The Heart of Coaching*, 11.

and directly or indirectly touching a lot more people on the planet at once. To put it another way, the experiences of the high-tech companies in the past few decades who failed to navigate the rapid changes are now facing inevitable changes, but lack the leadership, flexibility and imagination to adapt."<sup>69</sup>

Employers have responded to the pressures for higher levels of performance by their leadership with coaching. It has become a practice in order to create a performance focused, feedback-rich organization capable of creating and sustaining a competitive advantage.<sup>70</sup> Robert Hargrove finds that there are five essential skills that are often missing from executives that, when addressed by an executive coach, can be taught through personalized coaching. They are "extraordinary leadership; creating a shared vision; team dialogue, reflection, and systemic thinking."<sup>71</sup>

In 2003, Hewitt Associates conducted a study of executive coaching. The study, *Top Companies for Leaders*, found that companies with stronger leadership practices outperformed their industry peers in measures of both financial growth and return.<sup>72</sup> These companies all engaged in leadership development through executive coaching.

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<sup>69</sup>Friedman, *The World is Flat*, 46.

<sup>70</sup>Crane, *The Heart of Coaching*, 12.

<sup>71</sup>Hargrove, *Masterful Coaching*, 248.

<sup>72</sup>Howard Morgan, Phil Harkins, and Marshall Goldsmith, eds., *The Art and Practice of Leadership Coaching* (Hoboken, NJ: John Wiley and Sons, 2005), xix.

Executive coaching is characterized by three distinct traits. They are confidentiality and trust, accountability for progress and achievement, and guided reflection and review. The following passage is a snapshot of successful executive coaching. The executive is a Vice President of Human Resources and Operations Performance. She states:

As part of my company's effort to provide senior managers with ongoing leadership development, we worked with a local college to customize a program to fit our needs. Every manager who went through the training was given the opportunity to continue working with his or her executive coach from the program. For me, coaching has been a remarkable experience. While I initially anticipated that it would be an interesting process, it has turned out to be so valuable that I sometimes wonder what I did before I had a coach.

As I expected, coaching does provide me with objective feedback and perspectives, but in addition it has provided an opportunity for regular self-reflection. It is a great way for me to keep track of my own thoughts and feelings about my career progression and personal development. To have someone outside the organization to bounce ideas off of in a completely confidential manner is helpful in itself. But it's truly and exceptional opportunity to be able to discuss an issue with someone who knows my history, who can help analyze the situation and who can dissect the problem to its core components. My coach encourages me to consider various options and clarify which solutions are most in line with my goals. She reminds me where I have been what my goals are and what I need to work on, which helps me stay focused on what's most important to me.

Coaching requires a minimal time commitment—for me just one hour per month—but reaps such huge rewards. I think about our conversations a great deal in between sessions, and that helps me to make better decisions and confront issues more directly when faced with them. I am much more aware of how I am being perceived. I have also figured out how be direct without coming across as cold or uncaring. I believe that all leaders should be proactive in seeking out a coach as they are moving up the corporate ladder. A coach can help you hone skills, increase your self-awareness and ensure time for regular reflection.<sup>73</sup>

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<sup>73</sup>Tim A. Flanagan, "Executive Coaching: Performance Tool or Management Fad?" *Workforce Performance Solutions*, May 2006, 48-49.

Her coach is a Director of Coaching with a leadership development institute associated with a local college. She states:

Because coaching is the most highly individualized form of leadership development, every coaching relationship is different. Some coaching clients are struggling with career-limiting leadership challenges, others are very new to leadership roles, and still others are already performing at very high levels. My coachee falls into the latter category. She was already a star performer in her organization when we started working together. Incredibly bright and motivated, she is absolutely dedicated to continuous personal development. She has an unparalleled ability to translate our coaching conversations into rapid, nuanced and effective behavioral change that takes her leadership to an even higher level. It's a true pleasure to work with her.<sup>74</sup>

The above scenario is evidence that executive coaching is a viable tool in increasing the leader's skill and effectiveness in accomplishing the responsibilities of the position. It is also a process by which a community of school practitioners can engage in providing individualized support to new and experienced school leaders.

### *Coaching School Leaders*

Succeeding as a school leader is not just about what you know. It is also about who you are.

Gary Bloom et al., *Blended Coaching*

In June 2001, the Association of California School Administrators (ACSA) issued a position paper on the crisis in California around the recruitment and retention of school administrators. The position paper was unique because it shared stories and data about the need for better school leaders. Peter Pasteris, former principal of Naperville North High School, stated, "It's just not worth it. The

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<sup>74</sup>Flanagan, "Executive Coaching," 48-49.

16-hour days. Weekends, away from my two preschool-age kids. Too many administrator meetings and too little time in classrooms. The ceaseless pressure of keeping a top-notch school ahead of the pack, and the unending stream of parents and staff who expect their principal to be constantly visible and instantly available."<sup>75</sup> ACSA's position paper continued to reveal the condition not only of California's lack of good candidates for the position of principal, but it also illustrated that this condition was a nationwide crisis. In an article in *USA Today*, the reporter is quoted as saying, "The principalship is a bull market, but nobody wants the job. Modest pay, long hours, uneven resources, problematic authority (and) increased expectations of the public make this job in a competitive market a no-winner for the top half of the class."<sup>76</sup> These stories, coupled with data from an ACSA survey of superintendents in California, revealed an even more daunting crisis. In a 1999 ACSA survey of 376 superintendents, 90 percent reported a shortage in candidates for their last high school principal opening, 84 percent reported a shortage of middle school candidates, and 73 percent

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<sup>75</sup>Tracy Dell'Angela, interview with Peter Pasteris, "High Schools Wonder: Who Will Lead?" *Chicago Tribune*, April 20, 2001; quoted in ACSA Task Force on Administrator Shortage, *Recruitment and Retention of School Leaders: A Critical State of Need* (Burlingame, CA: ACSA, June 2001), preface.

<sup>76</sup>Tamara Henry, "A Principal Crisis in Education," *USA Today*, August 8, 2000, quoted in ACSA Task Force on Administrator Shortage, *Recruitment and Retention of School Leaders: A Critical State of Need* (Burlingame, CA: ACSA, June 2001), preface.

reported a shortage of elementary administrative candidates.<sup>77</sup> Based on these stories and the data, ASCA made several recommendations to address the current crisis. One of the most significant recommendations led to a new context of professional development for site leaders. One key recommendation was to redesign the Tier 2 of the administrative credential process to include mentoring, coaching, and collaboration.<sup>78</sup>

School principals are accomplished individuals with diverse needs. They are often expert in the science of teaching and learning but need support with managing the complexities of the organization called "school." They need professional development that addresses the diversity of their skills levels. Adult learning strategies reflect the need for professional development that is applicable to the issues that principals face daily. Coaching is a professional development method that allows principals to have control over the what, who, and how of their learning.

In October 2005, ACSA formed a Task Force on Leadership Coaching. The purpose of the task force was to develop a strategic plan for leadership coaching development and leadership support. In collaboration with the New Teacher Center at the University of California, Santa Cruz, ACSA proposed a five-year strategic plan to implement a research-based, leadership-coaching

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<sup>77</sup>ACSA Task Force on Administrator Shortage, *Recruitment and Retention of School Leaders: A Critical State of Need* (Burlingame, CA: ACSA, June 2001), 1.

<sup>78</sup>*Ibid.*, 3.

model. The plan provides high-quality coaching and support to all educational leaders.<sup>79</sup>

The research on coaching as an effective method to improve performance is evident in the private sector as referenced in section three of this chapter. It is also a proven strategy in the professional development of teachers. Arthur Costa and Robert Garmston stated that conventional approaches to "staff development—workshops, lectures, and demonstrations—show little evidence of transfer to ongoing practice. When staff development includes coaching in the training, the level of application increases to 90 percent. With periodic review of both the teaching model and the coaching skills—and with continued coaching—classroom applications of innovations remain at the 90 percent level."<sup>80</sup>

Bruce Joyce and Beverly Showers in their 1998 study, *Peer Coaching to Increase Student Achievement*, focused on peer coaching for teachers and the application for new learning in the classroom. They concluded that a training design, in order to achieve the highest application, should include a coaching model.<sup>81</sup>

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<sup>79</sup>ACSA's *Leadership Coaching*, 3.

<sup>80</sup>Arthur L. Costa and Robert J. Garmston, *Cognitive Coaching: A Foundation for Renaissance Schools* (Norwood, MA: Christopher-Gordon, 2002), 7.

<sup>81</sup>Bruce Joyce and Beverly Showers, *Peer Coaching to Increase Student Achievement* (Washington, DC: Southeast Comprehensive Assistance Center (SECAC) Office of Elementary and Secondary Education, U.S. Department of Education, 1998); quoted ACSA's *Leadership Coaching*, 5.

Most school principals attend workshops, institutes, lectures, and demonstrations to increase their knowledge base and to stay abreast of current research. All of these venues provide valuable support and content for school administrators; however, most of these activities do not provide opportunities for school administrators to engage in deep conversations around effective practices. Job-alike forums allow site administrators to engage in group discussions, share ideas, and learn from the experiences of others. Still, job-alikes do not lend themselves to coaching, reflection, feedback, and questioning strategies that will lead to acquiring and improving effective leadership practices.<sup>82</sup> In a survey of professional development needs of elementary principals conducted by EdSource in June 2006, as part of the study, "Similar Students, Different Results: *Why Do Some Schools Do Better*," 59 percent of the 257 study participants indicated that mentoring, peer observation, and coaching influenced their practice from a moderate to great amount. By comparison, 47 percent of the same study participants indicated that completing Assembly Bill 75, the Principal's Training Program, influenced their practice from a moderate to great amount, and a mere 22 percent felt that attending the Association of California School Administrator's (ACSA) Principal's Institute influenced their practice from a moderate to a great amount.<sup>83</sup> It should not be a surprise that

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<sup>82</sup>Ibid., 4.

<sup>83</sup>EdSource, "Similar Students, Different Results: *Why Do Some Schools Do Better*," <http://www.edsource.org/pdf/simstuprofdev.pdf> [accessed September 3, 2006], 5.

"on-the-job" coaching is the most practical approach to supporting school leaders.

In an article for *Education Week*, Dennis Sparks, Director for the National Staff Development Council, outlines five attributes that leading edge leadership development efforts include. First, leaders' learning is embedded in the act of instructional leadership and culture building. Leaders engage in the cycles of action and reflection as part of their daily work. Second, leaders meet regularly with other administrators in the district to learn, to practice, and to solve issues around instructional improvement and shaping school culture. Third, leaders learn about and attend to the emotional aspects of leadership. Relationship skills and emotional balance have a profound effect on the schools they lead. Fourth, leadership development focuses on the ability of the leader to develop and articulate orally and in writing their ideals and beliefs regarding student learning, teaching, instruction, and their role as the instructional leader. Lastly, systems provide individualized assistance in the form of coaching to assist leaders with the challenges of their work. Sparks asserts that this type of support is essential to the leaders' success and retention. "The development of school leaders is one of a school systems most important responsibilities. Without these efforts, he continues, high quality teaching in every classroom will remain an aspiration rather than a reality for the students who are now in our schools."<sup>84</sup>

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<sup>84</sup>Sparks, "Leadership for Learning," 19.

ACSA's vision is to ensure leadership coaching support for both new and experienced principals. The organization has developed a strategic plan. Part one of the plan is to expand the current induction support for first- and second-year site administrators and to initiate a pilot for superintendents. Part two is a five-year plan that will provide coaching support to every first- and second-year site, district, and classified leader, including superintendents. In collaboration with the University of California, Santa Cruz, New Teacher Center, the vision is to build its capacity to deliver coaching to all who request it.<sup>85</sup>

*Knowledge, Skills, and Behaviors of Effective  
Leadership Coaches*

The leadership coach moves fluidly between strategies using different approaches as different situations and opportunities for learning present themselves in a coaching session.<sup>86</sup>

—ACSA's *Leadership Coaching*

Different approaches have been attributed to coaching models. Despite these different approaches, common foundational knowledge, skills, and behaviors are important attributes in effective leadership coaching. Bloom et al., in writing about principal coaching, believe these to be relationship building, listening, observing, questioning, and giving feedback.<sup>87</sup> Coaching knowledge, skills, and behaviors in the private sector are similar. Harvard Business Essentials note in its book, *Coaching and Mentoring*, comparable skills and

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<sup>85</sup>ACSA's *Leadership Coaching*, 6.

<sup>86</sup>Ibid., 16.

<sup>87</sup>Bloom et al., *Blended Coaching*, 25.

qualities needed to be an effective coach. They are feedback, relationship building, goal-setting, listening, and questioning strategies.<sup>88</sup> Robert Hargrove cites goal setting, listening, questioning, relationship building, and a passion to make a difference in the lives of those you coach as important attributes of an effective coach.<sup>89</sup> The comparison of the skills needed by highly qualified executive leadership coaches in the private sector can be used in education to strengthen the personal and leadership skills of site principals. Highly qualified principal leadership coaches will support those principals who are dealing with the need to be instantly successful. Successful leadership coaches can support site principals to survive the rough times and thrive as they work in the competitive atmosphere of schools of the twenty-first century.

This researcher examined the knowledge, skills, and behaviors associated with effective leadership coaches (appendix A). The knowledge, skills, and behaviors were identified and described in current literature from the private sector and from the field of education by authors and researchers in the field of leadership coaching.

An examination of the literature in the areas of knowledge, skills, and behaviors of effective leadership coaches provided this researcher with the most common attributes associated with the three areas. The attributes most often identified became the conceptual framework that established the knowledge

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<sup>88</sup>*Coaching and Mentoring*, 140.

<sup>89</sup>Robert Hargrove, *Masterful Coaching Fieldbook* (San Francisco: John Wiley and Sons, 2000), 137-217.

base, the skills, and the behaviors that effective leadership coaches possess and use in order to improve the performance of their coachee. Each attribute is examined and described.

### Knowledge

According to Bloom et al., coaches need a knowledge base in the areas outlined in Standards 2 and 3 of the ISLLC. ISLLC 2 addresses knowledge in curriculum design, implementation, evaluation, principles of effective instruction, identification, clarification, and attention to barriers to student learning, and promotion of high expectations for all stakeholders including themselves. ISLLC 3 addresses knowledge of human resource management, legal issues impacting school operations, collective bargaining agreements, and resource function to support the accomplishment of school goals.<sup>90</sup> Professional knowledge in these areas supports the coach as they provide job-embedded learning for their coachee.

Five key attributes of knowledge emerged from the research as critical to a coach's ability to be effective. Two key attributes that emerged from the research were an understanding of the roles, goals, and challenges of the role of the principal and the political nature of the role of the principal. ISLLC 2 and 3 already identified as essential knowledge by Bloom et al. outlined the alignment of roles, goals, and challenges with these two leadership standards. Crane placed an understanding of people's roles, goals, and challenges on the job as a

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<sup>90</sup>Bloom et al., *Blended Coaching*, 15-16.

key element of a coach's job description.<sup>91</sup> In coaching teachers, Costas and Garmston state that the coach cannot engage in the "intellectual functions of teaching without some understanding of how teachers think as they plan for, execute and evaluate instruction."<sup>92</sup> A study conducted by Jane Ellison of elementary principals in Englewood, Colorado, revealed that the coach's experience as an elementary principal was valuable to all participants.<sup>93</sup> Knowledge of the roles, goals, and challenges of the principalship and experience as a principal surfaced as key attributes of knowledge that coaches should possess; however, a precise job match is not required.

Knowledge of the organizational structure of schools was an apparent need of effective principal leadership coaches. These attributes were first recognized as essential in the private sector. Hargrove quotes Hubert Saint-Onge, head of the Mutual Group of Canada in his *Masterful Coaching Fieldbook*. Saint-Onge asserts that one of the responsibilities of an executive coach in his organization is to "share practical know-how with colleagues when asked."<sup>94</sup> Executive coaches need knowledge of the organization's structure in order to be able to share the "practical know-how." Bloom et al. suggest a minimum

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<sup>91</sup>Crane, *The Heart of Coaching*, 43.

<sup>92</sup>Costa and Garmston, *Cognitive Coaching*, 85.

<sup>93</sup>Jane Ellison and Carolee Hayes, eds., *Cognitive Coaching: Weaving Threads of Learning and Change into the Culture of an Organization* (Norwood, MA: Christopher-Gordon Publishers, 2003), 21.

<sup>94</sup>Hargrove, *Masterful Coaching Fieldbook*, 16.

qualification for a leadership coach should include at least five years of successful leadership experience to support a coach's ability to have a firm handle on the organization that the principal serves in. Again, as noted in knowledge of roles, goals, and challenges of the principal, serving the in role of the principal is not necessary, but it is helpful.<sup>95</sup>

Principals in schools today must be concerned with their ability to implement change. The coach's knowledge of change and the change process used in school organizations surfaced as a key attribute associated with coaching knowledge. According to Margaret Wheatley, in today's organizations, "We have no choice but to rethink, redesign, restructure the organization."<sup>96</sup> Marzano asserts that an important leadership responsibility is the ability of the principal to recognize and initiate second-order change—the deep adaptive change that challenges the status quo.<sup>97</sup> Effective school leadership coaches understand the change process used in school organizations. They possess a personal theory about change. They look beyond the immediate problems and assist their coachee in the identification of opportunities that will leave a positive lasting impact on the organization.<sup>98</sup>

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<sup>95</sup>Bloom et al., *Blended Coaching*, 15-16.

<sup>96</sup>Wheatley, *Finding Our Way*, 88.

<sup>97</sup>Marzano, Waters, and McNulty, *School Leadership That Works*, 70-72.

<sup>98</sup>Bloom et al., *Blended Coaching*, 101.

The final attribute that emerged from the research was knowledge of a coaching model and strategies. Hargrove states that a coaching model or defined process will "enable people to get out of the pea soup so that they are able to see things much more clearly and, as a result, act powerfully."<sup>99</sup> Kinlaw states that coaching can fail due to lack of a process model. He further asserts that if coaches do not have a baseline or model by which they follow a sequential process, coaches will merely engage in random conversations with no concrete outcome. He declares that "coaching does not fail, but coaches who do not know and use a proven process of coaching will often fail."<sup>100</sup> Bloom et al. state that the "structure and curriculum" of the coaching process will have a direct impact on the success of the coaching relationship.<sup>101</sup> Whatever coaching model is used Hargrove, Kinlaw, and Bloom et al. state that the model must be flexible and focused on the needs of the coachee and their goals for their improved performance.

### Skills

The skills possessed by the leadership coached emerged as the most critical attribute needed by effective coaches. The review of the literature indicated that whether the literature was written for the private sector or an

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<sup>99</sup>Hargrove, *Masterful Coaching*, 12.

<sup>100</sup>Dennis C. Kinlaw, *Coaching for Commitment: Interpersonal Strategies for Obtaining Superior Performance from Individuals and Teams*, 2d ed. (San Francisco, CA: Jossey-Bass/ Pfeiffer, 1999), 32.

<sup>101</sup>Bloom et al., *Blended Coaching*, 111.

educational organization, coaching skills were the same. The number of essential skills was numerous. For the purpose of this study, the researcher selected eleven skills that emerged as the most important.

Coaching cannot occur without the permission of the person being coached. The coachee must be willing to participate in the process. It is the coach's responsibility to bring to the coaching relationship the skills necessary to support his or her coachee. First and foremost, the skill that emerged as key to an effective coach was the ability of the coach to set clear performance expectations and goals. Crane asserts that, in the business world, it is critical for the coach and coachee to set performance goals. He states that organizations exist to provide products and services for their customers. Effective executive coaches keep the focus on addressing issues that enhance performance or correct issues that are inhibiting performance.<sup>102</sup> Kinlaw states that coaching always has to do with improving performance. In order to improve performance, move toward superior performance, and commit to sustained improvement, the coach must be skilled in assisting the coachee set clear performance expectations and goals.<sup>103</sup> Bloom et al. suggest that early in the coaching relationship of school principals, the coach and the coachee have a conversation to clarify specific goals, and focus areas for the principal's professional growth. Crane, Kinlaw, and Bloom et al. asserted that in order for coaching to be

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<sup>102</sup>Thomas G. Crane, *The Heart of Coaching*, 2d ed. (San Diego, CA: FTA Press, 2005), 38.

<sup>103</sup>Kinlaw, *Coaching for Commitment*, 38.

effective, the successful coach is skilled in setting performance goals.

Hargrove contends that the source of successful coaching is being prepared with a purpose and goals for coaching. "Prepare for every coaching conversation so that it turns out brilliantly," he states.<sup>104</sup> The plan for coaching will assure accountability, keep a record of progress and ensure that performance goals are met.

A related coaching skill is to provide the coachee with a variety of data. Performance goals, the plan for coaching, and coaching progress are based on data. In 1984, Costa and Garmston, in their development of the Cognitive Coaching model for principals coaching teachers, noted the importance of providing data. One of the main objectives of Cognitive Coaching was to foster in teachers the ability to compare, infer, and draw conclusions from rich and readily available data.<sup>105</sup> The same can be said of coaching leaders. Coaches, according to Kinlaw, bring to the coaching conversation concrete and descriptive verifiable information. No one wants to be subjected to the biases of another person. The use of data by the coach will provide the coachee with reliable measures of productivity and quality.<sup>106</sup> Bloom et al. give specific sources of data that effective coaches use. The sources of information include: surveys, situations in which the coachee is doing job-embedded work, test data,

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<sup>104</sup>Hargrove, *Masterful Coaching*, 77.

