

Launching the Next Generation of School Leaders:
An Ethnographic Look at Leadership Coaches and Their Experiences on the
Development of Transformational Leadership Skills in New School
Administrators as a Result of Participating in the
Blended Coaching Model

A Dissertation by

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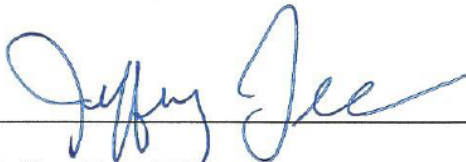
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ABSTRACT

Launching the Next Generation of School Leaders:
An Ethnographic Look at Leadership Coaches and Their Experiences on the
Development of Transformational Leadership Skills in New School
Administrators as a Result of Participating in the
Blended Coaching Model

by Karla E. Wells

The purpose of this qualitative ethnographic research was to study the culture and experiences of coaches who practice the blended coaching model through the lens of transformational leadership. The study strived to discover the coaches' perceptions regarding their coachees' skills in each of the 10 domains of transformational leadership and sought to understand which domains were impacted the most as a result of participating in the coaching process. This qualitative study was designed from an ethnographic perspective. It included focus group and one-on-one interviews, and observations of coach meetings and trainings. Artifacts were collected to provide a rich understanding of the coaches' culture. As a tool to fill the gap in information gathered through the interviews and observations, coaches completed the Transformational Leadership Skills Inventory regarding the leadership skills of their respective coachees. The findings revealed that coaches who utilized the blended coaching model supported their coachees' development of many of the transformational leadership skills. The coaches focused primarily on personal and interpersonal skills, communication, and collaboration skills. Coaches viewed that communication skill development was most impacted by coaching and that anticipating obstacles was the skill area in which the

coaches provided the most coaching. Based on the findings, the researcher concluded that coaches who utilize the blended coaching model tend to support the development of transformational leadership skills in their coachees and emphasize the development of personal and interpersonal skills, communication skills, and collaboration skills. Coaches who practice the blended coaching model also support their coachees' relationship-building skills. It appears that coaches focus their coaching on the situational needs of the coachee. Based on the results of this study, it is recommended that to ensure school leaders develop the transformational leadership skills needed to lead 21st-century schools, funding for leadership coaching is prioritized, coaches are provided to support all school leaders, consortiums of districts form professional learning community groups to help coaches deepen coaching skills and transformational leadership development skills, and coaches receive up-to-date professional development in current critical issues facing school leaders.

PREFACE

The topic of this study was leadership coaching and the development of transformational leadership skills in the coachee. I selected this topic for my dissertation because in my role as assistant superintendent in a large urban elementary school district, I was charged with supervising and supporting school principals who were tasked with effectively bringing about transformational change within their schools. This was not an easy task since most school principals have not had training or support in the development of leadership skills that are needed to bring about transformational change. Therefore, I decided to explore principal coaching as a job-embedded professional development program for preparing school leaders for effective leadership. I specifically wanted to explore the experiences of coaches and their coachees to learn how coaching supports principals in the development of transformational leadership skills. For my research, I narrowed my study to focus on the experiences of coaches who were certified by the New Teacher Center (NTC) to coach school leaders using the blended coaching model. This coaching model was selected because the NTC is approved by the California Commission on Teacher Credentialing to provide leadership coaching using the blending coaching model as part of the school administrator's clear credential program.

After deep discussions regarding shared coaching experiences in the field of education, three doctoral students discovered a common interest in leadership coaching, which resulted in constructing a thematic study on the impact of the blended coaching model in developing transformational leaders. I studied the perceptions and experiences of the leadership coach. Jan Ezaki, my fellow doctoral student, studied the perceptions and experiences of the middle school and high school principal/coachee. Alma Noche,

my fellow doctoral student, studied the perceptions and experiences of the elementary school principal/coachee. The goal of our thematic study was to understand the culture of coaching from three different vantage points—through the eyes of the coach and through the eyes of two levels of principals/coachees—as it relates to the development of transformational leadership skills. Throughout this study, I used the term *peer researchers* to refer to the three researchers who conducted this thematic study.

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CHAPTER I: INTRODUCTION

The wake-up call for transformational change has sounded. The global marketplace and the economy demand fundamental changes in how the United States schools its students to compete and keep pace in math, science, and reading with the nation's most advanced international partners (California Department of Education, 2012; Rotherham & Willingham, 2009; Wolf, 2011). Employers report that the workforce is underprepared for employment, and the remediation rate in college courses is abysmal (California Department of Education, 2012; Rotherham & Willingham, 2009). There is a strong sense of urgency and recognition that the old ways of operating schools and schooling cannot deliver the strategies to meet the marketplace requirements for success (Ackerman-Anderson & Anderson, 2010; Rotherham & Willingham, 2009). In order for the U.S. education system to adapt to the ever-changing world, school leaders must play an essential role (Darling-Hammond, LaPointe, Meyerson, & Orr, 2010). Leaders will need to know how to inspire and motivate those they lead to transform their schools into extraordinary organizations that have the capacity to turn challenging problems into energizing opportunities that result in remarkable success (Kouzes & Posner, 2012).

The role of the school leader in bringing about school improvement is critical to success. Leadership in the 21st century requires leaders who know how to transform their organizations by creating and communicating strong unifying visions and strategies and empowering those they lead (Kotter, 2012). School leaders must know how to set examples for their followers by aligning their actions with shared values, inspiring others to create a common shared vision, creating innovative improvement initiatives, building a climate of trust and collaborative relationships, and demonstrating appreciation and

celebrating success (Kouzes & Posner, 2012). These skills and knowledge are the tools school leaders need to become transformational leaders who promote and ensure high levels of student and teacher success (Darling-Hammond et al., 2010).

In addition, there is a current national and statewide shortage of transformational school leaders due, in part, to the lack of support given to aspiring and novice school leaders for meeting the complexities and challenges of creating effective learning environments in schools that meet the demands of the dynamic global society (Darling-Hammond et al., 2010). Today's school leaders must be curators of change as they guide their staffs through the change processes needed for full implementation of the Common Core State Standards. They must be critical knowledge brokers who are able to strategically align systems to ensure student mastery of 21st-century skills including collaboration, communication, creativity, and critical thinking. As leaders, they must be skillful at leveraging change within the context of their organization; defining vision and goals; and articulating, implementing, and adjusting key strategies for continuous improvement (Kay & Greenhill, 2013).

Leaders of 21st-century schools must be willing to shift their thinking and behavior. They must be willing to constantly improve and commit to ongoing professional development (Ackerman-Anderson & Anderson, 2010; Dweck, 2006). Aspiring transformational change leaders can greatly enhance their development through job-embedded training and by creating the structures and systems that promote organizational inquiry-based learning (Dweck, 2006; Evans, Thornton, & Usinger, 2012; Hays, 2010; Kotter, 2012).

Research on the impact of different training components on learning and the application of new skills revealed that coaching provides the greatest impact on the application of new learning (Joyce & Showers, 1995). According to the research, when the training is composed of a presentation of theory alone, the likelihood that the new learning will be applied is 5% to 10%. When the concept is modeled by the trainer, the likelihood of application continues to be 5% to 10%. When opportunities to practice the new learning in the training setting are provided and coupled with low-risk feedback, the likelihood of application of learning is 10% to 15%. However, when coaching is provided with the new learning, the likelihood of application of the new learning is 80% to 90% (Joyce & Showers, 1995). Therefore, according to the literature, the implementation of new learning does not result from learning the new skills and knowledge. Instead, the implementation of the new skills and knowledge occurs when the learner is supported through job-embedded coaching (Reiss, 2007).

Although the literature identified job-embedded coaching as a viable professional development strategy, there is a lack of research on the impact of coaching on the school leaders' development of transformational leadership skills. With the urgent need for school leaders to transform their learning organizations to meet the demands of the 21st century and the rigors of the Common Core State Standards, it is essential that research is conducted to closely study the impact of coaching on the leaders' transformational leadership skill development. School districts and school leadership credentialing organizations need this information as they create professional development programs for aspiring and novice school leaders.

Background

Education has long been considered the means for realizing the American dream (Smith, 2008). Coupled with hard work, determination, and perseverance, education has served as the great equalizer for lifelong success (Smith, 2008). However, the world is rapidly changing, and the U.S. education system is not keeping pace. The global marketplace and the economy demand fundamental changes in how schools operate and educate students in order to compete and keep pace in math, science, and reading with the nation's most advanced international partners (California Department of Education, 2012; Rotherham & Willingham, 2009; Wolf, 2011). There is a strong sense of urgency and recognition that the old ways of operating schools and schooling cannot deliver the strategies to meet the marketplace requirements for success (Ackerman-Anderson & Anderson, 2010; Rotherham & Willingham, 2009). In order for the American dream to hold its promise for the future, schools must understand that they need to change, they must understand how to implement significant school change, and they must embrace the change efforts so that they can keep pace and adapt to the ever-changing world (Ackerman-Anderson & Anderson, 2010; Rotherham & Willingham, 2009; Smith, 2008).

Researchers have explained change theory using the concept of first- and second-order change (Ackerman-Anderson & Anderson, 2010; Smith, 2008; Wolf, 2011). First-order change is a developmental change and represents continuous improvement in the organization. Therefore, first-order changes are considered transitional changes. Conversely, a second-order change is a radical change that is transformational and revolutionary in nature (Wolf, 2011). Second-order change emerges from visioning, experimentation, and course corrections. This type of change requires changes in

behavior and mindset to implement the transformation successfully (Ackerman-Anderson & Anderson, 2010; Kotter, 2012; Springer, Clark, Strohfus, & Belcheir, 2012). A second-order change, a transformational change, is needed in U.S. schools because the old ways of educating students no longer work. A complete transformation is necessary in order to create a system that will produce future citizens who are able to compete in the global marketplace and effectively participate in the 21st-century society (Ackerman-Anderson & Anderson, 2010; Wolf, 2011).

Throughout the literature, five common themes were revealed as most vital to bringing about the transformational change needed to create breakthrough change in U.S. schools. The themes include building a strong vision that inspires a sense of direction and urgency, empowering employees to initiate change, building guiding coalitions for change, providing intellectual stimulation through professional development, and creating a positive culture that anchors the new approaches into the heart of the organization (Ackerman-Anderson & Anderson, 2010; Dweck, 2006; Evans et al., 2012; Hampton, 2010; Hays, 2010; Kotter, 2012; Moolenaar, Daly, & Slegers, 2010; Retna & Ng, 2009; Springer et al., 2012; Ullman, 2012; Wolf, 2011). Applying the principles of transformational change throughout the school system can offer school leaders support in developing 21st-century learners and thinkers who are better able to meet the challenges of the ever-changing global environment (Shanker & Sayeed, 2012). Therefore, the potential to create breakthrough results in schools to meet the expectations of future world citizens is boosted through the school leaders' strategic implementation of transformational change theory (Ackerman-Anderson & Anderson, 2010; Kotter, 2012).

Research has demonstrated that school leaders who develop and apply transformational leadership skills may be better prepared to lead transformational change at their schools to meet the demands of the 21st century (Shanker & Sayeed, 2012). Larick and White (2012) have identified 10 transformational leadership domains that provide a holistic view of transformational leadership from which specific skills can be identified and supported.

Character/integrity is the first transformational leadership domain. This domain focuses on the leaders' skill at building trust and respect (Shanker & Sayeed, 2012). Collaboration is the second transformational leadership domain. Transformational leaders seek to foster collaboration to build a continuous cycle of inquiry and improvement (Fullan, 2008a). Communication is identified as the third transformational leadership domain. Transformational leaders who demonstrate these skills set the direction for their organization by communicating shared goals (Leithwood & Jantzi, 2006). Team building is the fourth transformational leadership domain identified throughout the research. Transformational leaders demonstrate team-building skills by sharing leadership responsibilities and recognizing the individual's contributions to the team (Leithwood & Jantzi, 2006). To build teams, transformational leaders empower followers through persuasion and empathetic understanding to propose new ideas without fear of rebuke or censure (Shanker & Sayeed, 2012). The fifth transformational leadership domain focuses on creativity and sustained innovation. Transformational leaders introduce and support innovation and creativity to reform and shape their organization's culture (Leithwood, 1994). Diversity is the sixth transformational leadership domain. Transformational leaders appreciate diversity and create a morally

accountable organization that respects the cultural differences of each individual within the organization (Larick & White, 2012).

Personal/interpersonal skills constitute the seventh of 10 identified domains of transformational leadership. This domain describes the transformational leaders' skill in using strong personal and interpersonal skills and emotional intelligence to focus on capacity building of those they lead with the goal of promoting organizational change (Moolenaar et al., 2010). Political intelligence is the eighth transformational leadership domain. Leaders who exhibit this transformational leadership behavior share power with whoever is able to inspire organizational members to work toward the organization's collective aspirations (Leithwood & Jantzi, 2006). The ninth transformational leadership domain focuses on shared decision making and problem solving. Capitalizing on these skills, transformational leaders share ideas and provide opportunities for team members to help set the goals of the organization and develop strategies to spur organizational success (Moolenaar et al., 2010). Transformational leaders who practice the skills within this domain encourage everyone within the organization to contribute toward achieving the mission of the organization. Visionary leadership is the 10th transformational leadership domain. Transformational leaders who demonstrate visionary leadership skills motivate followers by creating a vision and increasing organizational members' commitment to meeting shared goals (Leithwood & Jantzi, 2006; Marks & Printy, 2003).

Leadership Coaching

Leadership coaching is the process of supporting people through change so that the coachees shift their mindset and practices, unlocking their potential to create breakthrough results (Reiss, 2007). The act of coaching provides deliberate support to

the coachees to help them clarify thinking and achieve goals (Bloom, Castagna, Moir, & Warren, 2005). The International Coach Federation (ICF, 2012) defined coaching as follows:

Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Coaching honors the client as the expert in his/her life and work and believes that every client is creative, resourceful, and whole. Coaches work with people who want support in their jobs, their projects, or their personal development. They work with individuals and with teams who are looking for the best ways to get things done. A coaching partnership offers a confidential space to explore ideas, problem-solve, and establish a realistic, clear plan of action to reach desired outcomes.

(para. 2-3)

Elements of Coaching

The essential elements of leadership coaching include setting the foundation for coaching between the coach and the coachee, cocreating the coaching relationship, effectively communicating, and facilitating learning by focusing on results (Reiss, 2007). Effective coaches practice the elements of coaching by establishing coaching agreements, building a relationship of trust, actively listening and focusing on the coachee during coaching sessions, recognizing that problems and needs are valued learning opportunities, asking powerful questioning and using direct communication, and focusing on a fundamental commitment to organizational and personal goals (Bloom et al., 2005; Hargrove, 2008; Reiss, 2007).