<sup>105</sup>Costa and Garmston, *Cognitive Coaching*, 49.

<sup>106</sup>Kinlaw, *Coaching for Commitment*, 37.

classroom observations, and logs of coaching sessions.<sup>107</sup> Powerful coaching is the ability of the coach to assist the coachee to compare, to infer, and to draw conclusions from additional sources of information.

Listening, questioning, and giving feedback are coaching skills that are dependent upon one another. The three skills are critical in all coaching relationships. Active listening involves maintaining eye contact, smiling at appropriate times, avoiding distractions, taking notes if it is not distracting, being aware of body language, listening first and suspending judgment, not interrupting except to ask for clarification, and paraphrasing.<sup>108</sup> Kinlaw states that the three skills are useful at every stage of coaching. He uses the terms attending and acknowledging for listening, probing for questioning strategies, and feedback. He cites the importance of using nonverbal and nonevaluative behavior to communicate listening. Coachees convey to their coaches that they are being listened to and understood. These are nonverbal behaviors that display open posture, appropriate gestures such as nodding, and not being distracted. Coaches acknowledge that they are listening by brief verbal responses, such as "yes" and "I understand," to encourage the coachee to expand on what he or she is saying. Acknowledging is a skill that enables the coach to gather more information without making evaluative or judgmental comments.<sup>109</sup> Kinlaw further

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<sup>107</sup>Bloom et al., *Blended Coaching*, 39-40.

<sup>108</sup>*Coaching and Mentoring*, 27-28.

<sup>109</sup>Kinlaw, *Coaching for Commitment*, 43-49.

asserts that feedback is a vital skill of coaches. It is the element of coaching that ensures that the coachee's performance meets the goals and expectations set forth by the coaching experience. If not given in a timely manner, it can create difficulties between expectations and performance. Regular feedback gives the coachee an opportunity to adjust performance.<sup>110</sup> Crane adds to the importance of listening, questioning, and giving feedback as important skills of a leadership coach. Crane states that coaches who use his Transformational Coaching Model have "heart." "Heart" is exemplified by the coach as the ability to communicate and "get on the same page." Fundamental skills include focusing conscious attention on the coachee—listening. Deep listening with the coach's heart and mind demonstrates trust and rapport. He also states that the primary job of a coach is to understand the perceptions of the coachee. This is accomplished by asking learning questions. These questions deepen the coach's understanding of his or her coachee's situation.<sup>111</sup> Similar to Kinlaw and the Harvard Business School models, Crane states that feedback is intended to help the coachee reach his or her intended goals. Feedback is timely and based on observed behavior. A coach gives positive and negative feedback.<sup>112</sup> Hargrove asserts that the masterful coach knows the difference between listening to and listening for. For example, the masterful coach listens for what lies beneath the stories. The

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<sup>110</sup>Ibid., 93.

<sup>111</sup>Crane, *The Heart of Coaching*, 46-48.

<sup>112</sup>Ibid., 75.

masterful coach also can remove obstacles to success by asking questions as opposed to telling the coachee what he or she should. The skill of questioning is critical. In addition, Hargrove cites that providing timely feedback will enhance the action plan for improved performance.<sup>113</sup> These authors and researchers agree that skilled leadership coaches are very effective at listening, questioning, and giving feedback to their coachee. It is a primary skill that is central to successful coaching.

All coaching is a dialogue. Effective coaches use dialogue to create a collaborative relationship in which the coachee is the central focus and the learning growth of the coachee is the priority. Hargrove outlines a formula for powerful coaching conversations that lead to collaboration toward meeting agreed-upon performance goals and expectations. He cites five principles that establish collaboration between the coach and coachee. First, the passion and enthusiasm for the coaching conversation by the coach is important in creating the foundation for collaboration. Second, the coach needs to convey an honest feeling that his or her coachee matters to him or her. Third, it is important for the coach to be passionate about making a difference in the performance of his or her coachee. The coach is genuinely interested in making his or her coachee the success story. Fourth, the coaching conversation is about making a direct impact on the performance of the coachee. Last, the coach must be clear about the result of the coaching. The coach takes personal accountability for delivering

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<sup>113</sup>Hargrove, *Masterful Coaching Fieldbook*, 110-112.

feedback that will shift thinking. The masterful coach also accepts feedback to ensure that the collaboration is making a difference.<sup>114</sup> Crane concurs with Hargrove. He states that the heart of coaching is based on mutual dialogue that fosters a mutual understanding between the coach and the coachee. He contends that it is this collaboration that results in learning for both the coachee and coach throughout the coaching process.<sup>115</sup> Bloom et al. identify collaboration as one of the four types of Blended Coaching. Their description reflects the same attributes as Hargrove and Crane have described. Collaboration is based upon shared work that will generate strong learning for the coachee. The coach brings to the collaborative effort expertise, resources, and perspective.<sup>116</sup> Successful coaching involves mutual collaboration that leads to improved and sustained performance for the coachee.

Effective leadership coaches possess skills in systems thinking. In order to support their coachee to become system thinkers, coaches have the ability teach and build the capacity of their coachee. Leaders of twenty-first century organizations need to be able to build shared visions, develop team learning, and be open to the shortcomings of the current practices. Systems thinkers are able to see the connections between these disciplines and move toward to change

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<sup>114</sup>Ibid., 76-77.

<sup>115</sup>Crane, *The Heart of Coaching*, 39.

<sup>116</sup>Bloom et al., *Blended Coaching*, 76.

them.<sup>117</sup> Hargrove states, "One of my fundamental premises is that a Masterful Coach is first and foremost a teacher. Being a great teacher involves expanding the coachee's capacity to achieve an extraordinary future. I see coaching as the most powerful vehicle available for teaching people to develop new skills and capabilities." The coach's ability to teach or coach his or her coachee toward new skills is to develop in him or her the desire to study and to practice.<sup>118</sup> Crane agrees with Hargrove. He states that people will most often remain in their comfort zones. An effective coach will support his or her coachee's ability to stretch and challenge him or herself to higher performance levels.<sup>119</sup> Successful leadership coaches build the capacity of their coachee by encouraging them to try new things, assume new roles, and gain knowledge of new skills.

Margaret Wheatley states that humans have a great need for relationships. They realize that in order to achieve what is important to them, they must extend themselves and work with others.<sup>120</sup> The ability of the coach to build a relationship with his or her coachee is the skill that is identified as the most important that a coach needs to possess. Kinlaw states that the coach must achieve and maintain a level of comfort with his or her coachee. The relationship allows the coach and coachee to stay focused on the goal for the coaching

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<sup>117</sup>Senge, *The Fifth Discipline*, 12-13.

<sup>118</sup>Hargrove, *Masterful Coaching*, 247-248.

<sup>119</sup>Crane, *The Heart of Coaching*, 177.

<sup>120</sup>Wheatley, *Finding Our Way*, 103.

experience.<sup>121</sup> True coaching cannot occur without a trusting relationship. The coachee must be willing to learn, to grow, and to change in fundamental ways. He or she must feel safe. If the coach has established a strong relationship with the coachee, he or she will feel comfortable communicating sensitive issues of professional practice. It is the coach's responsibility to encourage the coachee by continually working at building the relationship. This coaching relationship should build and deepen over time.<sup>122</sup> Crane builds upon this by stating, "The effectiveness of a coach is directly proportional to the quality of the relationship with the coachee. It is the essential building block of successful coaching."<sup>123</sup>

### Behaviors

The third area that emerged as an essential attribute of effective coaches is coaching behaviors. Crane states that to be truly effective as a leadership coach, the coach must bring to the coaching experience the very best of who he or she is. To be truly effective, the coach must "walk the talk." Effective leadership coaches become congruent role models.<sup>124</sup> Five key attributes were noted by this researcher as vital components and identified in the research as fundamental behavioral attributes of an effective leadership coach. They are

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<sup>121</sup>Kinlaw, *Coaching for Commitment*, 25.

<sup>122</sup>Bloom et al., *Blended Coaching*, 7.

<sup>123</sup>Crane, *The Heart of Coaching*, 38.

<sup>124</sup>*Ibid.*, 187.

emotional intelligence, cultural proficiency, trustworthiness, confidentiality, and time commitment to the coaching process.

Leaders who are emotionally intelligent are effective at managing their own emotions as well as those they lead in the right direction.<sup>125</sup> Coaching exemplifies developing emotional intelligence in others by supporting the coachee's ability to be authentic, have empathy, and develop rapport with those they lead. These "people skills" are as important to leadership as professional knowledge and skills. Effective coaches are able to communicate to their coachee a belief in other people's potential and the expectation that they can achieve their greatest potential. An effective coach is able to raise the level of his or her coachee's capabilities by increasing his or her self-confidence.<sup>126</sup> Helping a coachee to develop his or her emotional intelligence is difficult. Hargrove asserts that effective coaches have both the toughness and compassion to expertly intervene in the emotional learning of their coachee. Coaches who are emotionally intelligent are practiced at building relationships. They are able to encourage their coachee to express their emotions and help them see things in new ways.<sup>127</sup> Coaches who bring emotional intelligence to the coaching experience are able to model for their coachee the need to set aside emotional responses and approach issues from a systems perspective.

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<sup>125</sup>Goleman, Boyatzis, and McKee, *Primal Leadership*, 6.

<sup>126</sup>*Ibid.*, 62-63.

<sup>127</sup>Hargrove, *Masterful Coaching*, 102-103.

The changing demographics of our schools have placed added pressure on site leadership. In his 2006 State of Education Address, State Superintendent Jack O'Connell stated,

California has the most diverse student population in the world, with more than 100 languages spoken in the homes of those students. Today, our student population is "majority-minority." Forty-one percent of our students speak a language other than English at home, and a quarter of all California public school students are struggling to learn the English language in school.<sup>128</sup>

This change in demographics has led to diverse cultural landscapes to which principals must respond. Bloom et al. state that leadership coaches "need to be alert to issues of cultural proficiency." Coaches must be confident and courageous enough to ask critical questions. Effective coaches are comfortable bringing to the surface issues of culture, equity, and language barriers. Coaches behave in such ways as to create safe places in which difficult questions can be asked. A question, such as "Do you believe that second language learners can be successful in Advance Placement classes?" may need to be asked. Effective coaches understand and practice behaviors that support their coachee's growth toward managing the dynamics of difference and valuing diversity.<sup>129</sup> Coaches who want to improve the craft of leadership can positively impact student achievement irrespective of the social circumstances of the student population of

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<sup>128</sup>California Department of Education, *State of Education 2006*, <http://www.cde.ca.gov/eo/in/se/yr06stateofed.asp> [accessed March 7, 2006].

<sup>129</sup>Bloom et al., *Blended Coaching*, 23-24.

the schools they lead.<sup>130</sup> Culturally proficient leadership coaches will support principals as they address the challenges of diversity and equity in their schools. The intent is for the coachee to become responsive to the diverse populations of students.<sup>131</sup>

Trust and confidentiality are foundational behaviors that effective leadership coaches possess. The two behaviors are embedded in the ability of the coaching skill of relationship building. A coach who models trustworthiness and confidentiality will encourage the coachee to participate in the process. Coaching cannot occur without the permission of the one being coached. Harvard Business School cites confidentiality as one of the five key qualities of an executive coach. Confidentiality is attributed to the integrity of the coach. The coachee should have knowledge, from the beginning of the coaching experience, if their coach is reporting progress to their supervisor. The coach needs to carefully balance performance issues from personal issues when reporting progress to supervisors.<sup>132</sup> Trust is a behavior that is observed by the coachee. The validity of trust lies in the assessment of the coachee. It will define the quality and effectiveness of the coaching relationship. Bloom et al. state that it is "job

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<sup>130</sup>Delores B. Lindsey, Richard Martinez, and Randall B. Lindsey, *Culturally Proficient Coaching* (Thousand Oaks, CA: Corwin Press, 2007), 6.

<sup>131</sup>*Ibid.*, 22.

<sup>132</sup>*Coaching and Mentoring*, 71.

one" of the coach. Powerful coaching cannot occur without trust.<sup>133</sup> Kinlaw places trust in Stage 1, the initial stage, of a coaching conversation. Coaches, he states, have the responsibility to establish as quickly as possible the purpose for coaching. This cannot occur unless trust is established. Coaches need to exhibit confidentiality and trustworthiness in order to make coaching possible. The coachee will always be the person in the coaching relationship who assesses the level of confidentiality and trust level of his or her coach. The effective coach ensures that his or her actions are congruent with his or her words.

All coaching is based upon the relationship between the coach and coachee. The coach brings to the relationship the knowledge, skills, and behaviors needed to support the goals of the coachee. In order to support the coachee, the coach models commitment to the process. The coach brings to the experience a commitment of time. Masterful coaches, according to Hargrove, are completely committed to the process.<sup>134</sup> Crane agrees that there is a direct relationship between the quality of the coaching relationship and the time invested in coaching.<sup>135</sup> Bloom et al. state that, in order to make the most of coaching, uninterrupted time must be built into the coach's schedule. Coaching is not a passive activity. Its benefits are realized by the degree to which the process is followed. The Blended Coaching Model asks the coach to agree to a minimum

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<sup>133</sup>Bloom et al., *Blended Coaching*, 27.

<sup>134</sup>Hargrove, *Masterful Coaching*, 15.

<sup>135</sup>Crane, *The Heart of Coaching*, 176.

of three hours per month.<sup>136</sup> Hargrove states that this relationship should be in effect for at least a year.<sup>137</sup> He summarizes the behavior in the following statement. "Great coaches seem to stand in a different place from the rest of us. They also come from a different place. They stand for a commitment to make a difference in the life of the person they are coaching and demonstrate this is every action."<sup>138</sup>

### *Summary*

Chapter II presented a review of the literature that addressed the many challenges that both new and veteran principals face daily. It also presented a leadership development model, coaching, used in the private sector as a viable process to support and sustain leadership development. As conditions become more challenging for the school principal, coaching is a powerful model by which school leaders can improve their organizations and themselves. A competent, effective, and knowledgeable leadership coach can support the school leader in achieving both professional and personal goals. This chapter revealed the knowledge, skills, and behaviors of effective coaches found in the literature. Whether a business coaching model or a newly adopted educational coaching model, the research revealed similar results. Robert Hargrove states it simply as, "The fundamental truth is that leadership is about coaching and teaching. If you

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<sup>136</sup>Bloom et al., *Blended Coaching*, 128-130.

<sup>137</sup>Hargrove, *Masterful Coaching*, 22.

<sup>138</sup>*Ibid.*, 43.

are a leader, you are first and foremost a coach and a leader."<sup>139</sup> If the educational community seeks to develop and sustain its site leadership to solve complex problems of the twenty-first century, it will be through coaching and highly effective principal coaches.

Chapter III describes the research methodology. It describes the study's purpose, research questions, research design, population and sample, instrumentation, data collection, and analysis procedures. Also presented in chapter III are limitations of the study and the timeline for the completion of the study.

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<sup>139</sup>Hargrove, *Masterful Coaching Fieldbook*, 5.

## CHAPTER III

### METHODOLOGY OF THE STUDY

#### *Introduction*

Chapter III describes the research methodology used to explore the purpose and research questions in this study. The chapter includes the research design, the population and the sample, and the instrumentation used in the study. Also discussed in the chapter are the data collection procedures, analysis of data and limitations of the study.

#### *Purpose Statement*

The purpose of this study was to identify and rank the effectiveness of the knowledge, skills, and behaviors needed to be an effective leadership coach as perceived by leadership coaches and the principals they have coached for at least a year. The second purpose was to determine the principal's and the coach's perception of the principal's enhanced ability to lead the school after having a leadership coach.

#### *Research Questions*

1. What knowledge, skills, and behaviors do leadership coaches need and use to support principals in achieving agreed-upon goals as perceived by coaches and the principals who they have coached?

*Knowledge*

- a) understanding of roles, goals, and challenges of the job
- b) organizational structures
- c) political awareness
- d) coaching models and strategies
- e) change process

*Skills*

- a) setting clear expectations and goals
- b) listening
- c) observing
- d) questioning
- e) giving feedback
- f) collaborating
- g) building relationships
- h) stimulating learning growth
- i) systems thinking
- j) capacity building
- k) using data

*Behaviors*

- a) exhibiting emotional intelligence
- b) exhibiting trustworthiness

- c) utilizing culturally proficient behaviors
- d) exhibiting confidentiality
- e) exhibiting reliability
- f) scheduling protected time for coaching

2. What enhanced ability do principals perceive in their capacity to lead their organization after a year of leadership coaching as identified by the principal and the leadership coach using Standard 2 of the California Standards for Educational Leaders (CPSELs)?

Standard 2: Advocating nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.<sup>1</sup>

- a) develop a school culture and ensure equity
- b) guide the instructional program
- c) guide the professional growth of staff
- d) create and utilize accountability systems

### *Research Design*

The research design used in this study was descriptive. Descriptive studies "describe systematically the facts and characteristics of a given population or area of interest, factually and accurately."<sup>2</sup> The rationale for the use

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<sup>1</sup>*Moving Leadership Standards*, 13.

<sup>2</sup>Stephen Isaac and William B. Michael, *Handbook in Research and Evaluation* (San Diego, California: EdITS, 1995), 46.

of descriptive research is effective in the assessment of attitudes, opinions, demographic information, conditions, and procedures. Isaac and Michael state that descriptive research "is used to describe situations and events. It is the accumulation of a database that is solely descriptive—it does not necessarily seek to explain relationships, test hypothesis, make predictions or get at meaning and implications."<sup>3</sup>

Descriptive research was useful in this study because it allowed the researcher to identify the knowledge, skills, and behaviors associated with effective leadership coaching as perceived by the leadership coaches and principals who were coached. It was also effective in documenting the knowledge, skills, and behaviors that leadership coaches use to support principals in achieving agreed-upon goals and the changes that principals perceived in their ability to lead their organization after a year of leadership coaching.

This study examined the coaching skills of principal leadership coaches. The study analyzed the knowledge, skills, and behaviors that were most effective in coaching school principals in achieving agreed-upon goals. There were five variables associated with knowledge, eleven variables associated with skills, and six variables associated with behaviors that effective coaches use.

This study was also an ex post facto study. The research established the influence of the changes that principals perceived in their ability to lead their

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<sup>3</sup>Ibid. 50.

organizations after a year of leadership coaching. According to Gay, a casual-comparative research design "is research in which the researcher attempts to determine the cause, or reason, for existing differences in the behavior of groups of individuals." In other words, it is observed that groups are different on some variables and the researcher attempts to identify the major factor that has led to the difference. Such research is referred to as "ex-post facto since both the effect and alleged cause have already occurred and are studied by the researcher in retrospect."<sup>4</sup> In this study, the researcher chose school principals who had been coached by a certified leadership coach for one year.

#### *Population*

The intent of this study was to identify and describe the knowledge, skills, and behaviors needed to be an effective leadership coach as perceived by leadership coaches and principals who have received leadership coaching. The population for this study included sixty-four certified principal leadership coaches in California public schools. The sixty-four certified principal leadership coaches were certified in the Coaching Leaders for Academic Student Success (CLASS) and the Association of California School Administrators (ACSA) or had received professional development leading toward a coaching certification.

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<sup>4</sup>L. R. Gay, *Educational Research: Competencies for Analysis and Application*, 2nd ed. (Columbus, OH: Charles E. Merrill Publishing Co., 1981), 197.

### *Sample*

A purposeful sample population process was used to select the sixty-four certified leadership coaches who have coached principals in California public schools. A single-stage sampling procedure was used because the researcher had access to the names of the sixty-four certified leadership coaches and can sample them directly.<sup>5</sup> The researcher contacted Betsy Warren, Program Director-New Teacher Center (NTC) at the University of Santa Cruz, to determine the eligible pool from which the sample was drawn. In partnership with the California Commission on Teacher Credentialing (CCTC) and the Association of California School Administrators (ACSA), the NTC certifies leadership coaches. Coaching trainers and experts from the New Teacher Center received the researcher's prospectus in order for them to have a framework for the study. Leadership coaching trainers nominated sixty-four principal leadership coaches using the following criteria:

1. Currently certified as a leadership coach or participated in a coaching professional development that leads to certification
2. Currently in a formal coaching relationship with a school principal or
3. Within the last year, had a formal coaching relationship with a school principal or

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<sup>5</sup>John W. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd ed., (Thousand Oaks, CA: Sage Publications, 2003), 156.

4. Had coached a school principal in which the end result was a Tier II Administrative Credential for the site principal.

Each leadership coach was contacted by telephone or e-mail by the researcher to determine his or her interest in participating in the study (see appendix C). A copy of the researcher's purpose statement and research questions was sent to each leadership coach to acquaint the coach with the framework of the study. From a pool of sixty-four nominated certified leadership coaches, a purposive sample of sixty-four coaches was selected based on their willingness to participate.

In order to sample the perceptions of principals who had been coached or were currently being coached, the researcher asked each coach to contact the principals who had been coached by the leadership coach (see appendix D). Sixty of the sixty-four leadership coaches had coached at least one site principal and met the criteria for the research sample. A pool of sixty principals who had received coaching was eligible to participate in the study. A copy of the researcher's purpose statement and research questions was sent to each principal to acquaint the principal with the framework of the study. Sixty of the principals who had been coached by the participating leadership coaches agreed to participate in the study.

### *Instrumentation*

"Descriptive research is gathered through questionnaires, interviews, or observations," according to L.R. Gay.<sup>6</sup> Two survey instruments were designed by the researcher to gather perceptions of principal leadership coaches and the principals they have coached. The researcher reviewed surveys developed by Megan Tchannen-Moran, Ph.D., Associate Professor in Educational Policy, Planning and Leadership in the School of Education of the College of William and Mary for format and design<sup>7</sup> Survey instrument one, "Coaching Skills Survey for Principal Coaches" (see appendix E) gathered information on the knowledge, skills, and behaviors that principal leadership coaches perceived they needed to possess in order to be an effective leadership coach. Each question was developed based on the researcher's review of the literature of coaching models both in the business world and the field of education. A "Summary of Knowledge, Skills, and Behaviors Associated with Effective Leadership Coaches Found in a Review of the Literature Matrix" (see appendix A) was developed to specify the independent variables that were identified by a consensus analysis in authors and researchers in the field of leadership coaching.

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<sup>6</sup>Gay, *Educational Research*, 12.

<sup>7</sup>Megan Tchannen-Moran, *Survey Instruments to Help You in Your Investigations of Schools* (Washington, DC: College of William and Mary, Department of Education, 2008).

Survey instrument 2, "Coaching Survey for Principals" (see appendix F) gathered information on the knowledge, skills, and behaviors that principals perceived the leadership coach used to support them in achieving agreed-upon goals. The questions on this survey replicated the questions asked on the "Coaching Survey for Principal Coaches," but were formatted from the perspective of the principal.

The "Coaching Survey for Principals" and the "Coaching Survey for Principal Coaches" also asked principals and principal coaches to rank the elements of knowledge, skills, and behaviors according to their perceived priority. Additionally, principals and leadership coaches were asked to answer a question regarding perceived changes in the principal's ability to lead the principals' organization after a year of leadership coaching. The instrumentation used to answer this research question was Standard 2 of the California Standards for Educational Leaders (CPSELs). Standard 2 was selected because it incorporates the activities in which the school leader engages in order to ensure that the school is organized for success. Permission to use Standard 2 of the CPSELs in the form of a question was granted from the Association of California School Administrators (see appendix B).

"Descriptive research at its best can provide very valuable data. It represents considerably more than asking questions and reporting answers; it involves careful design and execution of each of the components of the research process, including the formulation of hypotheses, and may describe variables

and relationships between variables."<sup>8</sup> The two surveys assessed the perceptions of principals and principal leadership coaches on the extent to which each of the intervening variables associated with knowledge, skills, and behaviors were most effective. The two surveys also assessed the perceived enhancement that the intervening variables had on the principal's ability to lead the organization. The two surveys used a Likert scale. Gay asserts that a Likert scale, a nonprojective test, is frequently used in descriptive studies. Such self-report tests attempt to determine what an individual believes, perceives, or feels. A Likert scale asks for responses on a continuum to a series of statements.<sup>9</sup> The survey had five possible responses. The responses were "strongly disagree," "somewhat disagree," "neither agree nor disagree," "somewhat agree," "strongly agree." Data from the "Coaching Skills Survey for Principal Coaches and Coaching Survey for Principals" were compiled to illustrate perceptions from each principal and leadership coach.

The two surveys were formatted into four sections of twenty-eight questions. The "Coaching Skills Survey for Principal Coaches" included four sections that were related to the elements of knowledge, skills, and behaviors. Section I had five items (1-5) related to knowledge. Section I surveyed knowledge of a coaching model and strategies; the roles, goals, and challenges of a principal; the organizational structures of schools; the political nature of the

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<sup>8</sup>Ibid., 156.

<sup>9</sup>Ibid., 125-126.

role of the principal; and change and change process associated with school organizations. Section II had eleven items (7-17) related to skills. It surveyed the skills of setting performance expectations and goals, listening, questioning strategies, feedback, collaboration, capacity building, relationship building, learning growth, teaching, and systems thinking of the leadership coach. Section III had five items (19-23) related to behaviors. Section III surveyed the coaching behaviors of emotional intelligence, cultural proficiency, commitment, confidentiality, and the coach's time commitment to the process. Section IV had four items (25-28) related to perceived changes in the principal's ability to lead his/her organization. Section IV used the California Professional Standards for Educational Leaders (CPSELs), Standard 2. Standard 2 states, "A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth."<sup>10</sup> Items 25 through 28 surveyed the leadership coach's perception of the principal's improved ability to develop a school culture to ensure equity, guide the instructional program, guide the professional growth of staff, and create and utilize accountability systems. Item numbers 6, 18, and 24 asked coaches to rank the knowledge, skills, and behaviors that were most needed by the principal leadership coach.

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<sup>10</sup>*Moving Leadership Standards*, 13.

The "Coaching Survey for Principals" included four sections that were related to the elements of knowledge, skills, and behaviors. Section I had five items (1-5) related to knowledge. Section I surveyed the principal's perception of his or her leadership coach's knowledge of a coaching model and strategies; the roles, goals, and challenges of a principal; the organizational structures of schools; the political nature of the role of the principal; and change and change process associated with school organizations. Section II had eleven items (7-17) related to skills. It surveyed the principal's perception of his or her leadership coach's skills relating to setting performance expectations and goals, listening, questioning strategies, feedback, collaboration, capacity building, relationship building, learning growth, teaching, and systems thinking of the leadership coach. Section III had five items (19-23) related to behaviors. Section III surveyed the principal's perception of the coaching behaviors of emotional intelligence, cultural proficiency, commitment, confidentiality, and the coach's time commitment to the process of his or her leadership coach. Section IV had four items (25-28) related to perceived changes in the principal's ability to lead his or her organization. Section IV used the California Professional Standards for Educational Leaders (CPSELs), Standard 2. Standard 2 states, "A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth."<sup>11</sup> Items 25-28 surveyed the

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<sup>11</sup>Ibid.

principal's perception of his or her improved ability to develop a school culture to ensure equity, guide the instructional program, guide the professional growth of staff, and create and utilize accountability systems after having been coached for a year. Item numbers 6, 18, and 24 asked principals to rank the knowledge, skills, and behaviors that were most supportive in reaching the agreed-upon goals that were established between the principal and the leadership coach.

### *Expert Panel*

An expert panel comprised of six individuals with expertise in leadership coaching was convened. The panel included Mr. Barry Tambara and Mrs. Nadine Barreto, instructors in the School Management Program at the University of California-Los Angeles and certified leadership coaches, who reviewed both of the instruments for content. Ayele Dadoo, Ed.D., Senior Program Coordinator-Educational Leadership Programs at the Los Angeles County Office of Education and a certified leadership coach, reviewed the instruments for ease of administration and for clarity of directions. Gina Koency, Ed.D., Sr. Project Director of Assessment and Evaluation at the Los Angeles County Office of Education made recommendations on the design of the survey. Mrs. Carol Muse and Mr. Marquis Newell, principals in Los Angeles County who have received leadership coaching, provided feedback to the researcher on the "Coaching Survey for Principals." They evaluated the survey from a coachee's perspective. The expert panel provided the researcher with oral feedback on the content and on their ability to comprehend the questions. They also provided feedback as to

whether the data collected would address the research questions.

Appropriate adjustments were made to the instrument by the researcher. All recommendations from this expert panel were reviewed and the instrument was revised to reflect their feedback.

### *Field-Test of the Survey Instrument*

A field-test survey was administered to four leadership coaches and four principals who were currently in a formal coaching relationship. The field-test participants met the criteria for selection to participate in the study; however, they were not included in the final pool. The results from the field-test were used to make modifications and revisions to the final survey instrument. Changes were made to the instrument to ensure that the survey questions were aligned with the researcher's purpose statement and research questions. The survey instrument was administered three weeks later to the same group to ensure test-retest reliability.<sup>12</sup> The two sets of scores were compared and 70 percent of the responses were the same. The field-test enabled the researcher to ensure that:

1. Respondents were able to access the survey instruments via the *World Wide Web* and the *surveymonkey.com* website.
2. Respondents understood the directions and were able to understand and answer all of the questions.
3. Respondents were able to complete the survey in twenty minutes.
4. Respondents understood how the questions addressed the knowledge,

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<sup>12</sup>Gay, *Educational Research*, 112.

skills and behaviors of effective leadership coaching.

#### *Data Collection Procedures*

In June 2007, the following procedures were followed to collect data.

1. All participants, certified leadership coaches and principals, received the "Consent to Participate in Research" Institutional Review Board form.
2. The forms were sent via e-mail and returned to the researcher with an agreement to participate in the study.
3. Upon receipt of the "Consent to Participate in Research," an e-mailed cover letter and the URL link to the online survey instrument on the Internet was sent to study participants.
4. Each participant was asked to complete the twenty-eight-item survey.
5. All study participant data were collected in the SurveyMonkey.com database.

#### *Data Coding System*

A coding system was used to identify all participants. The researcher organized the data into two groups: leadership coaches and principals. SurveyMonkey, an online tool for creating surveys, was used to create the surveys for both groups. The researcher was careful to maintain the confidentiality of all study participants. Each leadership coach was e-mailed the SurveyMonkey URL address. Each principal was e-mailed a different SurveyMonkey URL address. The software program enabled the researcher to

create a professional online survey instrument with a separate URL addresses for each group. The program automatically created a separate URL address that became the link for participants to access the appropriate survey. The data from both groups were kept separate. A combination letter and numbering system was used so that names of participants would not be known to anyone but the researcher.

SurveyMonkey.com was used to collect the data. This service provided the researcher with the ability to ensure that respondents completed only one survey. Surveymonkey.com tracks the Internet Protocol (IP) address of the computer where the survey was taken. An IP address (Internet Protocol address) is a unique number that computers use in order to identify and communicate with each other on a computer network utilizing the Internet Protocol standard (IP). Each computer must have its own unique address. An IP address can be thought of as a street address or a phone number for a computer. Just as each street address and phone number uniquely identifies a building or telephone, an IP address can uniquely identify a specific computer or other network device on a network.<sup>13</sup>

### *Data Analysis*

"Execution of research study usually produces a mass of raw data resulting from the administration of one or more standardized or self-developed

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<sup>13</sup>Wikipedia, "IP Address," [http://en.wikipedia.org/wiki/IP\\_addresses](http://en.wikipedia.org/wiki/IP_addresses) [accessed July 31, 2006].

instruments or from the collection of naturally available data. Collected data must be accurately scored, if appropriate, and systematically organized in a manner that facilitates analysis."<sup>14</sup> Ordinal data related certified leadership coaches and principals as general data.

The goal of this study was to use a survey to identify and rank the knowledge, skills, and behaviors that leadership coaches need to be effective as perceived by leadership coaches and the principals they have coached. Another goal was to determine the principal's and the coach's perception of the principal's enhanced ability to lead the school after having a leadership coach.

As stated in the study's research question 1, participants' perceptions on each of the variables related to knowledge, skills, and behaviors were measured using descriptive statistics.

#### *Knowledge*

- a) understanding of roles, goals, and challenges of the job
- b) organizational structures
- c) political awareness
- d) coaching models and strategies
- e) change process

#### *Skills*

- a) setting clear expectations and goals
- b) listening

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<sup>14</sup>Gay, *Educational Research*, 275.

- c) observing
- d) questioning
- e) giving feedback
- f) collaborating
- g) building relationships
- h) stimulating learning growth
- i) systems thinking
- j) capacity building
- k) using data

### *Behaviors*

- a) exhibiting emotional intelligence
- b) exhibiting trustworthiness
- c) utilizing culturally proficient behaviors
- d) exhibiting confidentiality
- e) exhibiting reliability
- f) scheduling protected time for coaching

Research question 2 asks what changes do principals perceive in their ability to lead their organization after a year of leadership coaching as identified by the principal and the leadership coach using Standard 2 of the California Standards for Educational Leaders (CPSELs) and were measured using descriptive statistics.

Standard 2: Advocating nurturing and sustaining a school culture and

instructional program conducive to student learning and staff professional growth.

- a) develop a school culture and ensure equity
- b) guide the instructional program
- c) guide the professional growth of staff
- d) create and utilize accountability systems

The researcher worked with a statistician, Mely Silverio, Ph.D., to disaggregate and analyze the quantitative data from the two surveys. Quantitative data from the "Coaching Skills Survey for Principal Coaches" and the "Coaching Survey for Principals" were compiled on [surveymonkey.com](https://www.surveymonkey.com) server. Both surveys assessed the perceptions to which the knowledge, skills, and behaviors of the leadership coach supported the principal. The surveys collected ordinal data reported on a five point Likert scale, ranging from "strongly disagree" to "strongly agree" related to their perceptions of each statement. The tables compiled for the quantitative responses to the surveys measured the significance at the .05 level on each of the 28 survey items for the "Coaching Skills Survey for Principal Coaches" and the "Coaching Survey for Principals"

The researcher used two nonparametric tests for the two independent samples: principal leadership coaches and principals. The Pearson chi-square Independence of Attributes Test for two independent samples and the Mann-Whitney U Test were selected in light of the ordinal level of measure for the variables on which principals and coaches are compared. More specifically, all of

the survey items are five-point scales of agreement and ordinal ranks.

"Nonparametric tests treat data which are inherently in ranks as well as data whose seemingly numerical scores have the strength of ranks."<sup>15</sup> Nonparametric methods treat data measured in a nominal scale.

The Pearson chi-square was used to determine a profile of the coach and principal with respect to how they responded to each of the survey items. The Pearson chi-square test was used to determine at the .05 level on each of the twenty-eight survey items the difference between the perceptions of the principal leadership coach and the principal concerning the perceived knowledge, skills, and behaviors that coaches need and use with principals they coach and the principals' ability to lead their schools after being coached. The Mann Whitney U was used to ascertain the statistical significance of the difference between the coach and the principal in the way they responded to each of the survey items. The Mann-Whitney U Test was used to determine at the .05 level on each of the twenty-eight survey items the difference between the perceptions of the principal leadership coach and the principal concerning the perceived knowledge, skills, and behaviors that coaches need and use with principals they coach and the principals' ability to lead their schools after being coached.

In addition, an analysis of frequency distribution on both nonparametric tests permitted the researcher to examine how often each response from "strongly disagree" to "strongly agree" was selected. The rankings of knowledge,

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<sup>15</sup>Harry F. Harlow, ed., *Nonparametric Statistics for the Behavioral Sciences* (New York: McGraw-Hill Book Company, 1956), 33.

skills, and behaviors permitted the researcher to examine the variables that the principal coaches and principals perceived as being the most useful.

### *Limitations*

The study has the following limitations:

1. Descriptive research has the potential of the "halo effect" and a tendency to respond in the most positive terms for the answers given may have occurred.

2. Coaches and principals who participated in the study were all in a coaching relationship. There was a possibility of bias.

3. Due to the limited number of "certified leadership coaches" in California, the sample size was small. There are currently sixty-four certified leadership coaches. Results may not be generalizable to a larger population.

### *Timeline*

Following is a timeline that provides an overview of the steps that were used to complete this study. It includes selection of the dissertation committee, the literature review, the selection of the sample population, development of the survey instrument, data collection, data analysis, and completion of the dissertation.

October 2005-June 2006

1. Worked with colleagues in the area of leadership development.

2. Attended workshops to become a certified leadership coach through the Association of California School Administrators (ACSA) and the New Teacher Center (NTC) of UC Santa Cruz in the Coaching Leaders to Attain Student Success (CLASS).

3. Reviewed the literature and other related materials relevant to the history and background of leadership coaching in business and education.

4. Discussed with leadership coaches and leaders who have been coached the benefits of leadership coaching.

#### July 2006

1. Selected a dissertation chair.
2. Selected and received approval for the dissertation committee members from the dissertation chair.
3. Revised chapter I after attending summer Dissertation Camp.

#### August 2006

1. Completed chapter 1 and sent to dissertation chair.
2. Began work on chapter III.
3. Met with the statistician to discuss the survey instrument and timeline
4. Outlined chapter II and send to dissertation chair..

#### September 2006

1. Submitted chapter III to dissertation chair.
2. Developed a data collection instrument.

3. Sent Form I to Office of Graduate Studies with committee members' signatures.

4. Began working on chapter II.

#### October 2006

1. Met with statistician to develop own survey.

2. Made changes to chapter III based on feedback from statistician.

3. Sent copy of revised chapter I, III, survey instrument, and consensus matrix to committee chair.

4. Made adjustments needed to the survey instrument and chapter III.

5. Contacted NTC and ACSA for names and e-mails of certified leadership coaches.

6. Continued working on chapter II.

#### November 2006

1. Completed first draft of chapter II

2. Submitted draft of chapter II to dissertation chair.

#### December 2006

1. Revised chapters I, II, III and survey instrument according to feedback from dissertation chair.

#### January 2007

1. Continued with revisions to chapter II.

## February 2007

1. Scheduled committee meeting.

## March 2007

1. Met with dissertation committee to discuss and receive permission to initiate the study proposal.
2. Sent Form 2 to the Office of Graduate Studies with committee members' signatures.
3. Submitted required documents to the Institutional Review Board (IRB) to proceed with the study.
4. Completed revisions to chapter II.

## April 2007

1. Field-test the survey instrument.
2. Make adjustments, if needed, to the survey instrument.
3. Contact and receive permission to survey participants.

## May 2007

1. Sent out electronic survey to participants.
2. Sent chapters I, II and III to dissertation chair for final approval before sending to Turabian typist.

## June - August 2007

1. Collected data.

## September 2007

1. Completed data collection.
2. Sent quantitative data to statistician for statistical analysis.

## October 2007

1. Met with statistician to review data and presentation of data for chapter IV.
2. Began writing chapter IV.

## November 2007

1. Wrote chapter IV.
2. Sent draft of chapter IV to dissertation chair for feedback.
3. Completed chapter IV after receiving feedback from dissertation chair.

## December 2007

1. Wrote chapter V.
2. Revised chapter V after receiving feedback from dissertation chair.

## January 2008

1. Completed revisions of chapter V.
2. Scheduled oral defense date.
3. Sent chapters 1-3 to Turabian typist.
4. Developed the study abstract and sent to dissertation chair.

### February-March 2008

1. Received permission from dissertation chair to have Form 3 (Approval for Oral Defense).
2. Send bibliography, abstract, and appendices to the Turabian typist.
3. Filed signed copy of Form 3, two original copies of the study, and electronic oral defense announcement and abstract with the Office of Graduate Studies at the University of La Verne.
4. The dissertation typist distributes four spiral bound copies of the study to the dissertation committee and outside reader.

### April 2008

1. Meet with dissertation committee for Oral Defense.
2. Sign and file Form 4 with the university.
3. Send corrected draft of the study to the dissertation chair.
4. Forward the corrected and approved copy to the Turabian typist.
5. Final review of the study by the Turabian reader.
6. Dean's signature confirms completed dissertation.

### *Summary*

The methodology of the study was described in chapter III. Included in the methodology section were the purpose statement and the research questions. The research design was discussed, and a rationale for the selection of descriptive research was given. The population and sample was described. A

detailed explanation of the data collection instrument was explained.

Limitations of the study were outlined. They included: sample size and data collection. Chapter III concluded with a timeline for completion of the study.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### *Introduction*

The chapter describes the purpose of this study, its research questions, and presents the results of the statistical analysis conducted.

#### *Purpose Statement*

The purpose of this study was to identify and rank the effectiveness of the knowledge, skills, and behaviors needed to be an effective leadership coach as perceived by leadership coaches and the principals they have coached for at least a year. The second purpose was to determine the principal's and the coach's perception of the principal's enhanced ability to lead the school after having a leadership coach.

#### *Research Questions*

1. What knowledge, skills, and behaviors do leadership coaches need and use to support principals in achieving agreed-upon goals as perceived by coaches and the principals who they have coached?

#### *Knowledge*

a) understanding of roles, goals, and challenges of the job

- b) organizational structures
- c) political awareness
- d) coaching models and strategies
- e) change process

### *Skills*

- a) setting clear expectations and goals
- b) listening
- c) observing
- d) questioning
- e) giving feedback
- f) collaborating
- g) building relationships
- h) stimulating learning growth
- i) systems thinking
- j) capacity building
- k) using data

### *Behaviors*

- a) exhibiting emotional intelligence
- b) exhibiting trustworthiness
- c) utilizing culturally proficient behaviors
- d) exhibiting confidentiality

- e) exhibiting reliability
- f) scheduling protected time for coaching

2. What enhanced ability do principals perceive in their capacity to lead their organization after a year of leadership coaching as identified by the principal and the leadership coach using Standard 2 of the California Standards for Educational Leaders (CPSELs)?

Standard 2: Advocating nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.<sup>1</sup>

- a) develop a school culture and ensure equity
- b) guide the instructional program
- c) guide the professional growth of staff
- d) create and utilize accountability systems

#### *Number of Respondents*

The entire population sample of leadership coaches and principals who were coached by these leadership coaches was based upon the following delimitations:

1. Currently certified as a leadership coach or participated in a coaching professional development that leads to certification.
2. Currently in a formal coaching relationship with a school principal or

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<sup>1</sup>*Moving Leadership Standards*, 13.