Blended Coaching Model

The blended coaching model focuses on skills believed to be essential to successful leadership coaching, including relationship building, listening, observing, questioning, and providing feedback. Coaches using the blended coaching model move between facilitative and instructional coaching methods and utilize a variety of coaching strategies, including collaborative, consultative, and transformational strategies, as they work with their coachees to accelerate the effectiveness of the coachees (Bloom et al., 2005).

There are two types of coaching methods within the blended coaching model. The first method within the blended coaching model is facilitative coaching. In facilitative coaching, the coach builds on a coachee's skills, knowledge, and beliefs (Bloom et al., 2005). The second method is the instructional coaching method. Using this method, the coach shares his or her own experience and expertise using traditional teaching strategies to provide the coachee with strategies or techniques he or she may lack (Bloom et al., 2005).

Within the two blended coaching methods there are three main strategies: collaborative coaching, consultative coaching, and transformational coaching. During collaborative coaching, the coach works alongside the coachee to develop a plan or create a project. The goal is to develop the coachee's knowledge, skills, and internal capacity that can be applied to a new setting or situation (Bloom et al., 2005). During consultative coaching, the coach shares perspectives, knowledge, and advice but does not participate in any action the coachee may take. The goal is to provide technical assistance, support, and recommendations for solving specific problems (Block, 2000; Bloom et al., 2005).

The third blended coaching strategy is transformational coaching. A coach using the transformational coaching strategy focuses on development of interpersonal, communication, cultural proficiency, and emotional intelligence leadership skills (Bloom et al., 2005; Kouzes & Posner, 2012). When using the transformational coaching strategy, the goal is to move the coachee beyond improved performance to developing new ways of thinking to ultimately changing the coachee's way of being (Hargrove, 2008).

Coaching for Transformational Change

Transformational leadership coaches Aguilar, Goldwasser, and Tank-Crestetto (2011) asserted that transformational leadership coaching, as a model for job-embedded professional development for school leaders, is an effective way to systematically support, develop, and retain highly effective leaders. Fullan (2011) articulated that school leaders must make a personal commitment to those they lead by combining clear personal values, persistence against odds, emotional intelligence, and resilience. He continued to assert that future school leaders must focus on relationship building, implementation of new ideas, working collaboratively, connecting to stakeholders in the external environment, and being relentless (Fullan, 2011). These skills mirror the elements of transformational leadership identified by Larick and White (2012).

Statement of the Research Problem

What does it take for school leaders to promote and support powerful, transformational change in schools? This question has been asked over and over again. However, add to the situation the heightened expectations of preparing students to meet the demands of the 21st century and the answer to the question becomes much more

urgent. Kay and Greenhill (2013) wrote that, nationally, it seems that educators are no longer debating that a new model for education in the 21st century is needed; the real question is, How can school leaders make it happen?

Principal training programs and university leadership programs in the United States have tended to focus more on state credentialing requirements and standards than on developing the transformational leadership skills required to bring about transformational change in schools. Kotter (2012) asserted that due to the 21st century's rapidly changing environment, the willingness for leaders to continue to develop their leadership skills through lifelong learning will be central to their career and organizational success.

Effective districts must invest in high-quality professional development for their school leaders (Bottoms & Schmidt-Davis, 2010). The Wallace Foundation (2008) found that schools are not likely to reform unless school leaders have extensive opportunities to learn and implement effective practices that are proven to bring about change. In addition, the research on professional development has demonstrated that when it is coupled with job-embedded coaching, there is a 95% likelihood that the new learning will be successfully applied (Joyce & Showers, 2002).

School districts across California and the United States are searching for ways to increase school leaders' ability to lead school reform. Job-embedded leadership coaching is being used in many states as a viable form of professional development for building skills of school leaders (Bloom et al., 2005; Hargrove, 2008; Tschannen-Moran & Tschannen-Moran, 2010). In fact, in California, school leaders who participate in a formalized coaching program that is facilitated by a certified coach may clear their

administrative credential (Association of California School Administrators [ACSA], 2008b). The Association of California School Administrators' (ACSA, 2008a) Leadership Coaching Program is a California State-approved provider for fulfilling the coaching requirements leading to a clear administrative services credential. The ACSA (2008b) program bridges the knowledge of the research, policies, and skills required by school leaders for effective application of the research and skills. Research shows that coaching is a powerful tool (Bossi, 2013; Hargreaves, 2009; Hargrove, 2008; James-Ward & Potter, 2011; Joyce & Showers, 2002; Leithwood & Sun, 2012; Reiss, 2007; Rooke & Torbert, 2005) and transformational leadership can lead to breakthrough results (Ackerman-Anderson & Anderson, 2010; Finnigan, 2012; Leithwood & Sun, 2012; Marks & Printy, 2003; Moolenaar et al., 2010; Shanker & Sayeed, 2012; Wolf, 2011; Yang, 2014). However, very little is known about the impact of leadership coaching on the school leaders' development of transformational leadership skills required to bring about true transformational change in schools.

Purpose Statement

The purpose of this qualitative ethnographic research was to study the culture and experiences of coaches who practice the blended coaching model through the lens of transformational leadership. This study contributes to the literature regarding the attributes of leadership coaching by identifying transformational leadership skills that are enhanced through the coaching experience and coaching strategies that support the development of 21st-century school leaders as perceived by leadership coaches. The findings of this study were derived from an ethnographic look at the subculture of leadership coaches who are certified through the Association of California School

Administrators/New Teacher Center (ACSA/NTC) to provide coaching to novice school leaders.

Research Question

This ethnographic study used a concurrent triangulation design to explore the following research question: What is the experience of coaches who practice the blended coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Significance of the Problem

The role of the school leader is more challenging and complex than ever before (James-Ward & Potter, 2011). School leaders are required to promote, facilitate, model, and support 21st-century skills and knowledge to improve teaching and learning in their schools (Kay & Greenhill, 2013). They must hold themselves accountable for accomplishing yearly goals while reforming their schools to meet the demands of the global marketplace (Ackerman-Anderson & Anderson, 2010; Kay & Greenhill, 2013). As schools throughout the nation strive to transform their organizations by integrating 21st-century skills into curricula, professional development, instructional practices, and the culture of the school system, the 21st-century school leaders must be skillful at leading and sustaining transformational change (Kay & Greenhill, 2013). School leaders who have developed transformational leadership skills have been found to positively influence staff to implement reform efforts by inspiring them to new levels of energy, enthusiasm, and commitment (Bass & Avolio, 1994; Burns, 1978).

Although job-embedded professional development through leadership coaching has shown success in supporting failing schools and novice principals with on-the-job

training and support, coaching as a strategy to reform schools is in its infancy (Reiss, 2007). Furthermore, this study fills the gap in the research regarding the impact of coaching on the school leaders' development of transformational leadership skills required to bring about transformational change in schools. The results of this study may assist districts in the design of effective coaching programs for school leaders charged with bringing about transformational change in schools to meet the demands of the 21st century and the global marketplace. This study may also provide much-needed information and data to school leadership credentialing programs regarding the coaching strategies that have the greatest impact on developing transformational leadership skills in novice school leaders. Professional organizations such as the ACSA, which provides services to improve the skills of its members, and the NTC, which provides fee-based services to California school administrators, may be interested in the results of this study as they look toward continuous improvement of their programs and offerings. In addition, policymakers at the local, county, and state levels may find this study useful in setting policies that support the professional development of 21st-century school leaders.

Definitions

The following terms are relevant to the study. The terms were defined in collaboration with this thematic study's dissertation team and are presented to explain each term as it applies to this study.

21st-century skills. The skills, knowledge, and expertise that students must master to succeed in work and life. These skills blend content knowledge, specific skills, expertise, and literacies, including learning and innovation, life and career skills and

information, common media, and technological skills (Partnership for 21st Century Skills, 2009).

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

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

Blended coaching model. Individualized professional development system designed to enhance leadership capacity in school administrators that draws upon a number of coaching strategies and acknowledges that “effective coaches apply and meld a variety of strategies” (Bloom et al., 2005, p. 54). Skilled coaches move between several coaching strategies during the coaching process—instructional, consultative, collaborative, facilitative, and transformational—through a collegial coaching relationship that provides reflective thinking, feedback, questions, and instruction.

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

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

California Professional Standards for Educational Leaders (CPSEL).

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

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

Coach. For the purpose of this study, a coach is a former, successful principal/administrator who has been trained in the blended coaching model and certified through the ACSA/NTC leadership coaching program for at least 2 years to coach new administrators.

Coachee. For the purpose of this study, a coachee is an administrator in an administrative assignment who participated in an individualized, job-embedded, coaching-based program that provided multiple opportunities for the candidate to demonstrate growth and competence as a leader (CTC, 2014).

Coaching. For this study, coaching refers to the purposeful support that an experienced administrator gives to a novice administrator to help him or her achieve goals (Bloom et al., 2005).

Coaching skills. For the purpose of this study, coaching skills involve guiding the coachee by active listening, questioning, observing, constructively challenging, holding

to account, seeing different perspectives, encouraging, supporting, trusting, and using intuition.

Common Core State Standards. Educational standards that describe what students should know and be able to do in each subject in each grade level. The Common Core State Standards, adopted in 2010, were created by state governors and educational leaders to develop a set of rigorous standards for K-12 education that will prepare students to be college and career ready and competitive in the global economy. The Common Core State Standards were planned to be fully implemented in the 2014-15 academic school year (California Department of Education, 2014).

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

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

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

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

New Teacher Center (NTC). The blended coaching model was based on research conducted at the NTC at the University of California at Santa Cruz. The NTC, in partnership with ACSA, developed the certification training for coaches using the blended coaching model to certify coaches for the administrative clear credential. The

NTC was founded by teachers in 1998 and operates as an independent nonprofit. The center generates revenue through fee-for-service contracts and support from philanthropic organizations (NTC, n.d.).

Transformational leadership. For the purpose of this study, transformational leadership refers to the leader's ability to change the mindset, culture, and thinking of stakeholders, thereby increasing their commitment, capacity, and engagement in achieving breakthrough results for the organization (Ackerman-Anderson & Anderson, 2010; Ayars, 2009; Moolenaar et al., 2010).

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

Delimitations

The study was conducted with a sample of 21 ACSA/NTC-trained coaches. Due to the limited number of certified coaches, the NTC asked local program affiliate coordinators to nominate trained coaches whom the coordinators perceived to demonstrate the skills identified in the 10 domains of transformational leadership. The NTC provided the names of affiliate coordinators interested in nominating experienced coaches to participate in this study. The sample for this study included only those coaches who were purposefully selected by their coordinators based on the coordinators' perception of the coaches' demonstration of the domains of transformational leadership. Only CNET-certified coaches who had served as a coach for a minimum of 2 years participated in the study.

Organization of the Study

This study is presented in five comprehensive chapters. Chapter I provided the background and overview of the research. A statement of the problem, the purpose of the study, the research question that the study answered, and the significance of the study were described. Chapter II presents a review of the literature associated with leadership coaching as it pertains to transformational change and transformational leadership skills. Chapter III provides a detailed explanation of the research design and methodology, population and method of sampling, data collection methods including instruments that were used to collect data, data analysis methods, and the limitations of the study. Chapter IV provides a discussion regarding the findings of the study. Chapter V provides a summary of key findings, conclusions, implications, and recommendations for future study.

CHAPTER II: REVIEW OF THE LITERATURE

True school success begins with the principal. As conveyors of best practice, catalysts of learning, and protectors of the whole child, our nation's principals drive schools to lead, learn, and build. As we redefine what a successful school really is, we know we will find a quality principal there, orchestrating a complex and dynamic learning community, driving for desired results, and putting children at the center of it all.

—Gail Connelly, Executive Director, NAESP

Twenty-first century skills, innovation, creativity, accountability, stakeholder engagement, and college and career readiness are the vocabulary of today's school leaders. A nationwide focus on transforming schools to meet the demand of the global marketplace and economy requires fundamental changes in how the United States schools its students to compete and keep pace in math, science, and reading with the nation's most advanced international partners (California Department of Education, 2012; Rotherham & Willingham, 2009; Wolf, 2011). To meet the new challenges of the 21st century, a new set of leadership skills are needed. This study explored the culture of leadership coaching as it relates to the leaders' capacity to develop transformational leadership skills as a tool to lead the transformational change that is required now and will be required in schools of the future.

Chapter II presents a review of the literature as it pertains to leadership coaching to bring about transformational change in schools. The literature review is broken down into three main sections and was organized using a funneling approach (Ridley, 2012). Each section transitions from a general review of the literature to a specific focus on

bringing about transformational change in schools. The first section presents an overview of the theoretical background of transformational change and the potential for transformational change to produce breakthrough results in schools. This section delves into the change process and the challenges for leaders who try to bring change to their schools. The second section focuses on transformational leadership and how school leaders use transformational leadership skills in leading transformational change at their schools. The Transformational Leadership Skills Inventory is used to describe the elements of transformational leadership, followed by an analysis regarding the impact of transformational leadership on leading school change. The third section focuses on coaching. This section synthesizes the literature regarding leadership coaching (see Appendix A for the synthesis matrix on leadership coaching) and the impact of leadership coaching on the development of transformational leadership skills that, when implemented, result in transformational change in schools.

The review of literature provided the conceptual framework for this qualitative ethnographic study. The goal of the study was to explore the following research question: What is the experience of coaches who practice the blended coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Theoretical Background of Transformational Change

Transformational change is a second-order change. It differs from the first-order change represented by developmental change, which focuses on improvement in operating systems or skills, and transitional change, which focuses on a unique problem that can be solved with a clearly planned, paced, and managed process (Ackerman-

Anderson & Anderson, 2010; Wolf, 2011). Transformational change is a more radical change. As a second-order change, it takes on a more transformational or revolutionary nature than transitional change (Wolf, 2011). Transformational change completely transforms the organization into a new state. The new state in which the organization will evolve is unknown at the beginning of the transformation and emerges from visioning, experimentation, and course corrections. Transformational change requires changes in behavior and mindset to implement the transformation successfully (Ackerman-Anderson & Anderson, 2010; Kotter, 2012; Springer et al., 2012). The change is successful when it “becomes ‘the way we do things around here,’ when it seeps into the very bloodstream of the work unit or corporate body” (Kotter, 2012, p. 14).

Common Themes

Throughout the literature, five common themes regarding transformational change were studied. Certainly, additional themes could also be found throughout the literature. However, for this study the most powerful themes of transformational change that were identified and analyzed as most vital to transformational change were building a strong vision that inspires a sense of direction and urgency, empowering employees to initiate change, building guiding coalitions for change, providing intellectual stimulation through professional development, and creating a positive culture that anchors the new approaches into the heart of the organization.