3. Within the last year, had a formal coaching relationship with a school principal or

4. Had coached a school principal in which the end result was a Tier II Administrative Credential for the site principal.

Sixty-four surveys entitled "Coaching Survey for Principal Coaches" were sent to leadership coaches who met the criteria stated in numbers 1 through 4 of the delimitations. The total of sixty-four principal leadership coaches represented the entire population of certified leadership coaches as identified by the Association of California School Administrators (ASCA) and the New Teacher Center and the University of California, Santa Cruz (NTC). The partnership of these two organizations, currently train and certify leadership coaches in California.

The leadership coaches who agreed to participate in the study were asked to forward the survey entitled "Coaching Survey for Principals" to principals that met the criteria stated in delimitations 2 through 4. Forty-five principals completed the "Coaching Survey for Principals."

Of the sixty-four leadership coaches who received the "Coaching Survey for Principal Coaches," the response rate was 57. This response rate equaled to 89.1 percent of the study's leadership coaches. Of the sixty surveys, "Coaching Survey for Principals," that leadership coaches requested that principals complete, the response rate was 45. This response rate equaled to 76.7 percent of the study's principals. A total sample of 102 respondents made up the entire

sample population that participated in this study for an overall response rate of 82.9 percent.

The remaining sections of this chapter present the statistical analysis that was done in order to answer each of the study's research questions.

### *Presentation of the Data*

The researcher used descriptive statistics to answer the two research questions. Survey instrument one, "Coaching Skills Survey for Principal Coaches," consisted of twenty-eight statements divided into four sections. The first three sections consisted of statements of the knowledge, skills, and behaviors that coaches perceived were most crucial to their effectiveness. Participants rated, on a five-point Likert scale, the degree to which they "strongly disagreed" to "strongly agreed" with the statements. Also included in the first three sections was a ranking. Participants were asked to rank the elements of knowledge, skills, and behaviors according to their perceived priority.

Survey instrument two, "Coaching Survey for Principals," consisted of twenty-eight statements divided into four sections. The questions on survey instrument two replicated the statements on the "Coaching Survey for Principal Coaches," but were formatted from the perspective of the principal. The first three sections consisted of statements of perceived knowledge, skills, and behaviors that principals perceived their leadership coach used to support them in achieving agreed-upon goals. Participants rated, on a five-point Likert scale, the degree to which they "strongly disagreed" to strongly agreed" with the

statements. Also included in the first three sections was a ranking. Principals were asked to rank the elements of knowledge, skills, and behaviors according to their perceived priority.

Section IV of the "Coaching Survey for Principal Coaches" and "Coaching Survey for Principals" asked the participants to respond to four statements regarding perceived changes in the principal's ability to lead the principals' organization after a year of leadership coaching. Participants rated, on a five-point Likert scale, the degree to which they "strongly disagreed" to strongly agreed" with the statements.

The data were reported using two tables for each of the survey items. The tables are grouped by section and correspond to the survey questions of knowledge, skills, and behaviors. The first set of tables represents the results of the Pearson chi-square. The Pearson chi-square was used to determine a profile of the coach and principal with respect to how they responded to each of the survey items. These tables are presented first in order to profile the sample. Each table identifies the item, the number of respondents, the level of agreement between coach and principal, the Pearson chi-square value, the significance and the significance associated with the Pearson chi-square at the .05 level on each of the twenty-eight survey items concerning the perceived knowledge, skills, and behaviors that coaches need and use with principals they coach and the principals' ability to lead their schools after being coached.

The second group of tables was created to ascertain the statistical significance of the difference between the coach and the principal in the way they responded to each of the survey items. Since all of the survey items were measured using a five-point Likert scale, ordinal ranks and two independent samples, the Mann-Whitney U-test was the most appropriate test for analysis. In this study, the five-point Likert scales and the ranks are ordinal level variables, and the purpose of this study was to ascertain the statistical significance of the difference between coaches and principals with respect to each survey item, both Likert and ranked variables. Each Mann-Whitney U table identifies the item, the number of respondents, the mean/rank between coach and principal, the Mann-Whitney U value, the Z score, the significance and the significance associated with the Mann-Whitney U at the .05 level on each of the twenty-eight survey items concerning the perceived knowledge, skills, and behaviors that coaches need and use with principals they coach and the principals' ability to lead their schools after being coached.

The data presented in tables 2 through 15 provided the researcher with ability to answer research questions 1 and 2 concerning the perceived knowledge, skills, and behaviors that coaches need and use with principals they coach and the principals' ability to lead their schools after being coached as measured by the two surveys "Coaching Survey for Principal Coaches" and "Coaching Survey for Principals." The data provided the researcher with an

analysis to indicate if there was a significant difference in the groups' perceptions.

#### Tables 2-8: Profile of the Sample

The data presented in table 2 were categorized under the variable of knowledge. Five characteristics were identified as significant attributes of knowledge that coaches need and use in a review of the literature and are summarized in appendix A. The table identifies the item, the number of respondents, the level of agreement between coach and principal, the Pearson chi-square value, the significance and the significance associated with the Pearson chi-square at the .05 level on each of the five survey items concerning the perceived knowledge that coaches need and use with principals they coach.

Item 1 indicates that the greatest percentage of level of agreement fell into the somewhat agree and strongly agree for coaches and principals. The coach survey indicated that 20 percent of the respondents somewhat agreed with the statement and 68.9 percent strongly agreed with the statement. The principal survey indicated that 15.8 percent of the respondents somewhat agreed and 78.9 percent strongly agreed with the statement. The Pearson chi-square value is 2.4. The significance is .633. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 1 between coaches and principals. These two groups appear to have the same level of agreement on Item 1.

Table 2. Chi-square percentage distribution of respondents by non-rank survey items 1-5

Item: Knowledge	Respondent (n)	Level of agreement					Pearson chi-square	Significance
		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree		
1. Coach clearly demonstrated knowledge of a coaching model and strategies	Coach (n=57)	6.7	2.2	2.2	20.0	68.9	2.4	.633 $p > .05$
	Principal (n=45)	3.5	0.0	1.8	15.8	78.9		
2. Understanding of role, goals, and challenges of the site principal	Coach (n=57)	5.4	0.0	1.8	1.8	91.1	16.3	.003 $p \leq .05$
	Principal (n=45)	6.7	2.2	1.8	1.8	64.4		
3. Knowledge of the organizational structure of schools	Coach (n=57)	5.3	0.0	0.0	7.0	87.7	4.67	.097 $p > .05$
	Principal (n=45)	8.9	0.0	0.0	20.0	71.1		
4. Knowledge of the political nature of the role of the principal	Coach (n=57)	5.3	0.0	0.0	15.8	78.9	6.26	.100 $p > .05$
	Principal (n=45)	6.7	2.2	0.0	33.3	57.8		
5. Knowledge of change process in school organizations	Coach (n=57)	5.3	0.0	0.0	5.3	89.5	13.04	.011 $p \leq .05$
	Principal (n=45)	6.7	2.2	4.4	24.4	62.2		

Item 2 indicates that the greatest percentage of agreement fell into strongly agree for coaches and principals. The coach survey indicated that 91.1 percent of respondents strongly agreed with the statement. The principal survey indicated that 64.4 percent of the respondents strongly agreed with the statement. The Pearson chi-square value is 16.3. The significance is .003. Therefore the significance associated with the chi-square is  $\leq .05$ , indicating that there is a significant difference in responses to Item 2 between coaches and principals. These two groups do not appear to have the same level of agreement on Item 2.

Item 3 indicates that the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches and principals. The coach survey indicated that 7 percent of the respondents somewhat agreed and 87.7 percent of the respondents strongly agreed with the statement. The principal survey indicated that 20 percent of the respondents somewhat agreed with the statement and 71.1 percent of the respondents strongly agreed with Item 3. The Pearson chi-square value is 4.67. The significance is .097. Therefore, the significance associated with the chi-square is  $> .05$ , indicating that there is no significant difference in responses to Item 3 between coaches and principals. These two groups appear to have the same level of agreement on Item 3.

Item 4 indicates that the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches and principals. The coach survey indicated that 15.8 percent of the respondents somewhat agreed and 78.9

percent of the respondents strongly agreed with the statement. The principal survey indicated that 33.3 percent of the respondents somewhat agreed and 57.8 percent strongly agreed with the statement. The Pearson chi-square value is 6.26. The significance is .100. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 4 between coaches and principals. These two groups appear to have the same level of agreement on Item 4.

Item 5 indicates that the greatest percentage of agreement fell into strongly agree for coaches. The coach survey indicated that 89.5 percent of the respondents strongly agreed with the statement. The principal survey indicated that 62.2 percent of the respondents strongly agreed with the statement. The Pearson chi-square is 13.04. The significance is .011. Therefore, the significance associated with the chi-square is  $\leq.05$ , indicating that there is a significant difference in responses to Item 5 between coaches and principals. These two groups do not appear to have the same level of agreement on Item 5.

Table 3 represents how coaches and principals ranked the five items under knowledge. The data indicate coach and principal perceptions of the most useful (ranked first) to the least useful (ranked fifth) characteristics of knowledge. Item 6 is presented as 6a-6e. The table identifies the item, the number of respondents, the rank on the survey, the Pearson chi-square value, the significance and the significance associated with the Pearson chi-square at the

.05 level on each of the five ranked items from the most useful to least useful characteristics of a coach's knowledge.

Table 3. Chi-square percentage distribution of coaches and principals by item 6 (most to least useful of coach's knowledge)

Item: Knowledge	Respondent (n)	Rank on survey item					Pearson chi-square	Significance
		1st	2nd	3rd	4th	5th		
6a. Knowledge of coaching model and strategies	Coach (n=57)	38.6	21.1	7.0	12.3	21.1	5.9	.209 p>.05
	Principal (n=45)	28.9	26.7	20.0	13.3	11.1		
6b. Understanding of role, goals, and challenges of the principal	Coach (n=57)	45.6	26.3	15.8	10.5	1.8	1.5	.821 p>.05
	Principal (n=45)	53.3	20.0	15.6	11.1	0.0		
6c. Knowledge of the organizational structure of schools	Coach (n=57)	3.5	17.5	35.1	14.0	29.8	2.4	.663 p>.05
	Principal (n=45)	6.7	20.0	28.9	22.2	22.2		
6d. Knowledge of the political nature of the role of the principal	Coach (n=57)	1.8	7.0	24.6	29.8	36.8	6.2	.185 p>.05
	Principal (n=45)	6.7	20.0	15.6	26.7	31.1		
6e. Knowledge of the change process in school organizations	Coach (n=57)	10.5	28.1	17.5	33.3	10.5	11.5	.022 p≤.05
	Principal (n=45)	4.4	13.3	20.0	26.7	35.6		

Item 6a indicates that 38.6 percent, the greatest percentage of coaches, ranked Item 6a as most useful. On the principal survey, the greatest percentage, 28.9 percent of respondents, ranked Item 6a as most useful. The Pearson chi-square value is 5.9. The significance is .209. Therefore, the significance associated with the chi-square is >.05, indicating that there is no significant

difference in the ranking of coaches and principals with respect to Item 6a.

These two groups appear to have the same perceived importance on Item 6a.

Item 6b indicates that 45.6 percent, the greatest percentage of coaches, ranked Item 6b as most useful. On the principal survey 53.3 percent of the respondents ranked Item 6b as most useful. The Pearson chi-square value is 1.5. The significance is .821. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the ranking of coaches and principals with respect to Item 6b. These two groups appear to have the same perceived importance on Item 6b.

Item 6c indicates that 35.1 percent of the coach respondents indicated it was the third most useful aspect of a coach's skill. On the principal survey the greatest percentage of respondents, 28.9 percent, ranked Item 6c as third most useful. The Pearson chi-square value is 2.4. The significance is .663. Therefore, the significance associated with the chi-square value is  $>.05$ , indicating there is no significant difference in the rankings of coaches and principals with respect to Item 6c. These two groups appear to have the same perceived importance on Item 6c.

Item 6d indicates that 29.8 percent of coach respondents ranked Item 6d as fourth most useful and 36.8 percent ranked the item as least useful. On the principal survey the greatest percentage of respondents, 26.7 percent ranked the item as fourth most useful and 31.1 percent ranked it as least useful. The Pearson chi-square value is 6.2. The significance is .185. Therefore, the

significance associated with the chi-square value is  $>.05$ , indicating there is no significant difference in the rankings of coaches and principals with respect to Item 6d. These two groups appear to have the same perceived importance on Item 6d.

Item 6e indicates that 28.1 percent of coach respondents ranked Item 6e as second most useful and 33.3 percent ranked the item as fourth most useful. Of the principal respondents, the greatest percentage, 35.6 percent, ranked Item 6d as least useful and 26.7 percent ranked the item as fourth most useful. The Pearson chi-square value is 11.5. The significance is .022. Therefore, the significance associated with the chi-square is  $\leq .05$ , indicating that there is a statistically significant difference in the ranking of coaches and principals with respect to Item 6d. These two groups do not appear to have the same level of ranked importance on Item 6d.

The data presented in table 4 were categorized under the variable of skills. Eleven characteristics were identified as significant attributes of skills that coaches need and use in a review of the literature and are summarized in appendix A. The table identifies the item, the number of respondents, the level of agreement between coach and principal, the Pearson chi-square value, the significance, and the significance associated with the Pearson chi-square at the .05 level on each of the eleven survey items concerning the perceived skills that coaches need and use with principals they coach.

Table 4. Chi-square percentage distribution of respondents by non-rank survey items 7-17

Item: Skills	Respondent (n)	Level of agreement					Pearson chi-square	Significance
		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree		
7. Set clear performance expectations and goals	Coach (n=57)	3.5	3.5	7.0	35.1	50.9	7.5	.110 $p > .05$
	Principal (n=45)	6.7	2.2	2.2	15.6	73.3		
8. Actively listened	Coach (n=57)	5.3	1.8	0.0	5.3	87.7	1.39	.709 $p > .05$
	Principal (n=45)	6.7	0.0	0.0	8.9	84.4		
9. Used questioning strategies to help clarify thinking	Coach (n=57)	5.3	1.8	0.0	15.8	77.2	.222	.974 $p > .05$
	Principal (n=45)	6.7	2.2	0.0	17.8	73.3		
10. Consistently provided constructive feedback	Coach (n=57)	3.5	3.5	1.8	36.8	54.4	14.2	.007 $p \leq .05$
	Principal (n=45)	6.7	0.0	0.0	8.9	84.4		

Table 4—continued

Item: Skills	Respondent (n)	Level of agreement					Pearson chi-square	Significance
		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree		
11. Collaborated in establishing next steps	Coach (n=57)	3.5	3.5	3.5	14.0	75.4	1.12	.891 p>.05
	Principal (n=45)	6.7	4.4	4.4	17.8	66.7		
12. Supported the development of leadership capacity	Coach (n+57)	3.5	3.5	0.0	14.0	78.9	2.06	.724 p>.05
	Principal (n+45)	6.7	2.2	2.2	15.6	73.3		
13. Developed a strong professional relationship	Coach (n=57)	7.0	0.0	1.8	7.0	84.2	1.18	.757 p>.05
	Principal (n=45)	6.7	0.0	2.2	13.3	77.8		
14. Supported the learning growth	Coach (n=57)	5.3	1.8	0.0	17.5	75.4	1.44	.837 p>.05
	Principal (n=45)	6.7	2.2	2.2	17.8	71.1		

Table 4—continued

Item: Skills	Respondent (n)	Level of agreement					Pearson chi-square	Significance
		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree		
15. Thought of schools as a system of interrelated parts	Coach (n=57)	3.5	3.5	5.3	42.1	45.6	11.1	.025 p≤.05
	Principal (n=45)	6.7	2.2	4.4	13.3	73.3		
16. Assisted in managing the many competing demands of the principal	Coach (n=57)	1.8	7.0	0.0	29.8	61.4	7.24	.123 p>.05
	Principal (n=45)	6.7	0.0	4.4	28.9	60.0		
17. Provided a variety of data to assess progress	Coach (n=57)	1.8	7.0	5.3	47.4	38.6	4.3	.367 p>.05
	Principal (n=45)	4.4	2.2	11.1	55.6	26.7		

Table 4 indicates that the greatest percentage of agreement in response to Item 7 fell into the somewhat agree and strongly agree for coaches and principals. The coach survey indicated that 35.1 percent of the respondents somewhat agreed with the statement and 50.9 percent strongly agreed with the statement. The principal survey indicated that 15.6 percent of the respondents somewhat agreed and 73.3 percent strong agreed with the statement. The Pearson chi-square value is 7.5. The significance is .110. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 7 between coaches and principals. These two groups appear to have the same level of agreement on Item 7.

Item 8 indicates that the greatest percentage of agreement fell into strongly agree for coaches and principals. The coach survey indicated that 87.7 percent of the respondents strongly agreed with the statement. The principal survey indicated that 84.4 percent of the respondents agreed with the statement. The Pearson chi-square value is 1.39. The significance is .709. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 8 between coaches and principals. These two groups appear to have the same level of agreement on Item 8.

Item 9 indicates that the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches and principals. The coach survey indicated that 15.8 percent of the respondents somewhat agreed with the statement and 77.2 percent of the respondents strongly agreed with Item 9. The

principal survey indicated that 17.8 percent of the respondents somewhat agreed with the statement and 73.3 percent of the principals strongly agreed with the statement. The Pearson chi-square value is .222. The significance is .974. Therefore the significance associated with the chi-square is  $>.05$  indicating that there is no significant difference in responses to Item 9 between coaches and principals. These two groups appear to have the same level of agreement on Item 9.

Item 10 indicates that the greatest percentage of agreement fell into strongly agree for coaches. The coach survey indicated that 54.4 percent of the respondents strongly agreed with item 9. The principal survey indicated that 84.4 percent of the respondents strongly agreed with the statement. The Pearson chi-square value is 14.2. The significance is .007. Therefore, the significance associated with the chi-square is  $\leq .05$ , indicating that there is a significant difference in responses to Item 10 between coaches and principals. These two groups do not appear to have the same level of agreement on Item 10.

Item 11 indicates that the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches and principals. The coach survey indicated that 14 percent of the respondents somewhat agreed with the statement and 75.4 percent strongly agreed with item. The principal survey indicated that 17.8 percent of the respondents somewhat agreed with the statement and 66.7 percent strong agreed with the statement. The Pearson chi-square value is 1.12. The significance is .891. Therefore, the significance

associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 7 between coaches and principals. These two groups appear to have the same level of agreement on Item 11.

Item 12 indicates the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches and principals. The coach survey indicated that 14 percent of respondents somewhat agreed with the statement and 78.9 percent strongly agreed with the item. The principal survey indicated that 15.6 percent of the respondents somewhat agreed with the statement and 73.3 percent strongly agreed with Item 12. The Pearson chi-square value is 2.06. The significance is .724. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 12 between coaches and principals. These two groups appear to have the same level of agreement on Item 12.

Item 13 indicates that the greatest percentage of agreement fell into the strongly agree for coaches and principals. The coach survey indicated that 84.4 percent of respondents strongly agreed with the statement. The principal survey indicated that 77.8 percent of the respondents strongly agreed with Item 13. The Pearson chi-square value is 1.18. The significance is .757. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 13 between coaches and principals. These two groups appear to have the same level of agreement on Item 13.

Item 14 indicates the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches and principals. On the coach survey, 17.5 percent of respondents somewhat agreed with the statement and 75.4 percent strongly agreed with the statement. The principal survey indicated that 17.8 percent of the principals somewhat agreed with the statement and 71.1 percent strongly agreed with Item 14. The Pearson chi-square value is 1.44. The significance is .837. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 14 between coaches and principals. These two groups appear to have the same level of agreement on Item 14.

Item 15 indicates that the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches. The greatest percentage of agreement fell into strongly agree for principals. On the coach survey, 42.1 percent of respondents somewhat agreed with the statement and 45.6 percent strongly agreed with Item 15. On the principal survey, 73.3 percent of the principals strongly agreed with the statement. The Pearson chi-square value is 11.1. The significance is .025. Therefore, the significance associated with the chi-square is  $\leq .05$ , indicating that there is a significant difference in responses to Item 15 between coaches and principals. These two groups do not appear to have the same level of agreement on Item 15.

Item 16 indicates that the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches and principals. The coach

survey indicated that 29.8 percent of the respondents somewhat agreed with the statement and 61.4 percent strong agreed with Item 16. The principal survey indicated that 28.9 percent somewhat agreed with the statement and 60 percent strongly agreed. The Pearson chi-square value is .724. The significance is .123. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 16 between coaches and principals. These two groups appear to have the same level of agreement on Item 16.

Item 17 indicates that the greatest percentage of agreement fell into the somewhat agree for coaches and principals. The coach survey indicated that 47.4 percent of the respondents somewhat agreed with the statement. The principal survey indicated that 55.6 percent of the respondents somewhat agreed with the statement. The Pearson chi-square value is 4.3. The significance is .367. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 17 between coaches and principals. The two groups appear to have the same level of agreement on Item 17.