Vision building. The first, and arguably the most important, theme found throughout the literature was visioning to establish a sense of direction and urgency for transformational change. The catalyst, often called the change driver in the literature, driving the change is of utmost importance when building a vision. Seven drivers of

change help the leader expand the scope of the change and create a vision that incorporates culture, behavior, and mindset (Ackerman-Anderson & Anderson, 2010; Dweck, 2006). The seven drivers include environmental forces, marketplace requirements, business imperatives, organizational imperatives, cultural imperatives, leader and employee behavior, and leader and employee mindset (Ackerman-Anderson & Anderson, 2010).

Establishing a vision that propels the organization into the future creates constancy and purpose toward improvement and motivates employees and leaders through a new culture of meaning and commitment (Evans et al., 2012; Hampton, 2010). A strong, compelling vision sets the direction for the change. It enables the leaders to create and align specific, achievable goals to the mission of the organization so that the work of the organization sets a unified course of action (Bottomley, Burgess, & Fox, 2014). Without vision, the transformational change effort can easily dissolve into a list of confusing, time-consuming projects that increases resistance to change (Kotter, 2012).

Involving stakeholders in the building of the shared vision helps to focus the organization on the future and builds support for clear, shared expectations (Wolf, 2011). Cocreating the vision with employees develops shared ownership of the vision and its associated goals and priorities (Moolenaar et al., 2010; Retna & Ng, 2009). As stated by Bottomley et al. (2014), organizational transformation begins with the transformation of the organization's people. Without the transformation of those who are charged with implementing the change, the organization may not be able to embed its vision into the culture of the organization. Therefore, enlisting the participation of stakeholder groups in the creation and establishment of the vision so that the members feel a strong

commitment to and ownership of the vision sets the conditions necessary for the organization to manifest the vision for change.

Empowering employees. Transformational change cannot be accomplished without the engagement of the stakeholders and those on the frontline of implementation (Anderson & Ackerman-Anderson, 2011). Employees are most empowered when they fully participate in teams charged with leading the change and are given the power to make course corrections regarding the changes that impact their work (Anderson & Ackerman-Anderson, 2011). Leaders of transformational change are most successful when they surround themselves with the most able employees and actively receive their input and suggestions (Dweck, 2006). They are most effective when they break down barriers between departments and develop cross-departmental teams that integrate learning throughout the organization (Evans et al., 2012; Kotter, 2012). A key component of transformational change is that leadership is distributed through a culture of collaborative decision making, sharing diverse viewpoints, and collective inquiry (Hampton, 2010; Hays, 2010; Kotter, 2012).

The value of empowering employees when implementing transformational change has been well documented in the research (Bass & Riggio, 2006; Bottomley et al., 2014; Kotter, 2012; Kouzes & Posner, 2012). As stated by Kotter (2012), transformational change almost always requires the assistance and knowledge of many people who will be tasked with implementing the change. When employees are empowered, they are more likely to have a shared sense of purpose and support for the change initiative. They are more likely to align their actions to those needed to accomplish the vision of the organization (Kotter, 2012). Employees who are empowered to share ideas and be full

participants in decision making often perform higher quality work, and they perceive a greater sense of self- and team efficacy (Bass & Riggio, 2006; Bolman & Deal, 2013). Research also demonstrates that through empowerment of employees, job satisfaction increases (Bass & Riggio, 2006; Brossoit, 2000; Green, 2010; Kotter, 2012; Kouzes & Posner, 2012). As job satisfaction increases, workers' productivity and effectiveness increase in support of the change effort (Bass & Riggio, 2006; Bolman & Deal, 2013; Brossoit, 2000).

Building a guiding coalition. The importance of building a guiding coalition is well documented throughout the literature (Bolman & Deal, 2013; Cunningham & Kempling, 2009; Kotter, 2012). To create a guiding coalition, the change leader assembles a group of committed, knowledgeable leaders from all levels of the organization who help to develop a new vision and direction for the organization (Cunningham & Kempling, 2009; Kotter, 2012). A meaningful and productive guiding coalition is tasked with understanding and aligning the change efforts with the organization's strategic needs. The team pays close attention to the change strategies and ensures that there is effective collaboration and communication regarding the change initiative throughout the entire organization (Ackerman-Anderson & Anderson, 2010; Cunningham & Kempling, 2009). The guiding coalition communicates the new vision and assists the leader with convincing the other stakeholders that the new direction will create positive and productive change for the organization (Ackerman-Anderson & Anderson, 2010; Cunningham & Kempling, 2009; Kotter, 2012).

Leaders may face a barrier to creating transformational change when they neglect to build a guiding coalition that helps guide and support the change with the larger

stakeholder group (Bolman & Deal, 2013). Smith (2008) suggested that for organizations to truly transform, an essential element would be the establishment of a collaborative and collegial culture. Building a guiding coalition of stakeholders creates the structure in which collaboration and collegiality can exist by establishing a broad-based change leadership team that supports the transformational change efforts from within the ranks of the organization (Kotter, 2012).

Providing enhanced professional development. The literature confirmed that transformational leadership skills are not necessarily innate. The competency skills required of transformational leaders who strive to bring about transformational change can be acquired and mastered through effective professional development strategies (Green, 2010; Hoyle, English, & Steffy, 2002). Leaders who strive to grow their transformational leadership skills are willing to shift their thinking and behavior. They are willing to constantly improve their skills and knowledge and commit to ongoing professional development (Ackerman-Anderson & Anderson, 2010; Dweck, 2006; Green, 2010; MacGregor, 2012; Petrides, Middleton-Detzner, Jimes, Hedgspeth, & Rubio, 2011). Effective transformational change leaders understand the importance of job-embedded, field-based training that merges professional development with their own personal growth needs and the growth needs and challenges of their followers (Green, 2010; Hoyle et al., 2002; Reiss, 2007).

Inquiry-based learning. One consistent theme throughout the literature pointed to inquiry-based learning as a highly effective professional development strategy that has the potential to develop the leadership skills needed to bring about transformational change (Bloom et al., 2005; Dweck, 2006; Evans et al., 2012; Green, 2010; Hays, 2010;

MacGregor, 2012; Petrides et al., 2011). Inquiry-based learning promotes personal growth by engaging leaders in authentic leadership tasks (Perez, Uline, Johnson, James-Ward, & Basom, 2011) and helping leaders identify strengths and weaknesses (Green, 2010) to accomplish the tasks. This form of job-embedded professional development helps the leaders develop a personal growth plan aimed at gaining the confidence and skills needed to transform their organizations (Bloom et al., 2005; MacGregor, 2012; Reiss, 2007). City, Elmore, Fiarman, and Teitel (2010), MacGregor (2012), and Reason (2010) proposed that if school leaders participate in professional development grounded in a cycle of inquiry, then the leaders will become more able to lead the transformational change efforts needed within their organizations. City et al. (2010) took the inquiry process one step further and demonstrated that when leaders focus on a problem of practice to drive their cycle of inquiry, the analysis and dialog helps create both short- and long-term plans for improvement specific to the needs of the school leaders. Inquiry, as a professional development strategy, gives focus to the leaders' work and motivates them to take action (Reason, 2010) toward developing new knowledge and skills needed to lead transformational change.

Intellectual stimulation. Ackerman-Anderson and Anderson (2010) confirmed that during transformational change, employees must be intellectually stimulated. Intellectual stimulation involves supporting the leaders' professional development and constantly encouraging the leaders to challenge their knowledge and skills in daily practice. As a result, the transformational change leaders support their followers' professional development and constantly encourage them to challenge their own

knowledge and skills in their daily practice (Geijsel, Slegers, Stoel, & Kruger, 2009; Moolenaar et al., 2010; Retna & Ng, 2009).

Transformational change leaders also provide intellectual stimulation to their followers by providing consistent and frequent feedback (Kotter, 2012) to continuously rekindle their commitment to learning. The change leaders use various strategies to provide feedback, including appreciative inquiry. Appreciative inquiry focuses on the strengths of the individual staff members. It focuses on the identification of what is working well within the change process so that the momentum of what is working can multiply (Hammond, 1998).

To promote intellectual stimulation, transformational leaders also provide opportunities for their staff to work in teams to learn new strategies and share inquiry processes and results (Ullman, 2012; Wolf, 2011). They promote intellectual stimulation by working side-by-side with their teams to develop new norms, systems, and practices that require robust professional development to build capacity for change (Springer et al., 2012; Ullman, 2012). When implemented using a team approach, intellectual stimulation helps create interdependence between staff members, increasing the likelihood that systematic change will carry throughout the organization (Leithwood & Sun, 2012).

Providing intellectual stimulation is a critical component of leading transformational change because it increases staff members' self-efficacy. It motivates staff to challenge the status quo and encourages them to experiment with innovative practices (Geijsel et al., 2009). These attributes are critical components for leading transformational change in an organization.

Anchoring new approaches into a positive culture. Transformational change requires a change in the organization's culture (Ackerman-Anderson & Anderson, 2010; Dweck, 2006; Evans et al., 2012; Hays, 2010; Kotter, 2012; Moolenaar et al., 2010; Retna & Ng, 2009; Springer et al., 2012). In this study, organizational culture refers to the set of key values, norms, and assumptions that are shared by members of the organization and that are taught to new members as the way things are done in this organization. The culture of an organization is concerned with the belief and value systems that are passed along from employee to employee and that are reinforced through storytelling, rituals, and slogans (Zaremba, 2010).

True transformational change is so profound that the organization's culture and individual mindsets of employees and leaders must be changed (Anderson & Ackerman-Anderson, 2011; Dweck, 2006). In order for the transformation to be sustained over time, a culture of learning from mistakes and experimenting with new ideas, where both individual and organizational learning are encouraged, must be institutionalized (Evans et al., 2012). Building trusting environments that allow for risk taking and trial and error helps create a positive and supportive culture that encourages employees to be innovative and proactive in their growth (Hampton, 2010; Hays, 2010; Springer et al., 2012; Ullman, 2012). In addition, transformational change requires leaders to pay close attention to the culture of their organizations during the change process by personally connecting with their staff members and demonstrating individual consideration (Leithwood & Sun, 2012) regarding their needs, hopes, and fears. Paying attention to culture in this way promotes greater acceptance regarding the abandonment of past practices and greater likelihood of

successful adoption of new practices that result from transformational change (Wolf, 2011).

Organizational Need for Transformational Change

Change theory can provide leaders with guidance in creating meaningful improvement processes based on the level of change needed to move the organization forward (Evans et al., 2012). This challenges leaders to identify and implement the change theory that will produce the most meaningful and sustainable results. With the dawn of what promises to be the greatest transformation in education history, applying the principles of transformational change throughout the education system can offer leaders support in developing 21st-century learners and thinkers. Leaders who understand transformational change will wisely navigate the culture and political landscape required by the change to ensure that this opportunity is not missed (Shanker & Sayeed, 2012).

Changes in the national economy and the shrinking of the world's economy mean that collective and individual success may depend on the institutionalization of 21st-century skills into the U.S. education system (Rotherham & Willingham, 2009). With the adoption of the Common Core State Standards in nearly all of the states across the nation, educators have the power to truly transform what they teach, why they teach, and how they teach students (Ullman, 2012). The transformation will require students, teachers, and leaders to be critical thinkers, adaptive problem solvers, complex analyzers, successful collaborators, effective communicators, and literate consumers of information and knowledge. A new system of student-based methods, such as problem-based learning and project-based learning that allow students to collaborate, work on authentic

problems, and engage with the community, will help ensure students are college and career ready with the skills needed to successfully maneuver an uncertain future (Barell, 2010; Bell, 2010; National Education Association [NEA], n.d.; Rotherham & Willingham, 2009).

Potential of Transformational Change to Create Breakthrough Results

The potential for breakthrough results is magnified through the implementation of transformational change theory. The first four stages of transformational change will help “defrost a hardened status quo” (Kotter, 2012, p. 24). Kotter (2012) wrote that during Stage 1 of the eight-stage process, leaders establish a sense of urgency. During this stage, the market and competitive realities are examined, including changes in the global, national, and local environments, as well as changes in the economy and marketplace. In addition, more complex or different standards may create this sense of urgency. For example, the adoption of the Common Core State Standards or the adoption of 21st-century skills can clarify the general direction for change and help to motivate employees to take action steps that can help guide the organization in the right direction to achieve optimal results (Kotter, 2012).

In Stage 2, the leaders create a guiding coalition of people who work together as a team to lead the change initiative. Kotter (2012) stated that creating a guiding coalition is a critical step in the change process because it is very difficult and potentially unwise for any single leader to attempt to accomplish a major change as great as a transformational change. A guiding coalition is a team composed of members from all stakeholder groups, including teachers, site and district leaders, classified staff, families, and the community, established to provide expertise, credibility, and leadership for the change process (Evans

et al., 2012; Kotter, 2012). To build a guiding coalition that can help make transformational change materialize, the change leaders build trust by communicating openly with the team and developing a common goal that is pragmatic and at the same time inspirational so that the guiding coalition can wholeheartedly support the change initiative (Kotter, 2012).

In Stage 3, Kotter (2012) discussed that the leaders develop a vision and strategy to direct the change effort. Kouzes and Posner (2012) wrote that leaders who desire to create change imagine an exciting future for their organization. This exciting vision creates a powerful visual of what the organization could be and is most valuable when the leaders “enlist others in a common vision by appealing to shared aspirations” (Kouzes & Posner, 2012, p. 18). Leaders of change build a shared vision that creates unity of purpose, enthusiasm, and excitement for the vision and mission of the organization. Creating a strong vision for change is essential. It helps build clarity of direction and focus for the allocation of resources, time, and energy to support the transformational change (Bottomley et al., 2014; Kotter, 2012). In addition, a compelling vision can break through the resilient forces of the status quo, decreasing the resistance to change (Bottomley et al., 2014; Kotter, 2012; McCann, Langford, & Rawlings, 2006).

In Stage 4 of transformational change, the leaders use every opportunity to communicate the change vision so that most of the stakeholders who have a vested interest in the change initiative have a common understanding of the goals and direction of the change (Kotter, 2012; Leithwood & Sun, 2012). Without clear communication regarding the vision of the change initiative, the transformation can be hindered or even doomed for failure from the start (Kotter, 2012). Transformational leaders begin

communicating the new vision by providing ample time for the guiding coalition to wrestle with questions, concerns, and possible scenarios regarding the effect of the transformational change. Providing this time at the beginning of the transformation helps the guiding coalition tackle the intellectual and emotional aspects of letting go of the status quo and investing in the vision of change (Hampton, 2010; Kotter, 2012; Kouzes & Posner, 2012) so that they can convincingly and enthusiastically help communicate the new vision to the other stakeholders. Communicating the vision is essential because without optimal levels of communication, the transformation may have little chance of survival, and valuable resources will have been wasted (Kotter, 2012; Kouzes & Posner, 2012; Moolenaar et al., 2010).