Table 5 represents how coaches and principals ranked the five items under knowledge. The data indicate coach and principal perceptions of the most useful (ranked first) to the least useful (ranked fifth) characteristics of knowledge. Item 6 is presented as 6a-6e. The table identifies the item, the number of respondents, the rank on the survey, the Pearson chi-square value, the

Table 5. Chi-square percentage distribution of coaches and principals by item 18 (most to least useful of coach's skills)

Item: Skills	Respondent (n)	Rank on survey item										Pearson chi-square	Significance	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th			11th
18a. Set clear performance expectations and goals	Coach (n=57)	33.3	8.8	7.0	12.3	5.3	7.0	3.5	1.8	0.0	15.8	5.3	20.2	.028 p≤.05
	Principal (n=45)	11.1	13.3	17.8	26.7	2.2	6.7	8.9	2.2	4.4	2.2	4.4		
18b. Actively listened	Coach (n=57)	26.3	28.1	19.3	10.5	7.0	5.3	0.0	1.8	0.0	0.0	0.0	13.7	.089 p>.05
	Principal (n=45)	53.3	13.3	11.1	11.1	4.4	0.0	2.2	4.4	0.0	0.0	0.0		
18c. Used questioning strategies to clarify thinking	Coach (n=57)	14.0	31.6	22.8	12.3	5.3	3.5	5.3	3.5	0.0	1.8	0.0	9.0	.437 p>.05
	Principal (n=45)	4.4	31.1	20.0	11.1	15.6	6.7	2.2	2.2	0.0	2.2	4.4		
18d. Consistently provided constructive feedback	Coach (n=57)	0.0	3.5	12.3	28.1	7.0	12.3	7.0	14.0	10.5	1.8	3.5	14.1	.167 p>.05
	Principal (n=45)	2.2	6.7	26.7	11.1	11.1	17.8	11.1	2.2	6.7	2.2	2.2		

Table 5—continued

Item: Skills	Respondent (n)	Rank on survey item											Pearson chi-square	Significance
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th		
18e. Collaborated to establish next steps	Coach (n=57)	0.0	1.8	15.8	12.3	22.8	10.5	14.0	10.5	5.3	3.5	3.5	4.6	.913 p>.05
	Principal (n=45)	2.2	4.4	8.9	6.7	26.7	13.3	13.3	11.1	14.4	6.7	2.2		
18f. Supported the development of leadership capacity	Coach (n=57)	5.3	5.3	8.8	8.8	14.0	15.8	14.0	8.8	8.8	10.5	0.0	11.3	.336 p>.05
	Principal (n=45)	8.9	2.2	8.9	11.1	2.2	22.2	11.1	15.6	2.2	11.1	4.4		
18g. Developed a strong professional relationship	Coach (n=57)	14.0	7.0	7.0	5.3	15.8	12.3	14.0	7.0	8.8	3.5	5.3	7.4	.687 p>.05
	Principal (n=45)	6.7	13.3	2.2	8.9	15.6	4.4	20.0	11.1	6.7	6.7	4.4		

Table 5—continued

Item: Skills	Respondent (n)	Rank on survey item										Pearson chi-square	Significance	
		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th			11th
18h. Supported the learning growth	Coach (n=57)	1.8	1.8	3.5	5.3	7.0	14.0	17.5	19.3	17.5	7.0	5.3	12.1	.276 p>.05
	Principal (n=45)	0.0	2.2	0.0	2.2	8.9	6.7	6.7	22.2	17.8	22.2	11.1		
18i. Assisted in thinking of schools as a system of interrelated parts	Coach (n=57)	1.8	0.0	3.5	0.0	5.3	7.0	8.8	14.0	21.1	21.1	17.5	10.3	.328 p>.05
	Principal (n=45)	2.2	0.0	0.0	2.2	6.7	0.0	11.1	13.3	33.3	11.1	17.8		
18j. Assisted with the many competing demands of the principal	Coach (n=57)	3.5	5.3	0.0	3.5	5.3	7.0	8.8	14.0	19.3	19.3	14.0	8.8	.455 p>.05
	Principal (n=45)	11.1	6.7	0.0	2.2	11.1	11.1	11.1	4.4	17.8	20.0	4.4		
18k. Used a variety of data to assess progress toward goals	Coach (n=57)	0.0	7.0	0.0	1.8	5.3	5.3	7.0	5.3	8.8	14.0	45.6	3.8	.926 p>.05
	Principal (n=45)	0.0	2.2	2.2	2.2	2.2	2.2	6.7	11.1	6.7	15.6	44.4		

significance and the significance associated with the Pearson chi-square at the .05 level on each of the five ranked items from the most useful to least useful characteristics of a coach's knowledge.

Item 18a indicates that the greatest percentage of coaches ranked the item as follows: 33.3 percent ranked it as most useful, 12.3 percent ranked it as fourth most useful. Sixteen percent ranked the item as tenth of eleven, giving it a least useful ranking. On the principal survey, 26.7 percent of the respondents ranked the same item as the fourth most useful and 17.8 percent ranked the same item as the third most useful aspect of a coach's skills. The Pearson chi-square value is 20.2. The significance is .028. Therefore the significance associated with the chi-square is  $\leq .05$  indicating that there is a statistically significant difference in the ranking of coaches and principals with respect to Item 18a. These two groups do not appear to have the same level of ranked importance on Item 6a.

Item 18b indicates that 28.1 percent of coaches ranked the item as the second most useful and 26.3 percent ranked the item as the most useful aspect of their coaching skills. An additional 19.3 percent of the respondents ranked the item as third most useful. On the principal survey, 53.3 percent of the respondents ranked the item as most useful. Of the principal respondents, 13.3 percent and 11.1 percent ranked the item as second and third respectively, as the most useful aspect of their coach's skill. The Pearson chi-square value is 13.7. The significance is 13.7. Therefore, the significance associated with the chi-

square is  $>.05$ , indicating that there is no significant difference in the ranking of coaches and principals with respect to Item 18b. These two groups appear to have the same perceived importance on Item 18b.

Item 18c indicates that 31.6 percent of coaches ranked the item as the second most useful and 22.8 percent ranked the item as the third most useful aspect of their coaching skills. Fourteen percent of the respondents ranked the item as the most useful. On the principal survey 31.6 percent of the respondents ranked the item as the second most useful aspect of their coach's skill. Twenty percent of principals ranked the item as the third most useful skill. The Pearson chi-square value is 9.0. The significance is .437. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the rankings of the coaches and principals with respect to Item 18c. These two groups appear to have the same perceived importance on Item 18c.

Item 18d indicates that 28.5 percent, the greatest percentage of coaches, ranked the item as fourth most useful. On the principal survey, 26.7 percent of the respondents ranked the item as the third most useful aspect of their coach's skill. The Pearson chi-square value is 14.1. The significance is .167. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the rankings of the coaches and principals with respect to Item 18d. These two groups appear to have the same perceived importance on Item 18d.

Item 18e indicates that 22.8 percent, the greatest percentage of coaches, ranked the item as the fifth most useful aspect of their coaching skills. The second largest percentage of principals, 15.8 percent, ranked the item as the third most useful. On the principal survey the greatest percentage of principals, 26.7 percent ranked the item as the fifth most useful aspect of their coach's skill. The Pearson chi-square value is 4.6. The significance is .913. Therefore, the significance associated with the chi-square is  $>.05$ , indicating there is no significant difference in the rankings of the coaches and principals with respect to Item 18e. These two groups appear to have the same perceived importance on Item 18e.

Item 18f indicates that the greatest percentage of coaches, 15.8 percent, ranked the item as the sixth most useful aspect of coaching skills. Additionally, 14 percent ranked the item as fifth and 14 percent ranked it as the seventh most useful aspect of coaching skills. On the principal survey, the greatest percentage of principals, 22.2 percent, ranked the item as the sixth most useful aspect. The next largest percentage of principals, 15.6 percent, ranked the item as the eighth most useful skill. The Pearson chi-square value is 11.3. The significance is .336. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the rankings of coaches and principals with respect to Item 18f. These two groups appear to have the same perceived importance on Item 18f.

Item 18g indicates that the greatest percentage of coaches, 15.8 percent, ranked the item as fifth most useful. Additionally, 14 percent of the respondents ranked the item as the seventh most useful aspect of their coach's skill. On the principal survey, 20 percent of the respondents ranked the item as seventh most useful. The next greatest percentage of principals, 15.6 percent, ranked the item as fifth most useful. The Pearson chi-square value is 7.4. The significance is .687. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the rankings of coaches and principals with respect to Item 18g. These two groups appear to have the same perceived importance on Item 18g.

Item 18h indicates that 19.3 percent, the greatest percentage of coach respondents, ranked the item as eighth most useful. Additionally, 17.5 percent ranked the item as seventh and ninth most useful respectively. On the principal survey, the greatest percentage of respondents, 22.2 percent, ranked the item as eighth and tenth respectively. An additional 17.8 percent of the respondents ranked the item as ninth most useful. The Pearson chi-square value is 12.1. The significance is .276. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the rankings of coaches and principals with respect to Item 18h. These two groups appear to have the same perceived importance on Item 18h.

Item 18i indicates that equal percentages of the coach respondents, 21.1 percent ranked this item as ninth and tenth respectively. The second greatest

percentage of coach respondents, 17.5 percent, ranked the item as eleventh, indicating it was least useful. On the principal survey, the greatest percentage of respondents, 33.3 percent, ranked the item as ninth most useful. The second greatest percentage of principal respondents, 17.8 percent, ranked the item as least useful. The Pearson chi-square value is 10.3. The significance is .328. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the rankings of coaches and principals with respect to Item 18i. These two groups appear to have the same perceived importance on Item 18i.

Item 18j indicates that equal percentages of the coach respondents, 19.3 percent ranked this item as ninth and tenth respectively. On the principal survey, the greatest percentage of principals, 20 percent, ranked this item as the tenth most useful. The second greatest percentage of principals ranked this item as ninth most useful. The Pearson chi-square value is 8.8. The significance is .455. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is not significant difference in the rankings of coaches and principals with respect to Item 18j. These two groups appear to have the same perceived importance on Item 18j.

Item 18k indicates that the greatest percentage of coach respondents, 45.8 percent, ranked this item as eleventh of eleven skills or least useful aspect of coaching skills. On the principal survey, 44.4 percent of principal respondents, also the greatest percentage ranked this item as eleventh of eleven skills or least

useful aspect of coaching skills. The Pearson chi-square value is 3.8. The significance is .926. Therefore the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the rankings of coaches and principals with respect to Item 18k. These two groups appear to have the same perceived importance on Item 18k.

The data presented in table 6 were categorized under the variable of behaviors. Five characteristics were identified as significant attributes of behaviors that coaches need and use in a review of the literature and summarized in appendix A. The table identifies the item, the number of respondents, the level of agreement between coach and principal, the Pearson chi-square value, the significance, and the significance associated with the Pearson chi-square at the .05 level on each of the five survey items concerning the perceived behaviors that coaches need and use with principals they coach.

Item 19 indicates that the greatest percentage of agreement fell into the strongly agree for coaches. The coach survey indicated that 87.7 percent of respondents strongly agreed with the statement. The principal survey indicated that 80 percent of the respondents strongly agreed with the statement. The Pearson chi-square value is 3.3. The significance is .507. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 19 between coaches and principals. These two groups appear to have the same level of agreement on Item 19.

Table 6. Chi-square percentage distribution of respondents by non-rank survey items 19-23

Item: Behaviors	Respondent (n)	Level of agreement					Pearson chi-square	Significance
		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree		
19. Exhibited emotional intelligence	Coach (n=57)	3.5	1.8	0.0	7.0	87.7	3.3	.507 $p > .05$
	Principal (n=45)	4.4	0.0	2.2	13.3	80.0		
20. Demonstrates culturally proficient behaviors	Coach (n=57)	3.5	1.8	1.8	47.4	47.4	18.2	.001 $p \leq .05$
	Principal (n=45)	4.4	0.0	0.0	11.1	84.4		
21. Exhibited trustworthiness and followed through on commitments	Coach (n=57)	5.4	0.0	0.0	3.6	91.1	.09	.956 $p > .05$
	Principal (n=45)	4.4	0.0	0.0	4.4	91.1		
22. Exhibited confidentially in all aspects of the coaching relationship	Coach (n=57)	1.8	3.5	1.8	15.8	77.2	4.2	.379 $p > .05$
	Principal (n=45)	4.4	0.0	0.0	8.9	86.7		
23. Scheduled protected time for meetings	Coach (n=57)	7.0	0.0	0.0	35.1	57.9	3.65	.301 $p > .05$
	Principal (n=45)	4.4	0.0	2.2	22.2	71.1		

Item 20 indicates that the greatest percentage of agreement fell into the somewhat agree and strongly agree for coaches. The coach survey indicated that 47.4 percent of the coach respondents somewhat agreed with the statement and the same percentage, 47.7 percent, strongly agreed with the statement. The principal survey indicated that 84.4 percent of the respondents strong agreed with the statement. The Pearson chi-square value is 18.2. The significance is 18.2. Therefore, the significance associated with the chi-square is  $\leq .05$ , indicating that there is a significant difference in responses to Item 20 between coaches and principals. These two groups do not appear to have the same level of agreement on Item 20.

Item 21 indicates that the greatest percentage of agreement fell into the strongly agree for coaches. The coach survey indicated that 91.1 percent of the respondents strongly agreed with the statement. On the principal survey, the same percentage, 91.1 percent, strongly agreed with the statement. The Pearson chi-square value is .09. The significance is .956. Therefore, the significance associated with the chi-square is  $> .05$ , indicating that there is no significant difference in responses to Item 21 between coaches and principals. These two groups appear to have the same level of agreement on Item 21.

Item 22 indicates that the greatest level of agreement fell into the strongly agree for coaches. The coach survey indicated that 77.2 percent of the respondents strongly agreed with the statement. The principal survey indicated that 86.7 percent of the principal respondents strong agreed with the statement.

The Pearson chi-square value is 4.2. The significance is .379. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in response to Item 22 between coaches and principals. These two groups appear to have the same level of agreement on Item 22.

Item 23 indicates that the greatest level of agreement fell into somewhat agree and strongly agree for coaches. The coach survey indicated that 35.1 percent of the respondents somewhat agreed with the statement and 57.9 percent strongly agreed with the statement. The principal survey indicated that 71.1 percent of the principal respondents strongly agreed with the statement. The Pearson chi-square value is 3.65. The significance is .301. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 23 between coaches and principals. These two groups appear to have the same level of agreement on Item 23.

Table 7 represents how coaches and principals ranked the five items under behaviors. The data indicate coach and principal perceptions of the most useful (ranked first) to the least useful (ranked fifth) characteristics of coaching behaviors. Item 24 is presented as 24a-24e. The table identifies the item, the number of respondents, the rank on the survey, the Pearson chi-square value, the significance and the significance associated with the Pearson chi-square at the .05 level on each of the 5 ranked items from the most useful to least useful characteristics of a coach's behavior.

Table 7. Chi-square percentage distribution of coaches and principals by item 24 (most to least useful of coach's behavior)

Item: Behaviors	Respondent (n)	Rank on survey item					Pearson chi-square	Significance
		1st	2nd	3rd	4th	5th		
24a. Exhibited emotional intelligence	Coach (n=57)	43.9	19.3	12.3	17.5	7.0	16.3	.003 $p \leq .05$
	Principal (n=45)	15.6	8.9	15.6	44.4	15.6		
24b. Demonstrated culturally proficient behaviors	Coach (n=57)	1.8	8.8	17.5	40.4	31.6	8.7	.068 $p > .05$
	Principal (n=45)	0.0	13.3	11.1	20.0	55.6		
24c. Exhibited trustworthiness and followed through on commitments	Coach (n=57)	28.1	36.8	19.3	12.3	3.5	5.7	.224 $p > .05$
	Principal (n=45)	35.6	28.9	31.1	4.4	0.0		
24d. Exhibited confidentiality in all aspects of coaching	Coach (n=57)	17.5	33.3	24.6	12.3	12.3	6.2	.183 $p > .05$
	Principal (n=45)	28.9	35.6	15.6	17.8	2.2		
24e. Scheduled protected time for meetings	Coach (n=57)	8.8	1.8	26.3	17.5	45.6	9.9	.042 $p \leq .05$
	Principal (n=45)	20.0	13.3	26.7	13.3	26.7		

Item 24a indicates that the greatest percentage of coaches ranked the item as the most useful aspect of their coaching behaviors. On the coaching survey, 43.9 percent ranked the item first. On the principal survey, 44.4 percent of the respondents ranked the item as the fourth most useful aspect of coaching behaviors. The Pearson chi-square value is 16.3. The significance is .003. Therefore, the significance associated with the chi-square is  $\leq .05$ , indicating that there is a statistically significant difference in the rankings of coaches and

principals with respect to Item 24a. These two groups do not appear to have the same level of ranked importance on Item 24a.

Item 24b indicates that the greatest percentage of coach respondents ranked the item as fourth most useful. The principal survey indicated that 44.4 percent of the respondents ranked this item ranked the item as the least useful aspect of coaching behaviors. The Pearson chi-square value is 8.7. The significance is .068. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in the rankings of coaches and principal with respect to Item 24b. These two groups appear to have the same perceived importance on Item 24b.

Item 24c indicates that the greatest percentage of coach respondents, 36.8 percent, ranked the item as the second most useful of coaching behaviors. The survey also indicated that 28.1 percent of respondents ranked the item as the most useful aspect of coaching behaviors. The principal survey indicated that the greatest percentage of respondents, 33.3 percent, ranked this item as the second most useful aspect of coaching behaviors. The Pearson chi-square value is 5.7. The significance is .224. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference on the rankings of coaches and principals with respect to Item 24c. These two groups appear to have the same perceived importance on Item 24c.

Item 24d indicates that the greatest percentage of coach respondents, 33.3 percent, ranked the item as the second most useful aspect of coaching

behaviors. The principal survey indicated that greatest percentage of respondents, 35.6 percent, also ranked the item as the second most useful aspect of coaching behaviors. The Pearson chi-square value is 6.2. The significance is .183. Therefore the significance associated with the chi-square is  $>.05$  indicating that there is no significant difference on the rankings of coaches and principals with respect to Item 24d. These two groups appear to have the same perceived importance on Item 24d.

Item 24e indicates that the greatest percentage of coach respondents, 45.6 ranked the item as the least useful aspect of coaching behaviors. An additional 26.3 percent ranked the item as the third most useful aspect of coaching behaviors. The principal survey indicated that 26.7 percent of principal respondents found the item to be the least useful coaching behavior. Additionally, the same percentage, 26.7 percent indicated that it was the third most useful coaching behavior. Twenty percent of principals ranked the item as the most useful aspect of coaching behaviors. The Pearson chi-square value is 9.9. The significance is .042. Therefore, the significance associated with the chi-square is  $\leq .05$ , indicating there is a statistically significant difference in the rankings of coaches and principals with respect to Item 24e. These two groups do not appear to have the same level of ranked importance on Item 24e.

The data presented in table 8 were categorized using Standard 2 of the California Professional Standards for Educational Leaders (CPSELs). Four characteristics are included as significant attributes of the standard. The standard

Table 8. Chi-square percentage distribution of respondents by non-rank survey items 25-28

Item: Improved ability lead a school after being coached	Respondent (E)	Level of agreement					Pearson chi-square	Significance
		Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree		
25. Developed school culture and ensure equity	Coach (n=57)	0.0	5.3	5.3	49.1	40.4	5.7	.218 <i>p</i> >.05
	Principal (n=45)	4.4	2.2	0.0	46.7	46.7		
26. Ability to guide the instructional program	Coach (n=57)	1.8	3.5	1.8	22.8	70.2	2.9	.576 <i>p</i> >.05
	Principal (n=45)	4.4	0.0	4.4	24.4	66.7		
27. Guide the professional growth of staff	Coach (n=57)	3.5	3.5	1.8	33.3	57.9	2.3	.679 <i>p</i> >.05
	Principal (n=45)	4.4	0.0	4.4	31.1	60.0		
28. Ability to create and utilize accountability systems	Coach (n=57)	5.3	3.5	3.5	43.9	43.9	2.05	.726 <i>p</i> >.05
	Principal (n=45)	4.4	0.0	2.2	51.1	42.2		

addresses the key components of a leader's ability to effectively lead his or her school. The standard includes culture and equity, the instructional program, the professional growth of staff and the creation and use of accountability systems. The table identifies the item, the number of respondents, the level of agreement between coach and principal, the Pearson chi-square value, the significance, and the significance associated with the Pearson chi-square at the .05 level on each of the five survey items concerning the perceived behaviors that coaches need and use with principals they coach.

Item 25 indicates that the greatest level of agreement fell into somewhat agree and strongly agree for coaches. The coach survey indicated that 49.1 percent of respondents somewhat agreed with the statement and 40.4 percent strongly agreed with the statement. The principal survey indicated that an equal number of respondents somewhat agreed and strongly agreed with the statement. Of the principal respondents, 46.7 percent somewhat agreed and 46.7 percent strongly agreed. The Pearson chi-square value is 5.7. The significance is .218. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 25 between coaches and principal. These two groups appear to have the same level of agreement on Item 25.

Item 26 indicates that the greatest level of agreement fell into strongly agree for coaches. The coach survey indicated that 70.2 percent of respondents strongly agreed with the statement. The principal survey indicated that 66.7

percent of respondents strongly agreed with the statement. The Pearson chi-square value is 2.9. The significance is .576. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 26 between coaches and principals. These two groups appear to have the same level of agreement on Item 26.

Item 27 indicates that the greatest level of agreement fell into the strongly agree for coaches. The coach survey indicated that 57.9 percent of respondents strongly agreed with the statement. The principal survey indicated that the greatest percentage of respondents, 60 percent, strongly agreed with the statement. The Pearson chi-square value is 2.3. The significance is 2.3. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to Item 27 between coaches and principals. These two groups appear to have the same level of agreement on Item 27.

Item 28 indicates that an equal percentage of coaches somewhat agreed and strongly agreed with the statement. The coach survey indicated that 43.9 percent of respondents somewhat agreed and 43.9 percent strongly agreed with the statement. The principal survey indicated that the greatest percentage, 51.1 percent, fell into somewhat agree. Additionally, 42.2 percent of principal respondents strongly agreed with the statement. The Pearson chi-square value is 2.05. The significance is .726. Therefore, the significance associated with the chi-square is  $>.05$ , indicating that there is no significant difference in responses to

Item 28 between coaches and principals. These two groups appear to have the same level of agreement on Item 28.

### Mann-Whitney U Test Tables

The following seven tables (tables 9-15) present the data using a Mann-Whitney U Test. "This non-parametric test is more the powerful of the median tests as it considers the rank value of each observation rather than its location with respect to the combined median."<sup>2</sup> It uses more of the information in the data.

The data presented in tables 9-15 allowed the researcher the ability to answer research questions 1 and 2 concerning the perceived knowledge, skills, and behaviors that coaches need and use with principals they coach and the principals' ability to lead their schools after being coached as measured by the two surveys "Coaching Survey for Principal Coaches" and "Coaching Survey for Principals." The data provided the researcher with a stronger analysis to indicate if there was a significant difference in the groups' perceptions.

Each Mann-Whitney U table identifies the item, the number of respondents, the mean/rank between coach and principal, the Mann-Whitney U Value, the Z score, the significance, and the significance associated with the Mann-Whitney U at the .05 level on each of the twenty-eight survey items concerning the perceived knowledge, skills, and behaviors that coaches need

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<sup>2</sup>Sidney Siegel, *Non Parametric Statistics for the Behavioral Sciences* (New York: McGraw-Hill Book Company, 1956), 123.

and use with principals they coach and the principal's ability to lead their schools after being coached.

Table 9. Results of the Mann-Whitney U test on survey items 1-5

Item: Knowledge	Respondent (n)	Mean rank	Mann-Whitney U	Z	Significance
1. Demonstrated knowledge of coaching model and strategies	Coach (n=57)	53.92	144.50	-1.220	.222 $p > .05$
	Principal (n=45)	48.43			
2. Demonstrated an understanding of the roles, goals and challenges of the principal	Coach (n=57)	56.61	946.30	-3.032	.002 $p \leq .05$
	Principal (n=45)	44.02			
3. Demonstrated knowledge of the organizational structures of schools	Coach (n=57)	55.14	1,075.0	-2.023	.043 $p \leq .05$
	Principal (n=45)	46.89			
4. Demonstrated knowledge of the political nature of the principal	Coach (n=57)	56.16	1,017.0	-2.220	.026 $p \leq .05$
	Principal (n=45)	45.60			
5. Demonstrated knowledge of the change process in school organizations.	Coach (n=57)	57.42	945.0	-3.117	.002 $p \leq .05$
	Principal (n=45)	44.00			

Data from table 9 indicate that there is no significant difference between coaches and principals in their responses to the statement on Item 1. The  $p$ -value is above the .05 level, indicating that there is no sufficient evidence to

support a significant difference in responses between coaches and principals with respect to knowledge associated with effective leadership coaching. However, on Items 2, 3, 4, and 5 the Mann-Whitney U statistics show a  $p$ -value below the .05 level. In particular, coaches responded to these four survey items relating to skills differently than principals. Item 2 has a significance level of .002. Item 3 has a significance level of .043. Item 4 has a significance level of .026. Item 5 has a significance level of .002. These four items have significance levels associated with the Z-statistic that are  $\leq .05$ . Therefore, the conclusion can be drawn that there is sufficient statistical evidence to support a significant difference in the way coaches and principals responded to Items 2 and 5.

Data from table 10 indicate that there is no significant difference between coaches and principals in their responses to the statements on Items 6a, 6b, 6c, and 6d. The  $p$ -values are all above the .05 level, indicating that there is no sufficient evidence to support a significant difference in responses between coaches and principals with respect to the way coaches and principals ranked items 6a-6d. Item 6e shows a  $p$ -value below the .05 level. The significance level is .004, which is less than .05. Therefore, the conclusion can be drawn that there is sufficient statistical evidence to support a significant difference in the way coaches and principals ranked Item 6a.

Table 10. Results of the Mann-Whitney U test on survey items 6a-6e

Item: Knowledge	Respondent (n)	Mean rank	Mann-Whitney U	Z	Significance
6a. Demonstrated knowledge of coaching model and strategies	Coach (n=57)	51.07	1,258.0	-.170	.865 $p > .05$
	Principal (n=45)	52.04			
6b. Demonstrated an understanding of the roles, goals and challenges of the principal	Coach (n=57)	53.00	1,197.0	-.620	.535 $p > .05$
	Principal (n=45)	49.60			
6c. Demonstrated knowledge of the organizational structures of schools	Coach (n=57)	53.00	1,197.0	-.596	.551 $p > .05$
	Principal (n=45)	49.60			
6d. Demonstrated knowledge of the political nature of the principal	Coach (n=57)	54.82	1,093.50	-1.324	.186 $p > .05$
	Principal (n=45)	47.30			
6e. Demonstrated knowledge of the change process in school organizations	Coach (n=57)	44.26	870.0	-2.860	.004 $p \leq .05$
	Principal (n=45)	60.67			

Data from table 11 indicate that there is no significant difference between coaches and principals in their responses to the statements on Items 8, 9, 11, 12, 13, 14, 16, and 17. The  $p$ -values are all above the .05 level, indicating that there is no sufficient evidence to support a significant difference in responses between coaches and principals with respect to the skills associated with effective leadership coaching. Items 7, 10, and 15 all have significant levels associated with the Z-statistic that are  $\leq .05$ . Item 7 has a significance level of .046. Item 10 has a significance level of .003. Item 15 has a significance level of .022. These

Table 11. Results of the Mann Whitney U test on survey items 7-17

Item: Skills	Respondent (n)	Mean rank	Mann-Whitney U	Z	Significance
7. Set clear performance expectations and goals	Coach (n=57)	46.97	1,024.5	-1.99	.046 $p \leq .05$
	Principal (n=45)	57.23			
8. Actively listened	Coach (n=57)	52.20	122.5	-.451	.652 $p > .05$
	Principal (n=45)	50.61			
9. Used questioning strategies to help clarify thinking	Coach (n=57)	52.40	1,231.0	-.462	.644 $p > .05$
	Principal (n=45)	50.36			
10. Consistently provided constructive feedback	Coach (n=57)	45.19	923.0	-2.948	.003 $p \leq .05$
	Principal (n=45)	59.49			
11. Collaborated to establish next steps	Coach (n=57)	53.58	1,164.0	-1.007	.314 $p > .05$
	Principal (n=45)	48.87			
12. Supported the development of leadership capacity	Coach (n=57)	52.87	1,204.5	-.709	.478 $p > .05$
	Principal (n=45)	49.77			
13. Developed a strong professional relationship	Coach (n=57)	52.82	1,207.5	-.745	.456 $p > .05$
	Principal (n=45)	49.83			
14. Supported the learning growth of the principal	Coach (n=57)	52.60	1,220.0	-.545	.586 $p > .05$
	Principal (n=45)	50.11			
15. Assisted the principal in thinking of schools as a system of interrelated parts	Coach (n=57)	46.23	982.0	-2.292	.022 $p \leq .05$
	Principal (n=45)	58.18			
16. Assisted the principal in managing the many competing demands of the principal	Coach (n=57)	52.01	1,253.5	-.226	.821 $p > .05$
	Principal (n=45)	50.86			
17. Used a variety of data to inform progress toward goals	Coach (n=57)	54.25	1,126.0	-1.16	.247 $p > .05$
	Principal (n=45)	48.02			

three items have significance levels associated with the Z-statistic that are  $\leq .05$ . Therefore, the conclusion can be drawn that there is sufficient statistical evidence to support a significant difference in the way coaches and principals responded to Items 7, 10 and 15.

Data from table 12 indicate that there is no significant difference between coaches and principals in their responses to the statements on Items 18a, 18c, 18d, 18e, 18f, 18g, 18i, 18j, and 18k. The  $p$ -values are all above the .05 level, indicating that there is no sufficient evidence to support a significant difference in responses between coaches and principals with respect to how they ranked the skills associated with effective leadership coaching. Items 18b and 18h have significant levels associated with the Z-statistic that are  $\leq .05$ . Item 18b has a significance level of .042. Item 18h has a significance level of .010. These two items have significance level associated with the Z-statistic that are  $\leq .05$ .

Therefore, the conclusion can be drawn that there is sufficient statistical evidence to support a significant difference in the way coaches and principals ranked items 18b and 18h.

Data from table 13 indicate that there is no significant difference between coaches and principals in the responses to Items 19, 21, 22 and 23. The  $p$ -values are all above the .05 level, indicating that there is no sufficient evidence to support a significant difference in responses between coaches and principals with respect to the behaviors associated with effective leadership coaching. Item 20 has a significant level associated with the Z-statistic that is  $\leq .05$ . Item 20 has

Table 12. Results of the Mann-Whitney U test on survey items 18a-k

Item: Skills	Respondent (n)	Mean rank	Mann-Whitney U	Z	Significance
18a. Set clear performance expectations and goals	Coach (n=57)	49.68	1,179.0	-0.706	.480 $p > .05$
	Principal (n=45)	53.80			
18b. Actively listened	Coach (n=57)	56.61	991.5	-2.035	.042 $p \leq .05$
	Principal (n=45)	45.03			
18c. Used questioning strategies to help clarify thinking	Coach (n=57)	47.48	1,053.5	-1.579	.114 $p > .05$
	Principal (n=45)	56.59			
18d. Consistently provided constructive feedback	Coach (n=57)	55.64	1,046.5	-1.608	.108 $p > .05$
	Principal (n=45)	46.26			
18e. Collaborated to establish next steps	Coach (n=57)	50.50	1,225.5	-.389	.697 $p > .05$
	Principal (n=45)	52.77			
18f. Supported the development of leadership capacity	Coach (n=57)	50.51	1,226.0	-.384	.701 $p > .05$
	Principal (n=45)	52.76			
18g. Developed a strong professional relationship	Coach (n=57)	49.82	1,187.0	-.648	.517 $p > .05$
	Principal (n=45)	53.62			
18h. Supported the learning growth of the principal	Coach (n=57)	44.83	902.5	-2.588	.010 $p \leq .05$
	Principal (n=45)	59.94			
18i. Assisted the principal in thinking of schools as a system of interrelated parts	Coach (n=57)	52.06	1,250.5	-.219	.826 $p > .05$
	Principal (n=45)	50.79			
18j. Assisted the principal in managing the many competing demands of the principal	Coach (n=57)	56.28	1,010.0	-1.854	.064 $p > .05$
	Principal (n=45)	45.44			
18k. Used a variety of data to inform progress toward goals	Coach (n=57)	51.50	182.5	.000	1.00 $p > .05$
	Principal (n=45)	51.50			

Table 13. Results of the Mann-Whitney U test on survey items 19-23

Item: Behaviors	Respondent (n)	Mean rank	Mann-Whitney U	Z	Significance
19. Exhibited emotional intelligence	Coach (n=57)	53.18	1,187.0	-1.018	.309 $p > .05$
	Principal (n=45)	49.38			
20. Demonstrated culturally proficient behaviors	Coach (n=57)	43.10	803.5	-3.799	.000 $p \leq .05$
	Principal (n=45)	62.14			
21. Exhibited trustworthiness and followed through on commitments	Coach (n=57)	50.97	1,258.5	-.021	.983 $p > .05$
	Principal (n=45)	51.03			
22. Exhibited confidentiality in all aspects	Coach (n=57)	49.44	1,165.0	-1.169	.243 $p > .05$
	Principal (n=45)	54.11			
23. Scheduled protected time for meetings	Coach (n=57)	48.67	1,121.0	-1.287	.198 $p > .05$
	Principal (n=45)	55.09			

a significance level of .000, which is less than .05. Therefore, the conclusion can be drawn that there is sufficient evidence to support a significant difference in the way coaches and principals responded to Item 20.

Data from table 14 indicate that there is no significant difference between coaches and principals in their responses to the statements on Items 24b, 24c, and 24d. The  $p$ -values are all above the .05 level, indicating that there is no sufficient evidence to support a significant difference in responses between coaches and principals with respect to how they ranked the behaviors associated

with effective leadership coaching. Items 24b and 24e have significant levels associated with the Z-statistic that are  $\leq .05$ . Item 24b has a significance level of .000. Item 24e has a significance level of .008. These two items have significance level associated with the Z-statistic that are  $\leq .05$ . Therefore, the conclusion can be drawn that there is sufficient statistical evidence to support a significant difference in the way coaches and principals ranked items 24a and 24e.

Table 14. Results of the Mann-Whitney U test on survey items 24a-24e

Item: Behaviors	Respondent (n)	Mean rank	Mann-Whitney U	Z	Significance
24a. Exhibited emotional intelligence	Coach (n=57)	41.88	734.0	-3.82	.000 $p \leq .05$
	Principal (n=45)	63.69			
24b. Demonstrated culturally proficient behaviors	Coach (n=57)	47.27	1,041.5	-1.722	.085 $p > .05$
	Principal (n=45)	56.86			
24c. Exhibited trustworthiness and followed through on commitments	Coach (n=57)	53.46	1,170.5	-.788	.430 $p > .05$
	Principal (n=45)	49.01			
24d. Exhibited confidentiality in all aspects	Coach (n=57)	55.50	1,054.5	-1.588	.112 $p > .05$
	Principal (n=45)	46.43			
24e. Scheduled protected time for meetings	Coach (n=57)	58.18	901.5	-2.673	.008 $p \leq .05$
	Principal (n=45)	43.03			

Data from table 15 indicate that there is no significant difference between coaches and principals in their responses to the items associated with the principals' ability to lead their schools after being coached. All have significance levels associated with the Z-statistic that is  $>.05$ . Therefore, the conclusion can be drawn that there is no sufficient evidence to support a significant difference in responses between coaches and principals with respect to their perception of the principal's ability to lead their organizations after being coached.

Table 15. Results of the Mann-Whitney U test on survey items 25-28

Item: Ability to lead after being coached	Respondent (n)	Mean Rank	Mann-Whitney U	Z	Significance
25. Developed a school culture and ensured equity	Coach (n=57)	49.84	1,188.0	-.708	.487 $p>.05$
	Principal (n=45)	53.60			
26. Guide the instructional program	Coach (n=57)	52.36	1,233.5	-.405	.682 $p>.05$
	Principal (n=45)	50.41			
27. Guide the professional growth of staff	Coach (n=57)	51.06	1,257.5	-.193	.847 $p>.05$
	Principal (n=45)	52.06			
28. Created and utilize accountability systems.	Coach (n=57)	51.14	1,262.0	-.153	.878 $p>.05$
	Principal (n=45)	51.96			

### *Summary of Key Findings*

The purpose of the *summary of key findings* is to highlight several of the major findings relative to the two research questions. Question 1 asked: What knowledge, skills, and behaviors do leadership coaches need and use to support principals in achieving agreed-upon goals as perceived by coaches and the principals who they have coached? Question 2 asked: What enhanced ability do principals perceive in their capacity to lead their organization after a year of leadership coaching as identified by the principal and leadership coach using Standard 2 of the California Standards for Educational Leaders (CPSELs)?

The first is that coaches and the principals they coach, in general, agreed on the knowledge that coaches need to be effective. Coaches and principals agreed that knowledge of a coaching model and strategy, knowledge of the organizational structure of schools, and knowledge of the political nature of the role of the principal was knowledge that was needed by the leadership coach in order to be an effective coach. However, the data also indicated that there is a statistically significant difference regarding knowledge of the roles, goals, and challenges of the principal. Ninety-one percent of coaches strongly agreed that they demonstrated an understanding of roles, goals, and challenges of the site principals and 64 percent of principals indicated that their coaches demonstrated an understanding of role, goals, and challenges of the site principal. Both coaches and principals, as a general rule, agreed in the rank order of most to least useful of a coach's knowledge. Understanding of the roles, goals, and

challenges of the principals and knowledge of coaching models and strategies ranking was found to be the most useful for both coaches and principals.

Second, coaches and principals generally agreed on the skills that coaches needed to be effective. However, there was a statistically significant difference regarding the skills of constructive feedback, helping the principal to think of the school as a system of interrelated parts, and setting clear performance goals and expectations. Fifty-four percent of coaches perceived that they provided constructive feedback to their principal coachee, but 84 percent of principals felt that their coaches provided constructive feedback. Forty-six percent of coaches perceived they assisted the principal in thinking of schools as a system of interrelated parts. Seventy-three percent of principals perceived that their coach assisted them with this skill. There is also sufficient statistical evidence to support the difference in the way coaches and principals perceived the skill of performance expectations. In general, principals felt that their coaches did set goals and expectations for them, while fewer coaches felt they used this skill. In addition, active listening and support for the learning growth of the principal indicated statistically significant evidence to support the difference in the way coaches and principals perceived these two skills. Coaches felt they actively listened, while fewer principals perceived that their coach possessed this skill. Principals generally felt that their coach supported their learning growth while fewer coaches felt they used this skill. Both coaches and principals, as a general

rule, agreed in the rank order of most to least useful of a coach's skills. With the exception of set clear performance expectations and goals, the two groups agreed in the rank order of most to least useful of a coach's skills. Coaches ranked this skill as most useful while principals ranked it as fourth most useful.

Third, coaches and principals generally agreed on two behaviors that coaches needed to be effective. Coaches and principals generally agreed upon the behaviors of trustworthiness and commitment and confidentiality. Ninety-one percent of coaches and principals strongly agreed that their coach demonstrated trustworthiness and followed up on commitments. Seventy-seven percent of coaches strongly agreed that they exhibit confidentiality and 87 percent of principals strongly agreed with the behavior of confidentiality. There was a statistically significant difference between the perception of coaches and principals in regard to the behavior of culturally proficient behaviors. Forty-seven percent of coaches perceived they exhibited this skill however 84 percent of the principals they coached felt that coaches used this behavior. There is sufficient statistical evidence to support the difference in the way coaches and principals perceived the behaviors of emotional intelligence and protected time for meetings. In general, principals felt that their coaches did exhibit emotional intelligence, while fewer coaches felt they exhibited this behavior. Coaches felt that they scheduled protected time for meetings; however, fewer principals felt this behavior was evident in their coaches. Both coaches and principals, as a general rule, agreed in **[on?] (agreed on)** the rank order of most to least useful

coaching behaviors. With the exception of exhibited emotional intelligence and scheduling protected time for meetings, the two groups agreed on the rank order of most to least useful coaching behaviors. Forty-four percent of coaches ranked emotional intelligence as the most useful of coaching behaviors, while 44 percent of principals ranked it as the fourth most useful skill. Forty-six percent of coaches ranked meeting time as the least most useful behavior while the greatest percentage of principals ranked it as the third most useful behavior.

The final finding includes the results of the data from the second research question. The fifty-seven coaches surveyed and the forty-five principals who had been coached all agreed that the principal had improved ability to lead a school after the coaching experience. There was no significant difference in the responses between coaches and principals with respect to their perception of the principal's ability to develop a school culture and ensure equity, guide the instructional program, guide the professional growth of staff, and the ability to create and utilize accountability systems.

Chapter V presents a summary of the study, key findings, conclusions that can be drawn from the findings of the study and implications for further action. In addition, chapter V includes recommendations for further research.

## CHAPTER V

### SUMMARY OF THE STUDY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, AND REFLECTIONS

#### *Introduction*

Chapter V summarizes the key findings of the study, offers conclusions generated from the key findings and recommendations for further study. It concludes with implications for action and closing comments.

#### Purpose of the Study

The purpose of this study was to identify and rank the effectiveness of the knowledge, skills, and behaviors needed to be an effective leadership coach as perceived by leadership coaches and the principals they have coached for at least a year. The second purpose was to determine the principal's and the coach's perception of the principal's enhanced ability to lead the school after having a leadership coach.

#### Research Questions

Data were collected on two research questions. The surveys developed by the researcher for this study sought to answer the following two research questions:

1. What knowledge, skills, and behaviors do leadership coaches need and use to support principals in achieving agreed-upon goals as perceived by coaches and the principals who they have coached?

*Knowledge*

- a) understanding of roles, goals, and challenges of the job
- b) organizational structures
- c) political awareness
- d) coaching models and strategies
- e) change process

*Skills*

- a) setting clear expectations and goals
- b) listening
- c) observing
- d) questioning
- e) giving feedback
- f) collaborating
- g) building relationships
- h) stimulating learning growth
- i) systems thinking
- j) capacity building
- k) using data

*Behaviors*

- a) exhibiting emotional intelligence
- b) exhibiting trustworthiness
- c) utilizing culturally proficient behaviors
- d) exhibiting confidentiality
- e) exhibiting reliability
- f) scheduling protected time for coaching

2. What enhanced ability do principals perceive in their capacity to lead their organization after a year of leadership coaching as identified by the principal and the leadership coach using Standard 2 of the California Standards for Educational Leaders (CPSELs)?