Kotter (2012) wrote that Stages 5 through 7 provide support for the introduction of new practices. These stages include empowering broad-based action, generating short-term wins, and consolidating gains. Transformational change leaders undertake Stage 5 by empowering their employees to take action by removing barriers so that they can work together to implement the change initiative (Kotter, 2012; Kouzes & Posner, 2012; Leithwood & Sun, 2012; Moolenaar et al., 2010). Change leaders work with their guiding coalitions and stakeholders to uncover barriers to achieving their vision. These barriers might include employees' or the management team members' lack of skills, procedural and systems obstacles, or structural obstacles (Kouzes & Posner, 2012). Transformational leaders remove the barriers to the change by aligning their training efforts, systems, and structures to support the vision of transformational change (Kouzes & Posner, 2012).

Transformational leaders also empower their employees to take risks and encourage them to be innovative and creative. They build a sense of efficacy within their teams, which inspires them to try new methods and think creatively to design a new way of teaching and learning (Geijsel et al., 2009; Moolenaar et al., 2010). Research shows that transformational change agents empower their employees by encouraging them to be lifelong learners so that they continuously generate new ideas in support of the organization's growth (Bottomley et al., 2014; Geijsel et al., 2009; Leithwood & Sun, 2012; McCann et al., 2006).

Leaders must generate short-term wins and consolidate gains to build momentum, provide evidence that the hard work is worth the payoff, and thereby inspire employees to produce more change to create breakthrough results (Hays, 2010; Kotter, 2012). Kouzes and Posner (2012) found that when confronted with a large change effort, change leaders increase the likelihood of success by breaking large change goals into small, achievable action steps and then celebrating the accomplishment of each action. Celebrating these small wins helps create positive attitudes and feelings toward the change initiative and thereby builds momentum to continue the hard work of implementing the change (Kouzes & Posner, 2012). Kouzes and Posner also found that consolidating gains is essential in continuing the momentum of the change process. This strategy ties the short-term wins together to create a unified vision of overall accomplishments so that stakeholders can envision the achievement of their long-term goals (Kotter, 2012; Kouzes & Posner, 2012). When leaders demonstrate how the small wins are creating steps along the journey toward achievement of the new vision, more enthusiasm and commitment is generated (Kouzes & Posner, 2012).

The literature demonstrated that change in culture is the last phase of transformational change (Ackerman-Anderson & Anderson, 2010; Kotter, 2012). This phase grounds the change into the culture by creating better performance and articulating the connections between the new behaviors and organizational success (Kotter, 2012; Kouzes & Posner, 2012). Since it takes several years for change to permeate the culture of an organization, transformational change leaders must deliberately anchor the approaches into the culture (Hays, 2010; Kotter, 2012). This requires the change leaders to demonstrate how the new approach is successful and superior to the old ways of being, communicate frequently with stakeholders to demonstrate support and encouragement for their commitment, and understand that change takes time and requires leadership from many people (Kotter, 2012).

Transformational change has the potential to deliver breakthrough results when conscious change leaders understand these elements of transformational change, are flexible and ready to make course corrections when new information is brought forward, and embrace a culture of continuous growth (Ackerman-Anderson & Anderson, 2010; Dweck, 2006; Evans et al., 2012; Hampton, 2010; Moolenaar et al., 2010).

Transformational Leadership

The literature on school leadership indicated that the role of the school leader is more challenging and complex than ever before (James-Ward & Potter, 2011). In addition to site management, school leaders are expected to be instructional leaders who understand and skillfully apply research-based strategies that nurture and sustain the school culture, resulting in an instructional program that demonstrates improved student learning (Bloom et al., 2005; James-Ward, 2011; Perez et al., 2011).

The research on transformational leadership theory has argued that school leaders who develop and apply transformational leadership skills may be better prepared to lead schools that meet the demands of the 21st century due to their ability to make a profound and positive impact on those they lead (Shanker & Sayeed, 2012). Leithwood and Sun (2012) indicated that transformational leadership theory supports school improvement goals because transformational leaders motivate others by focusing on goals that inspire and are associated with values in which they strongly believe. Although the literature review for this study revealed substantial research on the theory of transformational leadership, there is a significant gap in the research regarding strategies that develop transformational leadership skills in school leaders.

Elements of Transformational Leadership

Larick and White (2012) identified 10 transformational leadership elements for inclusion on the TLSi (see Appendix B for the short version of the inventory). As stated by Larick and White, understanding the 10 elements of transformational leadership provides a holistic view of transformational leadership from which specific skills can be identified and supported.

Character and integrity. Transformational leaders are skillful at building trust and respect. They act as role models for subordinates to stimulate confidence in the leaders' vision and values (Shanker & Sayeed, 2012). They have high ethical values and demonstrate these values in their day-to-day practices (Leithwood & Sun, 2012). Followers identify with the character and integrity of the transformational leaders and strive to emulate them (Stewart, 2006). Transformational leaders are viewed as trustworthy and approachable (Shanker & Sayeed, 2012).

Collaboration. Transformational leaders seek to foster collaboration to build a continuous cycle of inquiry and improvement (Fullan, 2008a). They provide continuous feedback for subordinate development and growth (Shanker & Sayeed, 2012).

Transformational leaders redesign the organization to create collaborative school cultures (Leithwood & Jantzi, 2006). They create structures and systems that support and facilitate staff collaboration time for planning and professional development (Leithwood & Sun, 2012). They foster collaboration with and between staff members, encouraging followers to take on leadership roles and share their expertise (Marks & Printy, 2003).

Communication. Transformational leaders set the direction for their organizations by communicating shared goals and vision of the organization (Leithwood & Jantzi, 2006). They empower followers to participate in two-way communication so that they feel free to propose new ideas without fear of rebuke or censure (Shanker & Sayeed, 2012). Transformational leaders communicate openly and honestly regarding the current condition of the organization and the need for change, and they use their communication skills to secure the support of stakeholders (Green, 2010). They persuasively communicate a vision for the future with all stakeholder groups to build a sense of excitement and enthusiasm for change (Bass & Riggio, 2006).

Creativity and sustained innovation. Transformational leaders are concerned with the transformation of knowledge and practices of those they lead to create organizational change (Moolenaar et al., 2010). They introduce innovative reform to shape their organizations' culture (Leithwood, 1994). Transformational leaders hold high expectations for staff to be creative innovators (Leithwood & Sun, 2012). They create innovative cultures by creating risk-accepting environments and stimulate the

organizational climate so that their staffs are free to experiment and create novel approaches to increase organizational effectiveness (Moolenaar et al., 2010).

Transformational leaders focus on building the innovative capacity of their organizations by connecting their followers to a shared vision and reducing their focus on control-and-command leadership (Ackerman-Anderson & Anderson, 2010; Hampton, 2010).

Diversity. The leaders who exhibit transformational leadership skills create morally accountable organizations that respect the cultural differences of each individual within the organization (Larick & White, 2012; Stewart, 2006). They distribute leadership among the staff to generate broad and diverse input into the decisions and direction of the organization (Leithwood & Sun, 2012). They are sensitive to the diversity and aspirations of the communities in which they serve and actively engage the communities in the educational process (Leithwood & Sun, 2012).

Personal and interpersonal skills. Transformational leaders understand the power of emotional intelligence to inspire, build enthusiasm, and keep others motivated and focused on the goals of the organization. They are self-aware and mindful of how their own emotions and actions impact others and use this knowledge to create productive relationships with their staff (Goleman, Boyatzis, & McKee, 2013). They use emotional intelligence to build the capacity of those they lead with the goal of promoting organizational change (Moolenaar et al., 2010). Transformational leaders act as mentors to those they lead and strive to meet the unique needs and capabilities of each individual (Leithwood & Sun, 2012). They demonstrate flexibility in their thinking by their willingness to adapt and change their own practices as a result of new learning (Leithwood & Sun, 2012).

Political intelligence. Leaders who exhibit transformational leadership behaviors share power with whoever is able to inspire organizational members to work toward the organization's collective aspirations (Leithwood & Jantzi, 2006). Transformational leaders have a deep understanding of the importance of tailoring their leadership to fit the cultural context of the organization (Shanker & Sayeed, 2012). They understand the importance of leveraging leadership throughout the organization and that transformational leadership practices may be evident in the behaviors of their followers (Leithwood & Jantzi, 2006).

Problem solving and decision making. Transformational leaders share ideas and provide opportunities to engage in shared decision making (Moolenaar et al., 2010; Stewart, 2006). They set up structures and systems to ensure that their staff participates in decisions regarding the organization's programs, curriculum, and instruction (Leithwood & Sun, 2012). They motivate their staff to reflect and reassess current practices and procedures, and they encourage their team to create new practices that hold promise for more effectively achieving the vision of the organization (Shanker & Sayeed, 2012).

Team building. Leaders who demonstrate transformational leadership skills share leadership responsibilities and recognize the individual's contributions to the team (Leithwood & Jantzi, 2006). They place a high level of importance on having team players as part of their organizations (Shanker & Sayeed, 2012). Transformational leaders build teams by empowering their followers to initiate change. They motivate teams to develop new processes and procedures so that a stronger sense of ownership and commitment increases the effectiveness of the organization (Retna & Ng, 2009).

Transformational leaders build teams within their organizations by enhancing the social networks between staff members and mobilizing the networks to support the vision and goals of the organization. They do this by creating a culture of collaboration, attending to the needs of individuals, and providing an intellectually stimulating work environment (Moolenaar et al., 2010).

Visionary leadership. Transformational leaders motivate followers by creating a vision and increasing organizational members' commitment to meeting shared goals (Leithwood & Jantzi, 2006; Marks & Printy, 2003). They are consensus builders who understand the importance of working toward a common purpose and are adept at motivating their followers to work toward challenging goals (Leithwood & Sun, 2012). They motivate those they lead to accomplish more than they thought they could (Bass, 1985). They are skilled at executing a vision by inspiring and listening to those they lead, creating a strong sense of shared ownership of the vision (Goleman, 2014). Transformational leaders build a cohesive organizational culture centered on shared norms, values, and beliefs that support and are consistent with the organization's vision (Leithwood & Sun, 2012).

Strategies for Building Transformational Leadership

Although research on each of the 10 elements of transformational leadership was analyzed and synthesized for this review, limited research was found on specific strategies for building and enhancing the 10 elements of transformational leadership in school leaders.

Leadership Coaching

According to Rooke and Torbert (2005), “Leaders are made, not born, and how they develop is critical for organizational change” (p. 67). Research conducted by the American Management Association (AMA, 2008) demonstrated that many organizations view leadership and leadership development as one of the chief issues affecting an organization’s future success. To address the issue of leadership development, many companies have utilized leadership coaching as a means to build their leadership teams.

The International Coach Federation (ICF, 2012) defined coaching “as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential” (para. 2). Berg and Karlsen (2012) defined coaching as “the process of challenging and supporting a person or a team to develop ways of thinking, ways of being, and ways of learning. The purpose is to achieve personal and/or organizational goals” (p. 178). Bloom et al. (2005) wrote that coaching provides deliberate support to the coachees to help them clarify thinking and achieve organizational and leadership goals. Grant, Curtayne, and Burton (2009) viewed coaching as a relationship between a leader and a coach who uses coaching skills to assist the coachee to “achieve a mutually defined set of goals with the aim of improving his or her professional performance and well-being and the effectiveness of the organisation” (p. 396). To differentiate from typical training, Bloom, Castagna, and Warren (2003) asserted that while training generally involves an established curriculum, coaching focuses on the leadership needs of the coachee.

Although these are just a few of the many definitions of coaching found throughout the literature, the definitions examined stress that coaching is a relationship

between a coach and a coachee. Through the coaching relationship, the coach helps the coachee maximize his or her effectiveness through questioning, encouraging, and providing feedback so that the coachee develops his or her talents and skills, thus increasing the coachee's capacity and potential to reach his or her goals.

A Contemporary View of the History of Coaching

Leadership coaching has been a leadership development strategy in the business world for many years (Cerni, Curtis, & Colmar, 2010b; Wise & Hammack, 2011).

Leadership coaching has its roots in sports coaching. Businesses adapted the strategies and techniques used by sports coaches into their leadership development programs (Cerni et al., 2010b). In a study conducted by the AMA (2008), findings indicated that as late as 2008, about half of North American companies reported having a coaching program in place to support executive development. Moreover, half of those companies that did not have a coaching program in place planned to implement a coaching program in the near future (AMA, 2008).

Leadership coaching in education is gaining prominence. For years, teacher mentors have supported new teachers as they enter the teaching profession (Wise & Hammack, 2011). Teacher leaders assisted new teachers with navigating the school structures and practices and helped socialize them into the school culture. Joyce and Showers's (2002) research on the outcome of professional development demonstrated that teachers who received peer coaching from a teacher leader had a greater chance of implementing the new skills and knowledge into their instructional program. These findings provide support for the growth of literacy coaches, instructional coaches, and other teacher-leader coaches over the past 30 years.

Leadership coaching for school principals is gaining momentum across the nation (Reeves, 2007). For example, in 2005, the Association of California School Administrators (ACSA) Board members worked with school district superintendents, district office administrators, principals, and staff from the New Teacher Center (NTC) in Santa Cruz, California, to develop a plan to implement a leadership coaching model to support school administrators (Bossi, 2013). In 2012, as a result of findings from an expert panel charged with overhauling the Tier 2, Professional Clear Administrative Services Credential program requirements, the California Commission on Teacher Credentialing (CTC) endorsed a new Tier 2 program. The new program would provide a hands-on, coaching-based induction program for new school administrators seeking to obtain their Professional Clear Administrative Services Credential (Bossi, 2013). By July 2015, all school administrators seeking to obtain their Professional Clear Administrative Services Credential will participate in a CTC-approved leadership coaching program (CTC, 2014). The addition of leadership coaching as a major element for earning a Professional Clear Administrative Services Credential, coupled with the large body of research regarding the impact of coaching on improving leaders' performance (Allison, 2011; Bickman, Goldring, De Andrade, Breda, & Goff, 2012; Bloom et al., 2003; Drago-Severson, 2012; Grant et al., 2009; Reiss, 2007; Wallace Foundation, 2008), illustrates the potential for ongoing growth in school leadership coaching.

Coaching Versus Mentoring

The terms *coaching* and *mentoring* are often used interchangeably in the literature. However, for the purposes of this study, the two terms are differentiated. In this study, mentoring refers to a relationship involving a more experienced employee

providing support to a less experienced employee (AMA, 2008). Mentoring is generally informal and focuses on social support and role modeling. In the school setting, the mentor serves as a support buddy to novice principals (Bloom et al., 2003). The informal mentors assigned to new school leaders generally are employed by the same school district, making it more difficult for confidential conversations between mentor and mentee to occur (Bloom et al., 2003).