Standard 2: Advocating nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.<sup>1</sup>

- a) develop a school culture and ensure equity
- b) guide the instructional program
- c) guide the professional growth of staff
- d) create and utilize accountability systems

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<sup>1</sup>*Moving Leadership Standards*, 13.

## Methodology

Descriptive research was useful in this study because it allowed the researcher to identify the knowledge, skills, and behaviors associated with effective leadership coaching as perceived by the leadership coaches and principals who were coached. It was also effective in documenting the knowledge, skills, and behaviors that leadership coaches use to support principals in achieving agreed-upon goals and the changes that principals perceived in their ability to lead their organization after a year of leadership coaching. This study was also an ex post facto study. The research established the influence of the changes that principals perceived in their ability to lead their organizations after a year of leadership coaching. According to Gay, such research is referred to as "ex-post facto since both the effect and alleged cause have already occurred and are studied by the researcher."<sup>2</sup> Through the collection and evaluation of descriptive data regarding the perceptions of principal leadership coaches and the principals they coached, factors and issues could be identified that would support and assist in the selection of leadership coaches. Additionally, the professional development of principal leadership coaches can be strategically developed around the knowledge, skills, and behaviors that potential principal coaches need and use in coaching a principal.

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<sup>2</sup>Gay, *Educational Research*, 197.

### Principal Coaches and Principals in the Study Sample

Sixty-four certified leadership coaches were selected based on the sample selection criteria. Each leadership coach was asked to contact a principal or principals they had coached in the last year. Sixty principals agreed to participate in the study. Of the sixty-four principal leadership coaches, fifty-seven completed the survey. Of the sixty principals who had been coached, forty-five completed the survey.

### Instrumentation

In order to create a valid survey, the researcher first developed a consensual validation matrix based on a review of the literature (see appendix A). The two research questions were developed using the attributes of knowledge, skills, and behaviors that appeared most frequently among the respected authors and researchers in the field of leadership coaching.

Quantitative data were collected from the self-reporting survey. The survey was made available to principal coaches and principals in electronic and hard copy formats. Two survey instruments were designed by the researcher to gather perceptions of principal leadership coaches and the principals who they have coached. Survey instrument one, "Coaching Skills Survey for Principal Coaches," gathered information on the knowledge, skills, and behaviors that principal leadership coaches perceived they needed to possess in order to be an effective leadership coach. Survey instrument two, "Coaching Survey for Principals," gathered information on the knowledge, skills, and behaviors that

principals perceived the leadership coach used to support them in achieving agreed-upon goals. The questions on this survey replicated the questions asked on the "Coaching Survey for Principal Coaches," but were formatted from the perspective of the principal. The two surveys used a Likert scale. The survey had five possible responses. The responses were "strongly disagree," "somewhat disagree," "neither agree or disagree," "somewhat agree," "strongly agree." Data from the "Coaching Skills Survey for Principal Coaches" and "Coaching Survey for Principals" were compiled to illustrate perceptions from each principal and leadership coach.

The two surveys were formatted into four sections of twenty-eight questions. The surveys included four sections that were related to the elements of knowledge, skills, and behaviors. Section I had five items (1-5) related to knowledge. Section I surveyed knowledge of a coaching model and strategies, the roles, goals, and challenges of a principal, the organizational structures of schools, the political nature of the role of the principal, and change and change process associated with school organizations. Section II had eleven items (7-17) related to skills. It surveyed the skills of setting performance expectations and goals, listening, questioning strategies, feedback, collaboration, capacity building, relationship building, learning growth, teaching, and systems thinking of the leadership coach. Section III had five items (19-23) related to behaviors. Section III surveyed the coaching behaviors of emotional intelligence, cultural proficiency, commitment, confidentiality, and the coach's time commitment to the process.

Section IV had four items (25-28) related to perceived changes in the principal's ability to lead his/her organization. Section IV used the California Professional Standards for Educational Leaders (CPSELs), Standard 2. Standard 2 states, "A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth."<sup>3</sup> Items 25-28 surveyed the leadership coach's perception and the principal's own perception of the principal's improved ability to develop a school culture to ensure equity, guide the instructional program, guide the professional growth of staff, and create and utilize accountability systems. Item numbers 6, 18, and 24 asked coaches and principals to rank the knowledge, skills, and behaviors that were most needed by the principal leadership coach.

The surveys were developed on an electronic website. They were disseminated via the electronic survey website and via mail for some participants (see appendix C). All participants, certified leadership coaches and principals, received the "Consent to Participate in Research" Institutional Review Board form. The forms were sent via e-mail and returned to the researcher with an agreement to participate in the study. Upon receipt of the "Consent to Participate in Research," an e-mailed cover letter and the URL link to the online survey instrument on the Internet was sent to study participants. The URL link took participants directly to the survey instrument.

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<sup>3</sup>*Moving Leadership Standards*, 13.

### *Summary of Key Findings*

The key findings from this study indicate:

1. Coaches and principals generally agreed on the knowledge that leadership coaches need and use to support principals.
2. There was a statistically significant difference between coach and principal perceptions of the coach's knowledge of the roles, goals, and challenges of the principal. Ninety-one percent of the coach respondents strongly agreed that they demonstrated an understanding of the roles, goals, and challenges of the principal. Only 64 percent of the principals strongly agreed that their coach demonstrated an understanding of the roles, goals, and challenges of the principal.
3. Both coaches and principals ranked understanding of the roles, goals, and challenges of the principal as most useful aspect of a coach's knowledge.
4. Principals generally perceived their coaches used their skills to a greater extent than their coaches. There was a statistically significant difference in perceptions between coaches and principals in regard to the skills of constructive feedback, helping the principal to think of the school as a system of interrelated parts, and setting clear performance goals and expectations.
5. Fifty-four percent of coaches perceived that they provided constructive feedback to the principals they coached. Eighty-four percent of principals felt their coaches gave constructive feedback.

6. Forty-six percent of coaches perceived that they assisted the principal in thinking of schools as a system of interrelated parts. Seventy-three percent of principals perceived that their coach assisted them with systems thinking.

7. Principals perceived that coaches set goals and expectations for them. Coaches ranked this skill as most useful and principals ranked it as fourth most useful.

8. Coaches perceived that they used the skill of active listening; however, there was sufficient statistical evidence to show that fewer principals felt their coach used this skill.

9. Ninety-one percent of coaches and principals strongly agreed that the leadership coach demonstrated the skills of trustworthiness and commitment.

10. Seventy-seven percent of coaches and 87 percent of principals strongly agreed that the leadership coach demonstrated the skill of confidentiality.

11. There was a statistically significant difference in the perception between coaches and principals in regard to the coaching behaviors of cultural proficiency, emotional intelligence, and protected time for meetings.

12. In general, principals felt their coach exhibited the behavior of culturally proficiency, while few coaches felt they used this behavior.

13. In general, principals felt their coach exhibited emotionally intelligent behavior, while fewer coaches felt they used this behavior.

14. Coaches ranked protected meeting time as the least most useful behavior, while principals ranked it as the third most useful behavior.

15. There was solid agreement among all respondents that coaching improved the principal's ability to lead a school.

### *Conclusions*

Thomas Crane states that the process of becoming a coach is a journey without end. He states that the coach will never arrive at the final destination because there is always more to do. The coach can become more proficient, learn more, and impact more leaders.<sup>4</sup> In the case of this study, the impact will be on the school site leader. Based on the findings of this study and related literature, the following conclusions can be drawn:

1. There is a significant amount of literature that calls attention to the need to support school principals with a coaching experience.

2. In general, the perceptions of coaches and principals agreed on the knowledge, skills, and behaviors that effective leadership coaches needed and used in order to support principals they coach. This was encouraging because the certification process and professional development that this sample of coaches received prior to coaching supported the goals of the principals.

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<sup>4</sup>Thomas Crane, *The Heart of Coaching*, 2nd ed. (San Diego, CA: FTA Press, 2005), 217.

3. Current principal coaches and future coaches need to focus on ways to address the significant differences between coaches and principals relating to the following knowledge, skills, and behaviors.

- Coaches need to know and understand the roles, goals, and challenges of the site principal. Coaches need to have held the position of principal.

- Coaches were generally "harder" on themselves in regard to the skills they needed and used to support principals. There was a significant difference in the degree to which coaches and principals perceived the skills of constructive feedback, systems thinking, and setting goals and expectations and support for learning growth. Principals perceived that their coaches used these coaching skills. Coaches need coaching feedback from principals and other leadership coaches in order to support their growth as a leadership coach.

- Listening is a crucial skill that needs to be continually developed and practiced repeatedly by coaches.

- The behaviors of cultural proficiency and emotional intelligence need to be more fully developed in coaches. Principals need to be made aware of the meaning of these two behaviors and how they impact the role of a school leader.

- Scheduled meeting time for coaching must be a priority for both the coach and the principal. Scheduling meetings and committing to the coaching session must be part of the next steps for the coach and principal.

4. Trustworthiness, confidentiality, and follow-through on commitments are critical behaviors that all coaches must have and exhibit if they are going to develop a strong and effective coaching relationship.
5. Principals benefit greatly from leadership coaching.

### *Implications for Action*

The work of coaching school leaders is not easy. It is both risky and complex, but it is worth the investment in energy and commitment, in time and training.

—Bloom et al., *Blended Coaching*

Based on the findings and conclusions of this study , the fifty-seven leadership coaches and the forty-five principals who were coached, the following recommendations are offered to school boards, district leadership, administrative credentialing programs, current site and future principals, and current and future principal coaches with implications for immediate impact on school principals.

1. District leadership needs to establish a purposeful support system for new and less-experienced principals around a coaching model.
2. Principals should have access to a certified leadership coach.
3. All principal coaches should be certified and continue to participate in coaching professional development training in order to maintain and enhance their knowledge, skills, and behaviors of coaching.
4. Administrative programs such as AB 430, The Administrative Training Program, required by the state for school leaders in Program Improvement

Schools or working toward a Tier II Administrative Credential, should strongly consider funding principal coaching as a component of the program.

5. Retired and former principals should be utilized by school districts to serve as coaches for new and less-experienced principals.

6. Superintendents and school boards need to be made aware of the importance and necessity of providing coaching for principals. It is important that they value the coaching model and view principals who are receiving coaching as lifelong learners.

#### *Recommendations for Future Research*

The purpose of this study was to identify and rank the effectiveness of the knowledge, skills, and behaviors needed to be an effective leadership coach as perceived by leadership coaches and the principals they have coached for at least a year. The second purpose was to determine the principal's and the coach's perception of the principal's enhanced ability to lead the school after having a leadership coach. This study was designed to be a vehicle for others to examine the strength of using coaching as a professional development model for school principals in order to support the principal's ability to lead a school. In addition, it was designed to ensure that principal coaches who are selected by school districts possess the knowledge, skills, and behaviors needed to be effective. The findings and conclusions of this study make it generalizable, and it is recommended that further studies be conducted to:

1. Examine the perceptions of principals who do not have access to a leadership coach and those principals who have received the benefits of a leadership coach.
2. Examine the difference between principals who have participated in large group professional development around leadership and principals who have received one-on-one coaching from a certified leadership coach.
3. Examine an online coaching model in relationship to the knowledge, skills, and behaviors that coaches may need and use.
4. Examine the differences in recruitment, support, and retention of principals in school districts that provide principal coaching for new and less-experienced principals.
5. Replicate this study with coaches and principals in Title I schools and or schools in NCLB Corrective Action.
6. Replicate this study using a different research design such as a case study design involving interviews.
7. Replicate this study with coaches and principals whose coaching experience has been mandated by their immediate supervisor.
8. Examine the differences in coaching effectiveness between coaches who are paid a coaching stipend and coaches who volunteer to coach without pay.

9. Examine if generational differences between coaches and principals play a significant role in the coach's ability to build a relationship and impact the leadership ability of a new generation of principals.
10. Examine the perceptions of superintendents and school boards and their acceptance of leadership coaching for new and veteran principals.

### *Closing Comments*

The principal's job becomes more difficult year by year. Principals have been given the challenging job of getting students from all demographic groups to high academic standards. In addition to addressing academic standards, the school leader must also confront the reality of poverty and the socioeconomic difficulties that our most needy students and schools face. Principals who held the position even five years ago question if they could do the job today. According to Bloom et al., "The complexities of the job, changing socioeconomic realities, and ever-increasing expectations are driving current and aspiring administrators away from the position. The increased state pressure of federal mandates to include standards and accountability movements have all converged into a perfect storm that now threatens to batter principals."<sup>5</sup>

Organizations have discovered that solving complex problems requires teams. However solving problems at the highest levels requires the creative collaboration between an extraordinary combination of people who represent different levels of experience, views, and backgrounds. This creative

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<sup>5</sup>Bloom et al., *Blended Coaching*, 24.

collaboration between a coach and a coachee can result in a focused dialogue that can result in extraordinary results for the coach, the coachee, and the organization.

The educational community is at the brink of large-scale retirements as the baby-boomer generation arrives at the age of retirement. New and less-experienced school leaders are stepping into the role of principal but not with the numbers needed to fill the principal openings that are anticipated. Teacher leaders do not see the role of the principal as a desirable one. There is a need to develop models of support designed around personal and professional goals to encourage leaders to step forward and embrace the role of principal. A network of support for new and less-experienced principals is critical. Coaching is a support structure that gives principals the professional development opportunity that is related to the day-to-day experiences in the role. The research has shown that effective support for new and less-experienced principals is important in "staying the course" for many.

This study identified the skills needed by effective leadership coaches that will strengthen the leadership skills of the principals they coach. The study also recommended that coaches be certified in a coaching model. There are many "coaches" who are in coaching relationships with little knowledge of what the research indicates are effective coaching skills and behaviors. Without the appropriate staff development for coaches and ongoing practice "random acts of coaching" may occur with little or no impact on the principal or on the schools

they lead. The stakes are too high for the principals, the school, and the students of California.

The researcher intended the use of this study to shed light on the critical importance of coaching as a form of leadership development for principals. It will be crucial for superintendents and school boards to know the essential knowledge, skills, and behaviors that effective principal coaches need and use to support principals for the vastly changing world of the twenty-first century. From the findings of this study, it was the researcher's expectation that, when coaching models are developed by school districts, careful attention is paid to knowledge, skills, and behaviors of those hired to coach. Not everyone should coach a principal. Coaches must be certified in leadership coaching. They must have on-going professional development in coaching to support their growth as they work with their coachees. Just as importantly, they must have a passion and desire to assist the principal in the achievement of the goals that have been set. The ultimate goal of this study was to have the results be the leverage that is used to develop, implement, and sustain a coaching model to support the leadership capacity of the vital role of the school principal.

## APPENDICES

**APPENDIX A**

**SUMMARY OF KNOWLEDGE, SKILLS, AND BEHAVIORS  
ASSOCIATED WITH EFFECTIVE LEADERSHIP COACHES  
FOUND IN A REVIEW OF THE LITERATURE**

Summary of Knowledge, Skills, and Behaviors Associated with Effective Leadership  
Coaches Found in a Review of the Literature

Knowledge	Understanding of roles, goals, and challenges of the job (2)	x	x		x	x		x				x	x	x	x
	Leadership	x		x		x		x					x		x
	Organizational structure (3)	x		x	x	x						x	x		x
	Strategic Planning	x		x	x							x			x
	Politically aware (4)	x			x	x							x		
	Coaching Model and strategies (1)	x		x		x							x	x	x
	Change strategies (5)	x						x				x	x		x
Skills	Competent				x					x				x	
	Set clear performance expectations and goals (7)	x	x	x	x	x				x	x	x	x	x	x
	Listening (8)	x			x	x				x	x	x	x		x
	Observing	x	x		x	x			x			x			x
	Questioning (9)	x	x			x	x			x	x	x		x	x
	Give feedback (10)	x	x	x	x	x	x			x	x				x
	Collaborative (11)	x	x		x	x	x	x			x	x			x
	Capacity builder (12)	x	x			x		x	x	x		x	x	x	x
	Teacher (16)	x		x		x						x			x
	Build relationships (13)	x	x	x	x	x				x	x		x	x	x
	Stimulate learning growth (14)		x		x	x	x	x	x	x	x	x	x	x	x
	Counsel					x									x
	Systems Thinker (15)					x		x	x			x			x
	Use of data (17)	x	x	x	x	x						x	x	x	x
Behaviors	Dialogue				x	x			x	x					x
	Intuition										x			x	
	Emotional intelligence (18)	x		x	x	x				x	x		x		x
	Culturally proficient (19)	x	x					x		x					x
	Deliberate support	x	x	x		x		x		x					x
	Trustworthy (20)	x	x	x	x	x	x	x		x	x	x	x	x	x
	Confidential (21)	x	x								x	x	x		x
	Reliable														
	Empower others							x		x	x	x	x	x	x
	Scheduling protected time to coach (22)		x	x		x					x				x
	Passionate			x											
	Adaptive			x							x				
	Thinker								x						
	Respectful		x		x	x		x		x	x		x	x	x
Authors		Bloom et al. (2005)	Crane. (2002)	Hargrove. (2003)	Harvard Business Essentials (2004)	Kinlaw (1999)	Perkins (2003)	Fullan, (2005)	Sparks (2002)	Goleman, Boyatzis, and McKee (2002)	Whitworth, Kimssey-House, Sandahl (1998)	O'Neill (2000)	Morgan, Harkins, Goldsmith (2005)	Ellison and Hayes (2003)	Costa and Garnston (2002)

(indicates question number on survey instruments)

APPENDIX B

E-MAIL PERMISSION FROM ACSA TO USE  
STANDARD 2 OF CPSELS

From: George Manthey <gmanthey@acsa.org>  
 Date: October 9, 2006 12:50:20 PM PDT  
 To: <ycontreras@verizon.net>  
 Cc: Janis Rawlins <jrawlins@acsa.org>  
 Subject: Re: ACSA - Contact Form Submission

Yvonne,

ACSA would have no objection to your using the CPSEL's in survey form  
 For research purposes. Please send me a copy of your results.

George

George Manthey  
 Assistant Executive Director, Educational Services  
 Association of California School Administrators  
 1575 Bayshore Highway  
 Burlingame, CA 94010  
 650-692-4300; 800-672-3494  
 FAX: 650-692-6858  
 gmanthey@acsa.org

Notice of Confidentiality: If you receive this transmission in error, I  
 apologize. Please respect confidentiality by not sending it on to anyone  
 else and letting me know that it was misdirected.

> From: "Janis Rawlins" <jrawlins@acsa.org>  
 > Date: Mon, 9 Oct 2006 09:45:40 -0700  
 > To: "George Manthey" <gmanthey@acsa.org>  
 > Subject: FW: ACSA - Contact Form Submission  
 >  
 > Hi George, is this another one for you?  
 >>  
 >> Janis Marie Rawlins  
 > Member Services Department  
 > Association of California School Administrators  
 > 1029 J Street, Suite 500  
 > Sacramento, CA 95814  
 > 916.444.3216 ext. 3817 800.890.0325  
 > e-fax 916.290.0397 cel 916.508.9665  
 > e-mail jrawlins@acsa.org www.acsa.org

>  
> -----Original Message-----  
> From: ycontreras@verizon.net [mailto:ycontreras@verizon.net]  
> Sent: Sunday, October 08, 2006 2:22 PM  
> To: Janis Rawlins; ycontreras@verizon.net  
> Subject: ACSA - Contact Form Submission  
>  
> ACSA - Contact Form Submission  
>  
> Sent to: jrawlins@acsa.org  
>  
> Type of Comment: question  
> Comments: I downloaded the CPSELs for use in my doctoral dissertation.  
> I am creating a survey for principals who have received a year of  
> leadership coaching. I would like to use the CPSELs to form a survey  
> for principals to indicate to what extent they can now implement the  
> standards. I would like to know who I need to contact to receive  
> permission to use the CPSELs in a survey format.  
>  
> Thank you!  
>  
> Name: Yvonne Contreras  
> Organization:  
> Address: 6052 Point Loma Drive  
>  
> City: Huntington Beach  
> State: CA  
> Zip: 92647  
>  
> Phone: 714 843-6421  
> Fax: 714 843-6421  
> Email Address: ycontreras@verizon.net  
>

APPENDIX C  
COACH LETTER

June 15, 2007

Dear Leadership Coach,

My name is Yvonne Contreras and I am a doctoral student at the University of La Verne in La Verne, California. I am conducting research on the knowledge, skills, and behaviors that leadership coaches need and use in coaching school principals toward agreed-upon goals. As a participant in the CLASS Coaching Network (Coaching Leaders to Attain Student Success) or professional development on leadership coaching, you are a prospective participant in this study.

This study involves leadership coaches and the principal(s) they have coached in the past two years. There is adequate research on how the business world has used executive coaching to improve performance of senior executives in the private sector. However, until very recently, education has not used leadership coaching as a professional development model to support site principals. The purpose of this study is to identify the knowledge, skills, and behaviors that leadership coaches need and use with site principals. In addition, the study seeks to examine the principal's perception of those skills that the leadership coach used that were most effective in improving their ability to lead their schools.