In contrast, in this study coaching refers to formalized services provided by professional experts who have leadership coaching as their primary responsibility (Bloom et al., 2003). The coaches are generally not employees of the coachees' schools or school districts; therefore, the coachees often feel more able to have confidential conversations with their coaches (Bloom et al., 2003; Bossi, 2013). The coaches have successfully participated in coach training that focused on development of the coach-coachee relationship and coaching strategies that emphasize the coaching dialog, including skills in paraphrasing, clarifying, interpreting, mediating, and summarizing to guide the coachees' leadership development (ACSA, 2008b; Bloom et al., 2005; Bossi, 2013; Reiss, 2007). The coaches are also trained to focus the coaching conversation on the assessed needs of the coachees by using professional standards and student achievement to pursue agreed-upon goals (ACSA, 2008b; Bloom et al., 2005; Bloom et al., 2003; Bossi, 2013).

The Purpose of Principal Leadership Coaching

Research conducted by the Wallace Foundation (2008) described four key attributes of effective principal training programs that, when implemented effectively, better prepare principals for the challenges of school leadership. One of the findings

specifically focused on leadership coaching asserted that “leadership training should not end when principals are hired. It should continue with high-quality mentoring for new principals” (Wallace Foundation, 2008, p. 7). According to ACSA (2008a), leadership coaching meets the learning needs of the principals by supporting the principals in setting realistic objectives that impact personal and professional growth needs. The leadership coaches use cognitive and behavioral strategies to support the coachees’ attainment of their self-selected growth objectives (Grant et al., 2009). Using coaching strategies, the leadership coaches help to sustain continuous development of the school leaders through constructive feedback and follow-up (Bloom et al., 2005). Since leadership coaching focuses specifically on the goals and individual needs of the coachees, it has the potential to accelerate the growth of leadership skills, enhancing the coachees’ organizational effectiveness (Grant et al., 2009; Wales, 2003).

Meeting leadership challenges. The literature regarding the challenges facing school leaders is abundant (Bottoms & Schmidt-Davis, 2010; Darling-Hammond, 2010; James-Ward & Potter, 2011; Kotter, 2012; Kouzes & Posner, 2012; Yang, 2014). Leaders seeking to reform their schools into high-functioning learning organizations must effectively deal with these challenges if they are to create schools that meet the demands of the 21st century (Bass & Riggio, 2006; Darling-Hammond, 2010). These challenges are compounded since school leaders are often overstretched by the burdens of leading schools that are becoming progressively more complex and demanding (Bottoms & Schmidt-Davis, 2010; James-Ward & Potter, 2011; Kotter, 2012). The most critical challenge that school leaders deal with on a daily basis is the challenge of improving achievement outcomes for all students (Darling-Hammond, 2010). Leithwood, Louis,

Anderson, and Wahlstrom (2004) reviewed the research on the impact that leadership has on student learning. They found that “leadership is second only to classroom instruction among all school-related factors that contribute to what students learn in school” (Leithwood et al., 2004, p. 5). Therefore, since leadership plays an instrumental role in student learning, it is critical that the development of the school principals’ leadership skills, knowledge, and competencies is prioritized and fully supported so that they are more able to meet the challenge of ensuring a quality education for all students (Darling-Hammond, 2010; Wallace Foundation, 2012).

Another noteworthy challenge school leaders face that was revealed in the literature dealt with engaging staff in shaping a vision for their school and creating a positive and productive school culture (Bass, 2007; Bottoms & Schmidt-Davis, 2010; Goleman, 2014; Wallace Foundation, 2012; Yang, 2014). This is one of the most critical challenges because setting a clear direction for the school based on what the organization needs to accomplish and then strategically implementing action steps to carry out the vision takes perseverance, resiliency, and skillful application of change theory (Ackerman-Anderson & Anderson, 2010; Bolman & Deal, 2013; Kotter, 2012; Kouzes & Posner, 2012; Yang, 2014).

Effectively managing human resources is another challenge facing school leaders that was found throughout the literature (Bolman & Deal, 2013; Leithwood et al., 2004). Leaders who are most effective in managing their teams understand the power of relationships and empowerment (Bolman & Deal, 2013; Kotter, 2012; Kouzes & Posner, 2012). They lead through encouragement and distributing leadership throughout the organization (Leithwood et al., 2004). Fink (2011) identified three challenges that, when

effectively addressed by the leader, produce more motivated followers. First, people want to have control over their work. Therefore, a challenge for school leaders is to balance staff autonomy with the need for teamwork and interdependence (Leithwood et al., 2004). Fink (2011) also found that people want to be masterful at their work. Therefore, another challenge for school leaders is to provide job-embedded professional development and training that meets the unique needs of each team member while focusing on the common goals of the organization (Bolman & Deal, 2013; Leithwood & Jantzi, 2006). Lastly, Fink (2011) found that people are driven by purpose. Therefore, another challenge facing school leaders in the realm of human resources is that leaders must be able to inspire others and connect people to the greater mission of the organization (Kotter, 2012; Kouzes & Posner, 2012; Leithwood & Jantzi, 2006). Although most school leaders understand the importance of inspirational leadership, they are often so overburdened with demands of the day-to-day operation of the school that they have scant time or energy to spare to inspire others toward a greater purpose (James-Ward & Potter, 2011).

How coaching supports leaders in dealing with challenges. In an article published in the *Journal of Change Management*, Wales (2003) described academic research that explored the experiences of leaders who participated in a coaching program. The findings indicated that coaching supports leaders' development of both internal qualities and external competencies that assist the leaders in meeting the challenges of leadership (Grant et al., 2009; Wales, 2003). The development of these qualities and competencies was found to result in substantial increases in the leaders' organizational effectiveness.

Impact of coaching on internal leadership qualities. The literature indicated that leadership coaching supports leaders' development of several internal leadership qualities including self-awareness, emotional management, social awareness, and relationship management through reflective practice (Ackerman-Anderson & Anderson, 2010; James-Ward & Potter, 2011; Patti, Holzer, Stern, & Brackett, 2012; Wales, 2003). Rooke and Torbert (2005) asserted that leaders who analyze their own personal understanding and development not only can transform their own capabilities and skills through greater self-awareness but also are more able to transform their organizations. Goleman (2013) asserted that leaders must learn to focus on their own inner voice so that they can make better decisions and be more conscious about how their actions and behaviors impact those they lead. Leadership coaching can support school leaders in the development of their internal leadership qualities by building trusting relationships with the school leaders and then using a wide variety of coaching techniques including listening, questioning, and reflecting to facilitate the leaders' development of self-awareness and self-regulating skills, thereby building greater capacity to address the socioemotional aspect of leadership (Bloom et al., 2005; James-Ward, 2011; Patti et al., 2012).

Impact of coaching on external leadership capacity. The literature demonstrated that coaching supports leaders' external leadership capacity development (James-Ward, 2011; Wales, 2003). Among the external competencies identified, leadership and management skills and assertiveness skills can be greatly improved through coaching (Wales, 2003). In this context, leadership and management refers to the leaders' capacity to successfully drive, manage, and sustain the change efforts needed for greater student achievement (Grant et al., 2009; James-Ward & Potter, 2011). Leadership coaches serve

as thought partners with school principals who are tasked with leading program and school improvement efforts (James-Ward & Potter, 2011; Reiss, 2004) by using a variety of coaching methods including collaborative, consultative, and transformational coaching strategies (Bloom et al., 2005). Leadership coaches can help the leaders develop a wider perspective of their organizations and improve their understanding of team development and teamwork, leading to greater clarity regarding how to lead and manage their organizations (Bloom et al., 2005; Grant et al., 2009; Wales, 2003). The literature also revealed that leadership coaching has a positive impact on building self-confidence of the coachees, leading to greater levels of assertiveness (Wales, 2003). The literature demonstrated that higher levels of assertiveness are linked to leaders' ability to influence others, so leadership coaching that helps the leaders develop self-confidence results in their willingness to assert themselves to gain influence to set the direction of their organizations (Wales, 2003; Yang, 2014).

Blended Coaching Model

The literature revealed a variety of coaching methods including executive coaching, life coaching, career coaching, and leadership coaching, to name just a few. In addition, a variety of coaching approaches were examined, including cognitive coaching, evocative coaching, results coaching, and leadership performance coaching. Each coaching approach is grounded in specific theories and philosophies. For example, cognitive coaching links physiology and cognition as the foundation of this coaching approach (Costa & Garmston, 2002).

The approach identified for this study was the blended coaching model. This coaching model was selected because it specifically focuses on leadership coaching for

school leaders. In addition, as the name implies, the blended coaching model blends facilitative and instructional methods using consultative, collaborative, and transformational approaches to coaching (Bloom et al., 2005). This model also draws on a blend of multiple theories and philosophies including emotional intelligence, cultural proficiency, cognitive behavior, and appreciative inquiry theories (Bloom et al., 2005).

In addition to the advantages of using a blend of coaching theories and philosophies, the blended coaching model was selected for deeper investigation because this model is used by ACSA and the NTC in Santa Cruz, California, to provide coaching to novice school leaders seeking their Clear Administrative Services Credential (Bossi, 2013). In addition, in a recent state commission review of credential programs, the ACSA/NTC credential program “was labeled as ‘The Gold Standard’ of all coaching-based credential programs in California” (Bossi, 2013, p. 2).

Foundational Coaching Skills

The blended coaching model was built on the premise that leadership coaches must possess certain prerequisite skills in order to provide effective coaching. These skills include relationship building, listening, observing, questioning, and providing feedback (Allison, 2011; Bloom et al., 2005; Hargrove, 2008). The foundational coaching skills help the coaches work effectively with their coachees as goals and action steps are developed and implemented (Bloom et al., 2005).

Relationship building. Establishing and maintaining a relationship built on trust and rapport is fundamental to the coaching process (Allison, 2011; Bloom et al., 2005; Hargrove, 2008; Reiss, 2007). Coaches are charged with creating trusting conditions so that the coachees can share their hopes and fears freely and without regret (Allison,

2011). When coachees trust their coaches, they are able to move from a knowing stance to a learning stance (Hargrove, 2008). Effective coaches build trust with their coachees by explicitly explaining to the coachees that they are fully committed to their success, that all conversations will be kept confidential, and that the coaches will do whatever is needed to support the coachees with tasks they must accomplish (Hargrove, 2008). Coaches must then follow through with these commitments to earn the trust of their coachees.

To build successful relationships with their coachees, coaches also need to build rapport. Bloom et al. (2005) identified several strategies coaches can use to help build rapport with their coachees. The first strategy shared in their work focused on encouraging the coaches to share about their personal and professional lives with the coachees so that they can discover commonalities between them. Being fully present during the coaching experience and using body language such as leaning forward and mirroring the body language of the coachees during the coaching experience can also help build rapport (Bloom et al., 2005). Building trusting relationships and establishing rapport with the coachees is the foundation for a successful coaching experience for both the coach and the coachee.

Listening, observing, and questioning. Allison (2011) identified listening as the “gatekeeper to great coaching” (p. 53). She explained that when coaches listen intently to their coachees, the coachees feel valued and that their ideas are worthy of consideration (Allison, 2011). Bloom et al. (2005) wrote that when coaches listen keenly to their coachees, they build stronger rapport. They further explained that effective coaches listen carefully to the words chosen by their coachees to identify what the word choices

and patterns of language reveal about the internal thinking of the coachees (Bloom et al., 2005).

Coaches must also possess strong observation skills. Coaches are tasked with helping their coachees find new interpretations and form alternative possibilities. Therefore, observing the coachees in a variety of situations—for example, when they are working with staff, conducting parent meetings, or carrying out other functions of their role—enables the coaches to see the coachees' work experiences through a different lens (Bloom et al., 2005). Careful observations coupled with effective listening skills help support the coaching process.

The literature revealed that coaches must possess strong questioning skills (Bloom et al., 2005; Hargrove, 2008; Reiss, 2007). During the coaching conversation, successful coaches use questioning techniques to uncover the driving forces that are contributing to the performance of their coachees (Reiss, 2007). Coaches must be competent at asking a variety of questions so that they help their coachees explore new possibilities that will positively impact their leadership performance.

Allison (2011), Costa and Garmston (2002), and Reiss (2007) asserted that mediating questions help engage deeper thinking. Mediating questions are characterized by their open-endedness. They help stretch the thinking of the coachees, facilitating new insights and options (Allison, 2011). Coaches who are skillful at asking mediating questions help their coachees connect information in a new way, enabling them to see themselves, the organization, or their challenges in a new light (Costa & Garmston, 2002).

Providing feedback. The literature on effective coaching identified feedback as a core competency of leadership coaches (Allison, 2011; Bloom et al., 2005; Reiss, 2007). Leadership coaches carefully craft the feedback given to their coachees and involve the coachees in determining the type and purpose of the feedback (Bloom et al., 2005). According to the literature, effective feedback is backed by data, focuses on the goals of the coachees, and builds on the strengths of the coachees (Bloom et al., 2005; Reiss, 2007). Effective coaches provide clear feedback that is honest, supportive, descriptive rather than judgmental, and focuses on the coachees' behavior or performance rather than the person (Hargrove, 2008; Reiss, 2007). Effective coaches use listening, questioning, and feedback to help their coachees achieve breakthroughs in their leadership.

Blended Coaching Strategies

Coaches using the blended coaching model move between instructional and facilitative domains as they work with their coachees to accelerate the effectiveness of the coachees (Bloom et al., 2005). The blended coaching model combines a variety of coaching strategies including facilitative, instructional, collaborative, consultative, and transformational strategies to meet the needs of the coachees (Bloom et al., 2005).

Facilitative coaching. Facilitative coaching builds upon coachees' skills, knowledge, and beliefs (Bloom et al., 2005; James-Ward & Potter, 2011). Using the facilitative coaching approach, coaches help their coachees to construct new skills and knowledge that will impact future decisions and action. In this type of coaching, coaches do not focus on sharing professional knowledge but instead use a facilitative method to support their coachees through self-actualization and reflective practices. Coaches who use the facilitative approach help their coachees interpret data, construct their own

interpretations of the data, and develop action steps needed for improvement (Bloom et al., 2005). Facilitative coaching has several outcomes including creating new possibilities and developing problem-solving skills (Bloom et al., 2005). Coaches who practice facilitative coaching use paraphrasing, clarifying, and summarizing skills and mediational questioning to build self-reflective practices in their coachees (Bloom et al., 2005; Gilley & Boughton, 1996).