Two surveys have been developed for this study. One survey is for leadership coaches and one is for principals who have been coached. In order to gather as much data as possible, I also need to survey principals. Your assistance is requested in forwarding the attached letter to the principals you have coached in the past two years. I will follow-up with each of them to request their participation. I will include all appropriate letters and consent forms.

All responses from the completed surveys will remain confidential. The data acquired will be recorded using only numbered ID codes to ensure anonymity of individual responses and all surveys will be destroyed upon completion. All surveys will be done electronically via Survey Monkey.

For today, please do the following:

1. Read the attached Consent to Participate in Research.
2. If you decide to participate, open the URL link and take the survey. You must agree to participate in the study as a prerequisite to entering the survey questions.
3. Forward the Principal's Information Letter and the URL link for the Principal's Survey to principals you have coached in the past two years.

As more accountability is placed on site principals, the research clearly states that coaching is a model in which districts can use to support both new and veteran principals. My study will help districts make decisions on the characteristics needed by effective school leadership coaches who support site leadership. I sincerely hope you agree to be part of this research.

Thank you in advance for your time and participation in this study. Please feel free to contact me at this e-mail address or at xxx-xxx-xxxx, if you have any questions or concerns regarding the study.

Sincerely,

**Yvonne Contreras**

Yvonne Contreras  
Doctoral Candidate  
University of La Verne

APPENDIX D  
PRINCIPAL LETTER

June 15, 2007

Dear Principal,

My name is Yvonne Contreras and I am a doctoral student at the University of La Verne in La Verne, California. I am conducting research on the knowledge, skills, and behaviors that leadership coaches need and use in coaching school principals toward agreed-upon goals. As a principal who has been coached by a leadership coach who has participated in the CLASS Coaching Network (Coaching Leaders to Attain Student Success) or received professional development in a coaching model, you are a prospective participant in this study.

This study involves leadership coaches and the principal(s) they have coached in the past two years. There is adequate research on how the business world has used executive coaching to improve performance of senior executives in the private sector. However, until very recently, education has not used leadership coaching as a professional development model to support site principals. The purpose of this study is to identify the knowledge, skills, and behaviors that leadership coaches need and use with site principals. In addition, the study seeks to examine the principal's perception of those skills that the leadership coach used that were most effective in improving their ability to lead their schools.

Two surveys have been developed for this study. One survey is for leadership coaches and one is for principals who have been coached. Your leadership coach has forwarded this letter to you. It is my hope that you will agree to participate in this study.

All responses from the completed survey will remain confidential. The data acquired will be recorded using only numbered ID codes to ensure anonymity of individual responses and all surveys will be destroyed upon completion of the study. All surveys will be done electronically via Survey Monkey.

For today, please do the following:

1. Read the attached Consent to Participate in Research.
2. If you decide to participate, open the URL link and take the survey. You must agree to participate in the study as a prerequisite to entering the survey questions.

As more accountability is placed on site principals, the research clearly states that coaching is a model in which districts can use to support both new and veteran principals. My study will help districts make decisions on the

characteristics needed by effective school leadership coaches who support site leadership. I sincerely hope you agree to be part of this research.

Thank you in advance for your time and participation in this study. Please feel free to contact me at this e-mail address or at xxx-xxx-xxxx, if you have any questions or concerns regarding the study.

Sincerely,

**Yvonne Contreras**

Yvonne Contreras  
Doctoral Candidate  
University of La Verne

APPENDIX E  
PRINCIPAL LEADERSHIP COACH SURVEY

## **Coaching Leaders for 21<sup>st</sup> Century Schools: A New Context for Leadership Development**

### **Principal Leadership Coach Survey**

You are being asked to participate in a research study conducted by Yvonne Contreras, a doctoral student at the University of La Verne. The results from this study will be used to complete the dissertation of the researcher. You were selected as a possible participant in this study because you met the criteria for the study. These criteria included: currently certified as a leadership coach, participation in coaching professional development, currently in a formal coaching relationship with a school principal or within the last two years, had a formal relationship with a school principal or had coached a school principal for at least an academic year. The coaching relationship has been within the past two years.

You have already received a written Consent to Participate form detailing the Purpose of the Study, the Procedures, potential risks and discomforts and potential benefits for your participation. That form assured you of the complete confidentiality of results and your right to withdraw from participation.

### **Identification of Investigators**

If you have any questions or concerns about the research, please feel free to contact the Principal Investigator, Yvonne Contreras, and the Faculty Sponsor, Dr. Julie Hadden. Contact information is as follows:

Yvonne Contreras  
Fax: 562 401-5488  
Cell Phone: 714 277-8766  
Email address: [ycontreras@verizon.net](mailto:ycontreras@verizon.net)

Dr. Julie Hadden  
Fax: 626 281-4020  
Phone: 626 308-2255  
Email address: [hadden\\_julie@alhambra.k12.ca.us](mailto:hadden_julie@alhambra.k12.ca.us)

### **Rights of Research Participants**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Paul Alvarez, PhD, ATC, University Research Chair at 909-593-3511, extension 4259 (Institutional Review Board, 1950 Third Street, La Verne, CA 91750).

### Confirmation of Consent to Participate

Please read each statement and check the box to the left of the statements. Agreement to all three (3) statements will indicate your informed consent to participate in this study. It is a prerequisite for access to the survey.

1.  I understand the procedures described above.
2.  I have had any questions regarding this survey answered to my satisfaction.
3.  I agree to participate in this study.

### Instructions for Coaching Survey for Principal Coaches

This survey is designed to identify the knowledge, skills, and behaviors that you, as a coach, perceive are the most effective as you work with site principals. As you respond to these statements think of coaching sessions you have had with your principal coachee.

Your answers will be anonymous and will only be known to the researcher. The surveys will be coded for confidentiality.

This survey is divided into four sections. The first three sections include statements about the Knowledge, Skills and Behaviors of coaching that you perceive you need and are most crucial to your effectiveness as a coach. The last section includes statements about your perception of changes in the principal's ability to lead their school after receiving coaching. Your responses to the 28 questions will be greatly appreciated. Please allow 20 minutes to complete the survey.

### Sections II through III: Knowledge, Skills, and Behaviors

**Directions:** Please indicate your opinion about each of the statements by marking one of the five responses in the columns to the right. The scale of responses range from "Strongly Disagree" to "Strongly Agree". You may select only one response for each statement.

#### Section I: Knowledge

##### Part I.

**As a principal leadership coach...**

Strong Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
--------------------	----------------------	-------------------------------	-------------------	-------------------

1. I demonstrate knowledge of a coaching model and strategies.
2. I demonstrate an understanding of the role, goals and challenges of the site principal.
3. I demonstrate knowledge of the organizational structures of schools.
4. I demonstrate knowledge of the political nature of the role of the principal.
5. I demonstrate knowledge of change and the change process used in school organizations.

## Part II.

**Directions:** In Part II, you are asked to rank order the knowledge that you perceived you demonstrated that supported the principal in your agreed upon goals.

**“In your coaching relationship, which of the following aspects of your coaching knowledge were most supportive in reaching your agreed upon goals?” Please rank order the five (5) items.**

**6. Rank all items with 1 meaning the most useful aspect of your coaching knowledge and 5 meaning the least useful aspect of your coaching knowledge. Use each number only once**

Ranking	Item	Knowledge
	a.	Knowledge of a coaching model and strategies
	b.	Knowledge of the roles, goals, and challenges of the site principal
	c.	Knowledge of the organizational structures of schools
	d.	Knowledge of the political nature of the role of the principal
	e.	Knowledge of change and the change process used in school organizations

**Section II: Skills**  
**Part I**

Directions: Please indicate your opinion about each of the statements by marking one of the five responses in the columns to the right. The scale of responses range from "Strongly Disagree", to "Strongly Agree". You may select only one response for each statement.

**As a principal leadership coach...**

	Strong Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
7. I set clear performance expectations and goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I actively listened to the principal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I used questioning strategies to help clarify the principal's thinking.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I consistently provided constructive feedback to the principal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I collaborated with the principal in establishing next steps.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I supported the development of leadership capacity in the principal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I developed a strong professional relationship with the principal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I supported the learning growth of the principal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I assisted the principal to think of schools as a system of interrelated parts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I assisted the principal in managing the many competing demands of being a principal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I used a variety of data to inform my coachee about progress toward their goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Part II.

**Directions:** In Part II, you are asked to rank order the skills that you perceived you demonstrated that supported the principal in your agreed upon goals.

**“In your coaching relationship which of the following aspects of your coaching skills were most supportive in reaching your agreed upon goals?” Please rank order the eleven (11) items.**

**18. Rank all items with 1 meaning the most useful aspect of your coaching skills and 11 meaning the least useful aspect of your coaching skills.**

Ranking	Item	Skills
	a.	Set clear performance expectations and goals
	b.	Actively listened to the principal
	c.	Used questioning strategies to help clarify the principal's thinking
	d.	Consistently provided constructive feedback
	e.	Collaborated with the principal to establish next steps
	f.	Supported the development of the leadership capacity of the principal
	g.	Developed a strong professional relationship with the principal
	h.	Supported the learning growth
	i.	Assisted the principal to think of schools as a system of interrelated parts.
	j.	Assisted the principal in managing the many competing demands of being a principal.
	k.	Used a variety of data to assess progress toward goals.

## Section III: Behaviors

### Part I

**Directions:** Please indicate your opinion about each of the statements by marking one of the five responses in the columns to the right. The scale of responses range from “Strongly Disagree”, to “Strongly Agree”. You may select only one response for each statement.

### As a principal leadership coach...

	Strong Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
19. I am emotionally intelligent.	<input checked="" type="checkbox"/>				
20. I demonstrate culturally proficient behaviors.	<input checked="" type="checkbox"/>				
21. I am trustworthy and follow through on my commitments.	<input checked="" type="checkbox"/>				

22. I am confidential in all aspects of the coaching relationship.

    

23. I schedule protected time for our coaching meetings.

    

## Part II.

**Directions:** In Part II, you are asked to rank order the behaviors that you used that supported you in your agreed upon goals.

**“In your coaching relationship which of the following aspects of your coaching skills were most supportive in reaching your agreed upon goals?” Please rank order the five (5) items.**

**24. Rank all items with 1 meaning the most useful aspect of your coaching behaviors and 5 meaning the least useful aspect of your coach’s behaviors. Use each number only once.**

Ranking	Item	Behaviors
	a.	I am emotionally intelligent
	b.	I demonstrate culturally proficient behaviors
	c.	I am trustworthy and follow through on my commitments
	d.	I am confidential in all aspects of our coaching relationship
	e.	I schedule protected time for our coaching meetings

## Section IV: Changes in Principal Leadership Ability

**Directions:** Please indicate your opinion about each of the statements by marking one of the five responses in the columns to the right. The scale of responses range from “Strongly Disagree” to “Strongly Agree”. You may select only one response for each statement.

**“What changes did you perceive in your ability to lead your school after a year of leadership coaching as identified by Standard 2 of the California Standards for Educational Leaders (CPSELS)?”**

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**After being coached, the principal demonstrated improved ability to...**

	Strong Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
25. develop school culture and ensure equity.	<input checked="" type="checkbox"/>				
26. guide the instructional program.	<input checked="" type="checkbox"/>				
27. guide the professional growth of staff.	<input checked="" type="checkbox"/>				
28. create and utilize accountability systems.	<input checked="" type="checkbox"/>				

**Please send me the results of this survey.**

Yes                       No

**Thank you for your time and expertise in taking this survey**

APPENDIX F  
COACHEE SURVEY

## **Coaching Leaders for 21<sup>st</sup> Century Schools: A New Context for Leadership Development**

### **Coachee Survey**

You are being asked to participate in a research study conducted by Yvonne Contreras, a doctoral student at the University of La Verne. The results from this study will be used to complete the dissertation of the researcher. You were selected as a possible participant in this study because you met the criteria for the study. These criteria included: you are a site principal that has been coached for at least an academic year by a leadership coach. The leadership coach also met criteria. This criteria for the coach included: a certified leadership coach or a coach who has received professional development in a coaching model and has had a formal coaching relationship with a school principal.

You have already received a written Consent to Participate form detailing the Purpose of the Study, the Procedures, potential risks and discomforts and potential benefits for your participation. That form assured you of the complete confidentiality of results and your right to withdraw from participation.

### **Identification of Investigators**

If you have any questions or concerns about the research, please feel free to contact the Principal Investigator, Yvonne Contreras, or the Faculty Sponsor, Dr. Julie Hadden. Contact information is as follows:

Yvonne Contreras  
Fax: 562 401-5488  
Cell Phone: 714 277-8766  
Email address: [ycontreras@verizon.net](mailto:ycontreras@verizon.net)

Dr. Julie Hadden  
Fax: 626 281-4020  
Phone: 626 308-2255  
Email address: [hadden\\_julie@alhambra.k12.ca.us](mailto:hadden_julie@alhambra.k12.ca.us)

### **Rights of Research Participants**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Paul Alvarez, PhD, ATC, University Research Chair at 909-593-3511, extension 4259 (Institutional Review Board, 1950 Third Street, La Verne, CA 91750).

### **Confirmation of Consent to Participate**

Please read each statement and check the box to the left of the statements. Agreement to all three (3) statements will indicate your informed consent to participate in this study. It is a prerequisite for access to the survey.

1.  I understand the procedures described above.
  2.  I have had any questions regarding this survey answered to my satisfaction.
  3.  I agree to participate in this study.
- 

### Instructions for Coaching Survey for Principals

This survey is designed to identify changes in your ability to lead your school after receiving leadership coaching. This survey will identify the knowledge, skills, and behaviors that your leadership coach used to support you in achieving your agreed upon goals.

Your answers will be anonymous and will only be known to the researcher. The surveys will be coded for confidentiality.

This survey is divided into four sections. The first three sections include statements about the degree to which your leadership coach used the knowledge, skills, and behaviors of coaching to support your agreed upon goals. The last section includes statements about your perception of changes in your ability to lead your school after receiving coaching. Your responses to the 28 questions will be greatly appreciated. Please allow 20 minutes to complete the survey

### Sections I through III: Knowledge, Skills, and Behaviors

Directions: Please indicate your opinion about each of the statements by marking one of the five responses in the columns to the right. The scale of responses range from "Strongly Disagree", to "Strongly Agree". You may select only one response for each statement.

#### Section II: Knowledge Part I.

Strong Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
-----------------	-------------------	----------------------------	----------------	----------------

1. My coach clearly demonstrated knowledge of

- a coaching model and strategies.
- 
2. My coach clearly demonstrated an understanding of the role, goals and challenges of the site principal.
- 
3. My coach clearly demonstrated his/her knowledge of the organizational structures of schools.
- 
4. My coach clearly demonstrated his/her knowledge of the political nature of the role of the principal.
- 
5. My coach clearly demonstrated his/her knowledge of change and the change process used in school organizations.
- 

## Part II.

**Directions:** In Part II, you are asked to rank order the coaching knowledge that your coach demonstrated that supported you in your agreed upon goals.

**“In your coaching relationship which of the following aspects of your coach’s knowledge were most supportive in reaching your agreed upon goals?” Please rank order the five (5) items. Use each number only once.**

**6. Rank all items with 1 meaning the most useful aspect of your coach’s knowledge and 5 meaning the least useful aspect of your coach’s knowledge.**

Ranking	Item	Knowledge
	a.	Knowledge of a coaching model and strategies
	b.	Knowledge of the roles, goals, and challenges of the site principal
	c.	Knowledge of the organizational structures of schools
	d.	Knowledge of the political nature of the role of the principal
	e.	Knowledge of change and the change process used in school organizations

## Section III: Skills Part I

Directions: Please indicate your opinion about each of the statements by marking one of the five responses in the columns to the right. The scale of responses range from "Strongly Disagree", to "Strongly Agree". You may select only one response for each statement.

Strong Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
-----------------	-------------------	----------------------------	----------------	----------------

7. My coach set clear performance expectations

and goals.

8. My coach actively listened to me.

9. My coach used questioning strategies to help clarify my thinking.

10. My coach provided constructive feedback.

11. My coach collaborated with me in establishing next steps.

12. My coach developed my capacity as a principal.

13. My coach and I have developed a strong professional relationship.

14. My coach stimulated my learning growth.

15. My coach helped me think of schools as a system of interrelated parts.

16. My coach helped me manage the many competing

demands of being a principal.

17. My coach provided me with a variety of data to assess progress toward my goals.

**Part II.**

Directions: In Part II, you are asked to rank order the skills that your coach possessed that supported you in your agreed upon goals.

**“In your coaching relationship which of the following aspects of your coach’s skills were most supportive in reaching your agreed upon goals?” Please rank order the eleven (11) items.**

**18. Rank all items with 1 meaning the most useful aspect of your coach’s skills and 11 meaning the least useful aspect of your coach’s skills.**

Ranking	Item	Skills
	a.	Set clear performance expectations and goals
	b.	Actively listened to me
	c.	Used questioning strategies to help clarify my thinking
	d.	Provided constructive feedback
	e.	Collaborated with me to establish next steps
	f.	Developed my capacity as a principal
	g.	Developed a strong professional relationship with me
	h.	Stimulated my learning growth
	i.	Helped me think of schools as a system of interrelated parts.
	j.	Helped me manage the many competing demands of being a principal.
	k.	Provided me with a variety of data to assess progress toward my goals.

**Section IV: Behaviors**  
**Part II**

Directions: Please indicate your opinion about each of the statements by marking one of the five responses in the columns to the right. The scale of responses range from “Strongly Disagree”, to “Strongly Agree”. You may select only one response for each statement.

Strong Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
-----------------	-------------------	----------------------------	----------------	----------------

- 19. My coach was emotionally intelligent.
- 20. My coach demonstrated culturally proficient behaviors.
- 21. My coach was trustworthy and followed through on commitments.
- 22. My coach was confidential in all aspects of our coaching relationship.
- 23. My coach scheduled protected time for our coaching meetings.

**Part II.**

**Directions:** In Part II, you are asked to rank order the behaviors that your coach used that supported you in your agreed upon goals.

**“In your coaching relationship which of the following aspects of your coach’s behaviors were most supportive in reaching your agreed upon goals?” Please rank order the five (5) items.**

**24. Rank all items with 1 meaning the most useful aspect of your coach’s behaviors and 5 meaning the least useful aspect of your coach’s behaviors. Use each number only once.**

Ranking	Item	Behaviors
	a.	Was emotionally intelligent
	b.	Demonstrated culturally proficient behaviors
	c.	Was trustworthy and followed through on commitments
	d.	Was confidential in all aspects of our coaching relationship
	e.	Scheduled protected time for our coaching meetings

**Section IV: Changes in Principal Leadership Ability**

**Directions:** Please indicate your opinion about each of the statements by marking one of the five responses in the columns to the right. The scale of

responses range from "Strongly Disagree", to "Strongly Agree". You may select only one response for each question.

**"What changes did you perceive in your ability to lead your school after a year of leadership coaching as identified by Standard 2 of the California Standards for Educational Leaders (CPSELS)?"**

Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

**After being coached, I have improved ability to...**

Strong Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
-----------------	-------------------	----------------------------	----------------	----------------

- |                                            |                                            |                          |                          |                          |                          |
|--------------------------------------------|--------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 25.<br><input checked="" type="checkbox"/> | develop school culture and ensure equity.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26.<br><input checked="" type="checkbox"/> | guide the instructional program.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27.<br><input checked="" type="checkbox"/> | guide the professional growth of staff.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28.<br><input checked="" type="checkbox"/> | create and utilize accountability systems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Please send me the results of this survey.**

- Yes**                       **No**

**Thank you for your time and expertise in taking this sur**

APPENDIX G  
IRB APPROVAL



University of La Verne  
Institutional Review Board

Date: May 18, 2007  
TO: Yvonne Contreras  
FR: University of La Verne, Institutional Review Board  
RE: Application Number: #580

**A Descriptive Study: Coaching School Leaders for 21st Century Schools - A New Context for Leadership Development**

The research project, cited above, was reviewed by the IRB Area Representative, Dr. Mark Matzaganian. This review determined that the research activity has minimal risk to human participants, and the application received an expedited review and approval.

The project may proceed to completion, or until the date of expiration of IRB approval, May 18, 2008. Please note the following conditions applied to all IRB submissions:

1. No new participants may be enrolled beyond the expiration date without IRB approval of an extension.
2. The IRB expects to receive notification of the completion of this project, or a request for extension within two weeks of the approval expiration date, whichever date comes earlier.
3. The IRB expects to receive prompt notice of any proposed changes to the protocol, informed consent forms, or participant recruitment materials. No additional participants may be enrolled in the research without approval of the amended items.
4. The IRB expects to receive prompt notice of any adverse event involving human participants in this research.
5. All expedited approvals are subject to review by the full IRB. The IRB may rescind expedited approval and proceed to full standard review, if it determines that the protocol did not meet criteria for expedited review.

**There are no further conditions placed on this approval.**

The IRB wishes to extend to you its best wishes for a successful research endeavor. If you have any questions do not hesitate to contact Paul Alvarez, PhD, University Research Chair, at extension 4259.

Approval Signature

Paul Alvarez  
Printed Name

May 18, 2007  
Date

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## BIBLIOGRAPHY

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