Instructional coaching. Instructional coaching is an approach in which expert coaches share their own experience and expertise using traditional teaching strategies. Coaches may model techniques or strategies, provide resources, or provide direct instruction to their coachees. In the blended coaching model, instructional coaching often is used to supplement facilitative coaching when the coachees need the wisdom of experience to move forward (Bloom et al., 2005; Wise & Hammack, 2011). However, in this model, coaches ask for permission from their coachees to offer instruction before the coaches share their knowledge or experience to ensure that the coachees are ready to be learners within the coaching relationship (Bloom et al., 2005). The intended outcome of instructional coaching is that coaches provide their coachees with strategies or techniques they may lack (Bloom et al., 2005; Wise & Hammack, 2011).

Blended coaching strategies. Within the blended coaching model lie three coaching strategies that support facilitative and instructional coaching (Bloom et al., 2005). Coaches select the most appropriate strategy—collaborative, consultative, or transformative—based on their coachees’ needs (Bloom et al., 2005).

Collaborative coaching. Collaborative coaching is a strategy that combines facilitative and instructional coaching strategies. During collaborative coaching, coaches

bring their expertise and experience to the projects in which the coachees are working, and the coachees bring their firsthand knowledge of the school environment and authority to implement the projects. During collaborative coaching, coaches work alongside their coachees to develop a plan, create a project, or design a presentation. The goal of collaborative coaching is to develop the coachees' knowledge, skills, and internal capacity that can be applied to a new setting or situation (Bloom et al., 2005).

Consultative coaching. Consultative coaching is a form of instructional coaching that relies on the specific expertise of particular coaches. Consultant coaches share perspectives, knowledge, and advice but do not participate in any action the coachees may take based on the coaching experience. Consultative coaching has several outcomes including providing technical assistance, support, and recommendations for solving specific problems (Block, 2000; Bloom et al., 2005). Consultative coaching differs from collaborative coaching in that in consultative coaching, coaches do not work side-by-side with the coachees in developing the project or plan.

Transformational coaching. Transformational coaching focuses on the development of interpersonal skills, communication skills, cultural proficiency, and emotional intelligence leadership skills (Bloom et al., 2005). Kouzes and Posner (2012) outlined five leadership behaviors organized by practice: “Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart” (p. 15). Transformational coaches strive to help their coachees develop these five leadership behaviors. Hargrove (2008) defined transformational coaching as the act of moving coachees beyond improved performance to developing new ways of thinking to ultimately change the coachees' way of being.

Conclusions

The role and functions of the school leader have become increasingly complex over the last decade, particularly in regard to initiating, managing, and sustaining change efforts. Today's school leaders must be skillful trailblazers who can successfully build stronger and more adaptable learning environments that prepare students to meet the rigors and challenges of the 21st century. To ensure students are prepared for a dynamic future where they are able to successfully compete within the global society, school leaders are charged with creating and leading schools that produce students who are innovative problem solvers, effective communicators, adaptable thinkers, and contributing citizens.

This literature review provided the context for this study focusing on change theory, transformational leadership, transformational leadership skills, transformational leadership skills development, and leadership coaching as a vehicle to develop transformational leadership skills in school leaders. The goal of this study was to understand how coaching impacts school leaders' development of the transformational leadership skills needed to lead transformational change in schools.

For this intensive literature review, the researcher utilized the Chapman University electronic databases, Google Scholar, and Internet websites. A wide search of academic journals, periodicals, dissertations, conference paper abstracts, books, published literature reviews, and research reports provided the context and substance for this research. Several keywords were used to help the researcher conduct this review of literature. A partial list of keywords used for this literature review included coaching, executive coaching, peer coaching, leadership coaching, transformational coaching,

mentors and mentoring, school leadership, school leadership preparation, principal induction programs, principal professional development, change theory, transformational change, developmental change, transformational leadership, leadership challenges, and leading change. Over 800 pieces of literature were reviewed for this study. Criteria for selecting literature to include in the reference list included connection to the topic of study, peer-reviewed articles and journals, and timeliness of the research.

Key themes evolved as a result of a synthesis of the literature review. A fundamental theme discovered focused on the need for change in U.S. schools. Increasing levels of academic accountability, including the most recent legislation calling for full implementation of Common Core State Standards and 21st-century skills by the 2014-15 school year, demonstrated a need for fundamental changes in how the United States schools its students. Another theme uncovered during the literature review was that for schools to create the dramatic changes needed to ensure students, this country's future citizens, are able to keep pace with the nation's international partners, school leaders must be skillful at leading change efforts. As a result, another theme uncovered during the literature review was that leaders who strive to implement transformational changes in their schools must develop and become proficient in several specific skills including, but not limited to, relationship building, team building, vision setting, problem solving, and communication skills. The literature also revealed that leaders focused on creating transformational change must have a high level of emotional and political intelligence and possess strong interpersonal skills. They must be self-aware and be willing to transform themselves so that they can transform their organizations.

The literature review also revealed a theme regarding school leadership training and professional development. Throughout the literature, it was confirmed that school leaders benefit most from job-embedded professional development that is tailored to address the leaders' specific needs and the needs of their schools. Leadership coaching was cited throughout the literature as a viable training method to support the individual needs of school leaders as they work with staff to create programs and processes that will drive the direction of their schools. A variety of coaching methods were studied through the literature review, including executive coaching, cognitive coaching, masterful coaching, leadership performance coaching, evocative coaching, culturally proficient coaching, and blended coaching, to name just a few. Although the strategies and elements of the coaching models may have differed, a common trend was revealed. The trend centered on the expressed outcome of coaching. The literature uncovered that regardless of the model studied, the outcome of participating in the coaching process focused on the development of internal qualities and external capacities of the leader.

A gap in the research was uncovered as a result of this intensive literature review. Although research focusing on change theory, transformational change, transformational leadership, and coaching was found in a multitude of resources studied for this literature review, a search using a combination of keywords including coaching, principals, and transformational leadership yielded only six peer-reviewed articles on this topic. Of those six articles identified and studied, none explored the experiences of coaches who practiced the blended coaching model as they pertained to the development of transformational leadership skills in their coachees. Since the literature revealed that the development of transformational leadership skills appears to be paramount in the drive to

create transformational change in schools and that the blended coaching model is authorized by the CTC as a chief component of California's new Clear Administrative Services Credential program for training novice school leaders, this research fills the gap in the literature regarding how coaching, specifically the blended coaching model, builds the skills needed to lead transformational change in schools.

This study also fills the gap in the research needed by school districts desiring to design effective coaching programs for school leaders charged with bringing about transformational change in schools to meet the demands of the 21st century. Professional organizations such as the ACSA, which provides programs to support the skills of its members, and the NTC, which provides fee-based services to California school administrators, may be interested in the findings of this study as they look toward continuous improvement of their programs. In addition, policymakers at the local, county, and state levels may find this study useful in setting policies that support the professional development of 21st-century school leaders.

CHAPTER III: METHODOLOGY

Overview

This qualitative study was designed from an ethnographic perspective. An ethnographic orientation was selected to explore the culture of leadership coaches and how their experiences led to the development of transformational leadership skills for the school leaders whom they coached. To gain a thorough understanding of the culture of coaching, this research was part of a thematic study conducted by three doctoral students. This study focused on the culture of coaching as perceived by the coaches. The other two studies that were part of this thematic study focused on the culture of coaching as perceived by the coachees at the elementary level and the secondary level. This thematic study's team of researchers is referred to as *peer researchers* throughout this dissertation.

Chapter III presents a detailed description of the methodology and research design that guided this study. The chapter begins with a review of the purpose statement and research question that were presented in Chapter I. In Chapter III, the researcher includes a thorough description of the data collection and data analysis processes, including the method for participant selection, the interview techniques that were employed, the steps taken to increase validity and reliability of the data and findings, and the limitations of the study. In addition, information regarding the researcher's background is summarized to provide insight into the lens from which she collected data aimed at answering the research question.

Purpose Statement

The purpose of this qualitative ethnographic research was to study the culture and experiences of coaches who practice the blended coaching model through the lens of

transformational leadership. This study contributes to the literature regarding the attributes of leadership coaching by identifying transformational leadership skills that are enhanced through the coaching experience and coaching strategies that support the development of 21st-century school leaders as perceived by leadership coaches. The findings of this study were derived from an ethnographic look at the subculture of leadership coaches who are certified through the Association of California School Administrators/New Teacher Center (ACSA/NTC) to provide coaching to novice school leaders.

Research Question

This ethnographic study used a concurrent triangulation design to explore the following research question: What is the experience of coaches who practice the blended coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Research Design

For this study, a qualitative research design was selected. Creswell (2014) stated that qualitative research is useful when a specific topic has not been addressed with a group of people and the important variables are not known. Patton (2002) further identified that qualitative methods are appropriate when the researcher strives to facilitate a study in depth and with specific detail. To achieve the depth and detail necessary to thoroughly understand the culture in this study, it was necessary for the researcher to be embedded in the coaching culture to hear and learn from the stories told by the coaches themselves (Patton, 2002). This approach was consistent with the researcher's open mindset regarding the important variables of the culture that was explored. It provided an

opportunity for the themes to emerge from the stories and reflections of the coaches who made up the cultural group studied. The qualitative inquiry approach for this study was ethnography. The ethnographic orientation was selected because research focusing on the culture of coaching as analyzed through the lens of transformational leadership from the perspective of the coach was not found in the literature. According to Patton, understanding the culture in which any change initiative will occur is central to initiating change in any organization. Since leadership coaching strives to change or enhance leadership behaviors, understanding the culture of coaching is of paramount importance. Lastly, because the data gathered through focus group interviews, one-on-one interviews, observations, and analysis of artifacts were interpreted from a cultural perspective, the decision to use an ethnographic approach was most fitting for this study (Patton, 2002).

The ethnographic research design described the patterns of behavior, language, rules, division of labor, and other aspects of the culture (Creswell, 2014) of coaches who are part of the ACSA/NTC California Network of School Leadership Coaches (ACSA/CNET) and who are trained in the blended coaching model. Twenty-one ACSA/CNET coaches were interviewed in focus groups to explore their shared experiences of coaching school leaders; following the focus groups, nine of the participants were individually interviewed to understand each coach's unique perspective. The researcher also collected data by being a participant observer in CNET meetings. Participant observers are able to collect information regarding the collective patterns of behaviors and beliefs of the culture in a natural setting (Patton, 2002). The researcher observed CNET local affiliate meetings and workshops. The coach interviews coupled with observations of coach meetings illuminated the answer to the research question:

What is the experience of coaches who practice the blended coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)? The research culminated with a description of the essence of the shared experience of leadership coaches.

A series of research steps were conducted by the researcher to carry out the study. The sequence of the research steps was a critical component of the research. The research began with focus group interviews followed by one-on-one interviews. In addition to interviews, observations of coach network (CNET) meetings and coach workshops added to the data collected by illuminating the specific aspects of the culture, including the shared language, rules, division of labor, and behaviors of the coaches. Artifacts including meeting agendas, workshop training materials, and coach correspondence were collected to provide a rich understanding of the coaches' culture. As a tool to fill the gap in information gathered through the interviews and observations, participating coaches completed the TLSi regarding the leadership attributes they observed in their coachees.

Timeframe of the Study

This research received approval from the Brandman University Institutional Review Board (BUIRB) in September 2014. The research began immediately after BUIRB approval and concluded in November 2014. The data collection process, including focus group and one-on-one interviews, observations, and artifacts, took place during September 2014 and October 2014. The transcription of the data was completed during the same timeframe as the data collection process. Coding of the data occurred in October through early November 2014. The follow-up interviews that focused on the

respondents' feedback on the coded data took place in November 2014. The report of findings and conclusions was completed by the end of November 2014.

Expert Panel

The peer researchers convened an expert panel to review and provide feedback on the construction and content of the open-ended focus group and one-on-one interview questions and the observation and artifact data collection forms. The expert panel was composed of independent specialists who were selected based on their experience in conducting interviews for research purposes and their expertise in principal leadership coaching and transformational leadership. The criteria for selecting expert panel members included appropriate academic training including a postgraduate degree, relevant experience, and a proven track record of accomplishment in the field (World Health Organization, 2010). The expert panel members analyzed the proposed questions and data collection forms independently. In the event that all three members of the expert panel found a proposed question or collection form acceptable, it was used for the study. In the event that the panel members found an interview question unacceptable or if they disagreed about the acceptability of an item, then the question or form would have been discarded and a new question or form submitted to the expert panel for approval. The expert panel found all proposed questions and data collection forms acceptable as written.

Calibration

Interviews. To ensure that the researcher conducted unbiased interviews, she employed the services of an experienced interviewer to critique and provide feedback regarding verbal and nonverbal communication expressed by the researcher during the interview process that might lead the participants' responses or sway the participants in

any way. The experienced interviewer had a proven track record of providing critical feedback to researchers regarding the interview process. The pilot testing of the interview process occurred prior to the actual research and was conducted with a coach who was not part of the research study. In addition, the field test of the interview process and questions provided feedback to the researcher regarding the interview protocol (see Appendices C and D for complete interview protocols) so that adjustments to the process could be made prior to the actual research interviews to promote consistency in the interview procedures of this study.

Observation protocol. The observation protocol and form were developed collaboratively with the peer researchers and were used in all three thematic studies. As part of the protocol, the researcher used the observation form (see Appendix E for observation protocol and form) to record data while observing local affiliate coach meetings and CNET coach workshops. The observation of these meetings assisted the researcher in exploring the culture of coaches through their shared language, behaviors, division of labor, rules, and other aspects of the shared culture. The observation protocol utilized the 10 domains of transformational leadership as described by the TLSi so that the researcher could quickly identify the domains observed within the context and timeframe of the observations.

Since this research was a thematic study, the calibration of data collected from the observations was necessary so that the peer researchers were aligned regarding what they observed and recorded during the observations. The peer researchers achieved alignment of the observation protocol and form by conducting a field test using the observation form. To complete the field test, the peer researchers jointly observed a CNET coach

meeting together and independently recorded the data observed using the observation form. The data collected independently by the peer researchers from the field test were compared and analyzed for consistency and reliability. This field test of the observation protocol and form was necessary so that the data collected throughout the observation process supported an aligned thematic study.

Site Selection

ACSA/CNET local affiliates throughout California made up the site selection for this study. Fifteen local affiliates, serving regions throughout the state, composed the leadership coaching network (see Appendix F for list of CNET local affiliates). Coordinators from each local program affiliate were invited to assist the researcher in identifying leadership coaches for this study using purposeful sampling. The process of purposeful sampling is discussed in detail later in this chapter in the Sample section.

Population

For this study, the population from which the sample was generated included all practicing ACSA/CNET-certified coaches. ACSA/CNET coaches are trained in the blended coaching model and on the development of knowledge and skills of coaching including goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment designed to support the coachees' growth in leadership competencies (CTC, 2014). Coaches receive ongoing professional development to refine coaching skills, to stay current on educational trends and policies, and to address individual coaching challenges (CTC, 2014). Coaches also participate in a network composed of coaching peers.

At the time of this study, there were 340 certified ACSA/CNET coaches. The ACSA/CNET-certified coaches possess a California Administrative Services Credential, have served a minimum of 5 years as a successful school administrator, have completed the Coaching Leaders to Attain Student Success (CLASS) training and participate in the ACSA/NTC California Network of School Leadership Coaches, have received two letters of recommendation for experience with formal or informal coaching from clients or supervisors, have submitted an approved portfolio that documents their growth as a school leadership coach, and have demonstrated balanced coaching skills in a juried coaching role-play (ACSA, 2010).

Prior to contacting the participants, the ACSA/CNET director contacted all local affiliate coordinators to inform them of the study and to seek volunteer participants for the study. A total of 21 participants were selected to participate in this ethnographic look at ACSA/CNET leadership coaches.

Sample

The group of study participants is referred to as the sample (McMillan & Schumacher, 2010). The researcher used purposeful sampling to select members of the population of coaches who would most likely have information to share (McMillan & Schumacher, 2010) about the culture and experience of coaches as it pertains to the development of transformational leadership skills within the leadership practices of the coachees. Although this sampling approach may not produce results that can be generalizable to the larger population (McMillan & Schumacher, 2010), the results are generalizable to the group of certified coaches who have provided coaching for at least 2 years. Therefore, this research provides new insights about the experiences of the

coaches related to the development of transformational leadership skills of the coachees as a result of participating in the ACSA/NTC blended coaching model.

Patton (2002) stated that the size of the sample group is dependent on what the researcher wants to know and the number of participants who will be useful to obtain credible results. He further claimed that the validity and meaningfulness of qualitative research has more to do with the insightfulness of the participants' responses and the capability of the researcher to provide a credible and astute analysis of the information gathered than with the size of the sample (Patton, 2002). Patten (2012) stated that research articles from five different journals indicated that sample sizes for qualitative research range from 10 to 36, with an average of 13 participants. For this study, a total of 21 ACSA/CNET-certified coaches, who were trained in the blended coaching model, were selected to participate. This number of participants provided the researcher with detailed descriptions regarding the culture and experiences of coaches and illuminated the perceptions of the coaches regarding how coaching contributed to the development of transformational leadership skills of their coachees. Each coach participant was associated with one of the 15 ACSA/NTC local program affiliates (see Appendix F for list of local program affiliates).

To obtain the sample for the study, the ACSA/CNET director contacted all ACSA/CNET local affiliate coordinators to inform them of the study and to request volunteers to participate in nominating coaches for the study. The ACSA/CNET director then provided the researcher with a list of coordinators who were willing to assist the researcher in identifying potential coaches to participate in the study. Next, the researcher contacted all coordinators who consented to voluntarily participate in the study

to invite them to review the 10 domains of transformational leadership outlined on the short version of the TLSi survey (see Appendix B for short form of TLSi). After reviewing the survey, the coordinators nominated potential coach participants whom they perceived as scoring 4.5 or higher on the 5-point Likert scale on at least seven out of the 10 domains. The researcher contacted each coach nominated by the coordinators to explain the study and ask for the coach's voluntary consent to participate in the study. Those who consented to participate became the sample for this study.

In addition to the sample of coaches nominated by their coordinators to participate in the interviews, the sample also included those coaches who participated in the meetings observed by the researcher. Approximately eight certified coaches took part in each of the two ACSA/NTC local program affiliate meetings, and approximately 25 certified coaches took part in each of the ACSA/CNET workshops that the researcher observed.

Instrumentation

Open-Ended Questions

This qualitative study included focus group interviews and one-on-one interviews. Three of the four focus group interviews were conducted face-to-face, and the fourth focus group interview was conducted using virtual meeting computer software. The individual interviews were all conducted by telephone. Both types of interviews were conducted using open-ended questions that were few in number and constructed to elicit the perceptions of the participants (Creswell, 2014). The open-ended questions were loosely based on the 10 elements of transformational leadership as indicated on the TLSi (see Appendix G for the full version of the TLSi). The questions were purposefully

designed to ensure that they did not lead the participants toward a particular answer or viewpoint. The open-ended questions for this study were designed by the researcher in collaboration with the peer researchers (see Appendices C and D for interview questions). The open-ended questions were vetted through an expert panel composed of experts in the field of research interviewing, leadership coaching, and transformational leadership. Any questions found by the expert panel to be leading or ill-constructed would have been voided and an alternative question vetted by the panel.

An interview schedule was designed to ensure accessibility to the participants at a time and location convenient to them. The focus group interviews were the first data collection step. The three face-to-face focus group interviews took place in the general proximity of the ACSA/CNET local affiliate in which the participants served. The fourth focus group interview took place using virtual meeting computer software at a time convenient to all participants. The one-on-one interviews were the second data collection step and took place by telephone at a time convenient to and requested by the participants. All interviews took place in early Fall 2014 and were transcribed concurrently during the interview process.

Transformational Leadership Skills Inventory

The third data collection step, occurring after the focus group and one-on-one interviews, was the collection of survey data. The survey used for this study was Larick and White's (2012) TLSi (see Appendix G). The inventory was used to fill any gaps in the data resulting from the focus group and one-on-one interviews. The coaches completed an electronic version of the skills inventory based on their perceptions of one of their coachees whom they had coached for a minimum of 2 full school years. The

TLSi is composed of 10 domains of leadership that support transformational leadership, including character/integrity, collaboration, communication, creativity and sustained innovation, diversity, personal/ interpersonal skills, political intelligence, problem solving/decision making, team building, and visionary leadership (Larick & White, 2012). Each domain is described by eight specific skills. Each skill in each domain is assessed using a 5-point Likert scale ranging from *very great extent* to *very little extent*. The eight skill area scaled scores for each domain are averaged to identify a composite Likert-scale score for each of the 10 domains.

The TLSi was selected to fill the gap in information gathered from the interviews because it clearly defines the leadership skills most closely aligned to transformational leadership behaviors. The survey instrument helped the researcher reveal the coaches' perceptions of their coachees' skill level after 2 years of coaching on each of the 10 domains of transformational leadership and which of the 10 domains of transformational leadership, as measured by the TLSi, were affected the most as a result of the coachees' participation in the coaching process.

Background of the Researcher

The researcher in this study was uniquely qualified to conduct this research. She has a well-documented background in the field of education, specifically in the area of school leadership. After serving as a classroom teacher and mentor teacher, she was promoted to school principal. She served as school principal at both the elementary and middle school levels for 15 years and received numerous awards for her leadership, including the ACSA Valuing Diversity Award, the Irvine Foundation's Elementary Principal of the Year Award, and the Tustin Unified School District Middle School

Principal of the Year Award. In addition, she served as director of curriculum and instruction, executive director of academic accountability, and assistant superintendent of learning and teaching. During her tenure as assistant superintendent, the researcher supervised 32 school principals and 34 assistant principals each year.

In addition, the researcher completed 2 intense years studying transformational leadership in a doctoral program focused on leading transformational change. She is a trained and certified ACSA/CNET coach with expertise in the implementation of the blended coaching model. She participates in yearly ACSA/CNET trainings to increase her coaching skills and acumen and has served as coach to several coachees. The researcher's experience and training in the blended coaching model provided the needed background to conduct this study. Patton (2002) stated that in qualitative research, the researcher is seen as the research instrument. It is through her eyes that common themes are interpreted and analyzed. Given the vast experience of the researcher in principal leadership and coaching, the researcher was qualified to conduct this research.

Data Collection

The researcher conducting this study administered all aspects of the data collection process. The data collection strategies followed the processes suggested by Creswell (2014), McMillan and Schumacher (2010), and Patton (2002). The data collection and the data analysis strategies occurred simultaneously during the multiphase research process.

The first step in the data collection process was the planning phase. To begin the first phase of the process, the researcher acquired BUIRB approval to ensure the safety and protection of the study's participants. After receiving BUIRB approval, the

researcher identified the participants for the study using purposeful sampling. This type of sampling was used to ensure the participants selected for the study were able to provide insightful and deep data needed to answer the research question (Creswell, 2014; McMillan & Schumacher, 2010; Patton, 2002). The purposefully selected participants belonged to the population of ACSA/CNET coaches who have been trained in the blended coaching program.

During this first phase, the researcher provided each participant with the informed consent information including specific information regarding the study, opportunities for the participant to review the research processes in order to consider all options, and answers to the participant's questions. The researcher obtained the participants' voluntary agreement to participate in the study, including the signed informed consent form that outlined the purpose of the study, the possible benefits and risks involved in participating in the study, the participants' rights, and confidentiality agreement.

The first stage of the data collection process also included the identification of the types of data that would be collected during the study. The data collection methods included face-to-face focus group interviews, one-on-one interviews conducted by telephone, observations, artifacts, and a follow-up transformational leadership skills survey.

Data Sources

Focus groups. Focus group interviews were conducted in groups of five to six ACSA/CNET-certified coaches who were trained in the blended coaching model. The purpose of the focus group interviews was to obtain a variety of perspectives (Patton, 2002) in a comfortable setting. The members of each focus group had the advantage of

hearing other participants' responses, which may have encouraged deeper and expanded commentaries and analyses as they heard what other coaches had to contribute (Patton, 2002). With the consent of the participants, all interviews were audio-recorded and then transcribed verbatim.

An interview protocol for asking questions and recording the focus group responses (Creswell, 2014) was used (see Appendix C for focus group interview protocol and questions). The interview protocol included the recorded date of the focus group interview, location of the interview, and members interviewed (Creswell, 2014). Standardized instructions for each interview were used so that the researcher ensured that she conducted consistently administered interviews. As part of the protocol, four open-ended questions were crafted with corresponding potential probing questions aimed at generating deeper responses.

The researcher solicited information from participants regarding the most convenient location and time to conduct the focus group interviews. A neutral location to conduct each focus group was identified. A neutral location was needed so that the participants felt safe and protected and were not swayed by the environment in which the interviews took place. The neutral location offered a comfortable and relaxed setting to help the participants feel welcomed and free of distractions. The researcher contacted each participant through telephone and sent follow-up e-mails approximately two weeks prior to the focus group and again within 3-5 days of the interview session to thank each focus group member for participating in the study and to confirm his or her participation. The focus group process began with establishing rapport, trust, and a positive relationship with the group (McMillan & Schumacher, 2010). The researcher made slight

adjustments to the open-ended questions and asked follow-up questions as appropriate to ensure the focus group members were relaxed and open to respond to inquiries.

Individual interviews. The second step of the data collection process involved individual, one-on-one interviews. The individual interview participants were selected from the same sample of ACSA/CNET-certified coaches selected for the focus group interviews. A total of nine coaches were selected to participate in the individual interviews. The coaches who participated in the one-on-one interviews were purposefully selected, focusing on those coaches who had interesting information to share during the focus group process that warranted further exploration.

A protocol similar to the one established for the focus group interviews, including documentation of the time and name of the participant, the instructions that the researcher used to conduct the interview, and a list of potential probing questions that supported deeper responses to the open-ended questions, ensured consistency in the interview process (see Appendix D for individual interview protocol and questions). During the interview process, the researcher digitally recorded interview responses and took descriptive notes regarding the participants' nonverbal communication. In addition, the researcher's observations and initial thoughts were recorded using handwritten notes throughout the interview (McMillan & Schumacher, 2010). With the consent of the participants, all interviews were audio-recorded and then transcribed verbatim. The transcribed audio-recordings were routinely rechecked and edited for transcription errors (McMillan & Schumacher, 2010).

Prior to conducting the one-on-one interviews, the researcher contacted each participant by e-mail to elicit the most convenient time for the individual interview to

take place. The researcher explained the one-on-one interview process and answered questions posed by the participant. A list of open-ended interview questions, aligned to the TLSi instrument, was provided to the interviewee prior to the interview. To encourage deeper reflection and more thoughtful sharing of perspectives (McMillan & Schumacher, 2010), the researcher used a conversational style of interviewing in conducting the one-on-one interviews.

Observations. A key data collection tool in ethnographic studies is the observation (McMillan & Schumacher, 2010). Patton (2002) stated that observations help fill the gap in the information gathered through interviews and help the researcher unravel the complexities of the phenomenon. An observation protocol was developed to record information gathered from the observations (see Appendix E). During the observations, descriptive field notes were taken to record what was said and what members did during the meetings. In addition, the researcher reflected on her observations and included her reflections in the field notes.

CNET meetings. The researcher was a participant observer during CNET meetings and therefore completed the observations while participating as a regular member of the group (McMillan & Schumacher, 2010). The CNET meetings are facilitated by each local affiliate coordinator. Coaches who are members of the ACSA/CNET local affiliate in which the director has oversight attend the CNET meetings. The participants in this sample included coaches who participated in the interview portion of this research and also nonparticipant coaches.

CNET trainings. The researcher was a participant observer during the CNET trainings. CNET trainings are attended by approximately 25 coaches and local affiliate

coordinators associated with different local affiliates. The CNET trainings are facilitated by ACSA-trained presenters. The participants in this sample included coaches who participated in the interview portion of this research and also nonparticipant coaches.

Artifacts. The researcher collected a variety of artifacts to explore the documented experiences of the coaches (McMillan & Schumacher, 2010). The analysis of the documents encouraged further inquiry for the researcher to follow up on during observations and interviews (Patton, 2002). A protocol for analyzing the collected artifacts was used to ensure consistency within the study (see Appendix H for artifact analysis protocol).

TLSi survey. Questionnaires and surveys are efficient ways to collect a large quantity of data in a relatively short amount of time. According to Creswell (2014), surveys help provide a description of the trends, attitudes, and opinions of those surveyed. To collect deep data on the perceptions of coaches regarding the impact of coaching on the development of transformational leadership skills of their coachees, a 360-degree feedback survey, the TLSi, was completed by participants of the study. The TLSi includes 80 items that are divided into 10 domains that focus on specific leadership skills and strategies that reflect practices of transformational leadership (Larick & White, 2012). With the permission of the authors of the TLSi, the instrument was adapted to reflect the domains of transformational leadership that were most affected as a result of participating in the coaching process.

Although the data collected through the TLSi were not diagnostic, they provided useful information regarding specific leadership skills associated with transformational leadership and therefore provided a powerful lens through which to explore the

experiences of coaches who practiced the blended coaching model with their coachees. The participants completed the survey electronically by reflecting on their coachees' skills, and then they rated the extent to which their coachees practiced each of the skills described by the TLSi. The survey was administered after the focus group and individual interviews were conducted. The sequence of conducting the focus group interviews first, followed by the one-on-one interviews, and then concluding with the TLSi was critical to the study. This sequence ensured that the participants' responses and reflections were not tainted by the content of the survey instrument and served to fill any gaps in the data collected through the open-ended interviews.

CNET meeting documents. McMillan and Schumacher (2010) stated that official documents such as minutes from meetings, working documents, meeting agendas, and handouts describe the experiences of the people within the culture. The researcher collected and analyzed archived meeting documents to obtain a broader understanding of the knowledge, actions, and shared experiences of the coaches.

CNET training materials. Official CNET training materials were collected to explore the shared values and experiences of the coaches. Archival training materials collected from trainings occurring from August 2012 to present were examined. The more current training materials were collected since these documents reflected the most current training and experiences of the coaches.

Ethical Considerations

The participants in this research study participated voluntarily. The researcher fully explained the voluntary nature of the study and the benefits and potential risks involved. The participants were not pressured into signing the informed consent form

and were explicitly told that they could choose to not participate in the study (Creswell, 2014). Furthermore, the participants were ensured confidentiality and anonymity (McMillan & Schumacher, 2010). The researcher explained to each participant, verbally and in writing, the purpose of the research and the data collection methods used to collect information from the participants prior to obtaining signed consent to participate in the study. The researcher made the transcriptions and written notes available to the participants upon request and considered the wishes of the participants when decisions were made regarding the report of data (Creswell, 2014).

To ensure complete anonymity of the study's participants, all identities were kept confidential. The researcher assigned an identifying code to each participant and secured the key to the code in a locked file kept in the researcher's sole possession. The researcher used the identification code when collecting, transcribing, analyzing, and reporting the results to conceal identity throughout the entire research process.

Data Analysis

Creswell (2014) stated that qualitative research differs from quantitative research in that in qualitative research, the researcher begins the analysis of data while still collecting data, whereas in quantitative research, the researcher must wait until all the data are collected to begin the analysis process. Therefore, data analysis for this study was ongoing and occurred throughout the data collection process. As the researcher conducted the focus group and one-on-one interviews, she began the process of analyzing interviews already completed and writing notes regarding preliminary findings.

Creswell (2014) articulated a six-step process for analyzing data using qualitative methods. The researcher of this study followed these steps to ensure the analysis was

well thought out and consistent with best research analysis practices. It is important to note, however, that the steps were fluid in the process and did not necessarily occur in the order outlined.

The first step in the process for this research involved transcribing the audio-recorded interviews and typing up notes to upload into a software program. The researcher used NVivo, a computer software program, to upload the collected data. The software program had the advantage of supporting the researcher in the coding of a large amount of qualitative data generated through interviews (McMillan & Schumacher, 2010). The software made it easier to store and retrieve data. In addition, the software supported the researcher with mapping the relationships between codes.

As the researcher worked through the first step in the data coding process, she simultaneously began Step 2, which involved reading the transcriptions and looking for overall impressions and commonalities among the recorded responses. The researcher began tracking general thoughts regarding the data collected. Next, the researcher began Step 3 of the process, which involved coding the transcribed data. The researcher coded the data using a set of predetermined codes based on the domains of the TLSi. Using predetermined codes enabled the researcher to specifically define each code while revealing the elements of transformational leadership that school leaders exhibited as perceived by their leadership coaches.

Creswell (2014) stated that in qualitative research, the researcher generally narrows the focus to five to seven themes that represent the major findings of the study. During the analysis, the researcher began Step 4 of the process, using the codes of

transcribed data to generate a reasonable number of themes. NVivo supported the researcher in storing, sorting, and organizing the data into themes for ease in analysis.

The last two steps of the process included determining how to represent the themes in Chapter IV of the study and, finally, interpreting the themes and data to determine the findings of the study. The researcher explained the codes and themes using a narrative approach (Creswell, 2014). A discussion regarding the process used and the responses to the open-ended questions is provided in Chapter IV. Justification regarding the method of coding and generating themes is included in the narrative. The researcher's method and approach to interpreting the data and themes are thoroughly explained from an ethnographic perspective to understand the experiences of coaches regarding the development of transformational leadership skills of their coachees.

A data analysis plan to elucidate the information gathered from the TLSi was developed using recommendations from Creswell (2014). Step 1 included the development of a table to tabulate the number of respondents. This enabled the researcher to present the information in a clear and transparent manner. Next, the researcher checked for response bias by utilizing a respondent/nonrespondent check (Creswell, 2014). The respondent/nonrespondent check involved the researcher contacting nonrespondents to determine if the responses from the nonrespondents differed significantly from those of the respondents. If the responses were closely correlated, then the researcher assumed a low level of response bias. If the responses differed significantly, then the researcher determined that response bias was evident (Creswell, 2014). The third step in the multistep process involved providing a descriptive analysis of the survey data (Creswell, 2014). The data were analyzed using three simple

tables. The first table indicated the mean score for each of the 80 survey items. The second table indicated a composite mean score for each of the 10 domains. Mean scores were used for this research due to the small sample size and because this study was largely a qualitative study and the survey was used mainly as a tool to triangulate the data. A third table was used to illustrate the frequency of the responses from Part B of the survey, which pertained to the domains that the coaches perceived as having the greatest impact or affect from the coaching process.

Validity and Reliability

In qualitative research, validity refers to the procedures that qualitative researchers use, including member checking and triangulation of sources, that demonstrate the accuracy of their findings (Creswell, 2014). According to Patton (2002), the validity of qualitative methods is largely dependent on the skill and competence of the researcher completing the study. The richness of the information gathered from the participants and the researcher's ability to make sound analyses of the data help convince readers of the validity of the research findings (Patton, 2002).

Creswell (2014), Patten (2012), and Patton (2002) revealed several techniques that, when used by the qualitative researcher, increase the validity of research findings. The researcher explicitly incorporated several of the suggested techniques in this study to enhance the validity of the research. First, the researcher triangulated the data gathered by examining and comparing the responses recorded during the focus group interviews, the one-on-one interviews, the observations, and collected artifacts. In addition, the TLSi was used during triangulation of the data to ensure the nuances of the responses were considered and to fill gaps in the responses generated from the oral interviews. The

researcher also employed the support of an experienced interviewer to observe the researcher conducting a sample interview to provide feedback regarding the researcher's body language, tone, or style of interviewing that could result in leading the participant toward a particular response. The feedback from the experienced interviewer informed the researcher's future interview practices and procedures.

The researcher also used member checking by presenting the findings and themes to respondents, who commented on the findings of the study. The presentation of findings was conducted in follow-up interviews with selected study participants. In addition, to demonstrate validity of the study, the researcher used a descriptive narrative when writing Chapter IV of this dissertation to attempt to paint a picture of the interview processes and procedures. This was intended to provide the reader with a rich and full description of the process. The researcher also articulated any biases that she brought to the interpretation of the data through self-reflection regarding how her background, past positions, experiences, and training might have influenced her findings. Lastly, the researcher established validity of the findings by using peer debriefing. This strategy involved soliciting the assistance of peer researchers to review, question, and provide critical feedback regarding the identification of themes and findings so that the interpretation would be credible to others besides the researcher.

Validity of the TLSi survey instrument was established by the authors (Larick & White, 2012). First, the authors conducted a thorough review of the pertinent literature. A synthesis matrix was used to analyze the research on transformational leadership to help uncover common themes and trends. The survey items were then developed based on the synthesis of the research to demonstrate alignment to the research findings. A

pilot test of the instrument was conducted, and feedback was gathered from the pilot-test participants. The feedback from the participants was used to modify the instrument to increase validity. In addition, validity was established by examination of the tool by content experts. The experts analyzed the content in which they had expressed expertise and made suggestions for revisions including content and wording changes (Larick & White, 2012).

Reliability refers to the consistency in test administration and scoring of instrument items (Creswell, 2014). Internal reliability refers to the consistency within the data collection and data analysis (Patten, 2012). In this study, the researcher increased the rigor of the study by triangulating the data collected from focus group and one-on-one interviews, observations, and artifacts to increase the reliability of the findings. Similar to the strategies utilized to increase the validity of the interpretation of the study's findings, the researcher also employed techniques summarized by Creswell (2014), Patten (2012), and Patton (2002) to increase internal reliability. First, the researcher provided a detailed description of the steps taken in the study so that others could replicate the research. In addition, the researcher analyzed transcripts for accuracy to safeguard against errors in the transcriptions. The researcher also wrote definitions of codes that were used during data analysis and double checked the data against the defined codes throughout the analysis process. Lastly, the researcher used the strategy of cross-checking or intercoder reliability to ensure reliability of the study. The researcher used peer researchers to cross-check approximately 16% of the coded data to confirm that the data were coded consistently among researchers. The researcher strived for at least 80%

agreement on the coded data that were cross-checked (Lombard, Snyder-Duch, & Bracken, 2002).

Reliability, as it pertains to the TLSi, was established by measuring the consistency, stability, and comparability of the instrument (Creswell, 2014). To ensure reliability, the authors of the instrument used a split-half test. The overall reliability of the TLSi survey resulted in a coefficient of 0.985 (Larick & White, 2012). The researchers studied the stability of the instrument to determine if results were stable from one survey administration to the next. Larick and White (2012) found that of the 10 domains, four had a correlation exceeding 0.7 and all other domains had a correlation falling between 0.6 and 0.7. These correlations all fell within the moderate range, indicating stability of the survey (Larick & White, 2012). Also, the authors increased reliability of the survey by ensuring that the way the test was administered and the way results were tabulated were consistent between test administrations (Creswell, 2014).

Limitations

The limitations of this ethnographic study are inherent within this qualitative approach and include the constraints of the size and composition of the target participant groups. The study was limited to those leadership coaches who had received training on the blended coaching model and were certified through the ACSA/NTC; therefore, the findings are not generalizable to the larger population of coaches. The limited number of participants in the study may be a threat to the external reliability of the study, thereby weakening the generalizability to all coaching cultures or programs. In addition, since the coaches volunteered to participate in the study after they were nominated by their affiliate coordinators, they may not have represented the experiences of all coaches,

presenting another limitation of the study. Another limitation of this research is that information collected from focus group interviews, one-on-one interviews, and surveys was based on the participants'/coaches' perceptions regarding their coachees. This presents a limitation regarding the data collected because of the possibility of inaccurate or slanted responses due to bias, politics, lack of recollection due to time span, or lack of awareness of the coachees' skill in a particular area. Another limitation of the study is that the coaches may have responded in a manner that was self-serving and self-promoting (Patton, 2002).

Since the researcher served as the key data collection instrument in this study, the researcher also presents a limitation of the study. To reduce the researcher's personal biases throughout all aspects of the research process, several precautions were taken in the design of this study. The first safety measure taken in this study involved the construction of all data collection protocols. The purpose of the protocols was to provide a consistent process for collecting data. The protocols were created and used for all types of data that were collected during this research, including interviews, observations, and artifacts. The use of multiple types of data using established protocols also reduced the limitations of the study since the researcher's findings from each data source were consistently collected and then analyzed for reliability.

All protocols and questions were written by the peer researchers to ensure that the protocols and questions were well crafted and free from the researcher's personal biases. In addition, an expert panel was established to critique the appropriateness, credibility, and reliability of the interview questions. An expert interviewer also observed the researcher as she conducted a pilot test of the interview process to ensure that the

researcher's body language or verbal expressions would not influence the participants' responses. In addition, observations, artifact data collection, and the coding of data collected were calibrated with the support of the peer researchers who were part of this thematic study. This thorough calibration of the research protocols provided feedback to the researcher regarding the consistency of her findings so that she was able to make adjustments to the data collection and analysis processes. Taken together, these safeguards aimed to minimize the limitation of the researcher as the chief data collection instrument of this study.

Summary

The research design used for this study was planned to answer the following research question: What is the experience of coaches who practice the blended coaching model, as analyzed through the lens of the 10 transformation leadership domains of the Transformational Leadership Skills Inventory (TLSi)? This chapter outlined the research design that was used for this qualitative ethnography, including participant selection, sampling procedures, data collection, and data analysis. The primary data collection techniques included focus group and one-on-one interviews, observations, and examination of artifacts. Steps that the researcher took to increase the validity and reliability of the research design and data collection and analysis were also explained in this chapter. The chapter concluded with a description of the limitations of the study.

Chapter IV includes a narrative description and detailed report of the findings of this research study. Chapter V presents a summary of the key findings from the study, includes conclusions about what was learned, and describes how the findings add to the

body of knowledge found in the research. The chapter concludes with implications of the study and suggestions for further research.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

This chapter begins with a review of the purpose of the study, the research question, the research methodology, and the data collection and analysis procedures. In addition, a synthesis of the data collected from focus group interviews, one-on-one interviews, observations, artifacts, and the follow-up electronic survey is included to describe the culture and experiences of coaches. The chapter includes an analysis of the data collected, which is presented using narrative descriptions and tables. The chapter concludes with a summary of findings of the study.

Purpose Statement

The purpose of this qualitative ethnographic research was to study the culture and experiences of coaches who practice the blended coaching model through the lens of transformational leadership. This study contributes to the literature regarding the attributes of leadership coaching by identifying transformational leadership skills that are enhanced through the coaching experience and coaching strategies that support the development of 21st-century school leaders as perceived by leadership coaches. The findings of this study were derived from an ethnographic look at the subculture of leadership coaches who are certified through the Association of California School Administrators/New Teacher Center (ACSA/NTC) to provide coaching to novice school leaders.

Research Question

This ethnographic study used a concurrent triangulation design to explore the following research question: What is the experience of coaches who practice the blended

coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Research Methods and Data Collection Procedures

In this study, a qualitative methods approach was used. Creswell (2014) stated that qualitative research is useful when a specific topic has not been addressed with a group of people and the important variables are not known. To achieve the depth and detail necessary to thoroughly understand the culture of the coaches, it was necessary for the researcher to be embedded in the coaching culture to hear and learn from the stories told by the coaches themselves (Patton, 2002). This approach was consistent with the researcher's open mindset regarding the important variables of the culture that was explored. It provided an opportunity for the themes to emerge from the stories and reflections of the coaches who made up the cultural group studied.

The qualitative inquiry approach for this study was ethnography. The ethnographic orientation was selected because research focusing on the culture of coaching as analyzed through the lens of transformational leadership from the perspective of the coach was not found in the literature. According to Patton (2002), understanding the culture in which any change initiative will occur is central to initiating change in any organization. Since leadership coaching strives to change or enhance leadership behaviors, understanding the culture of coaching is of paramount importance. The ethnographic research design used in this study described the patterns of behavior, language, rules, division of labor, and other aspects of the culture (Creswell, 2014) of coaches who are part of the ACSA/NTC California Network of School Leadership Coaches (ACSA/CNET) and who are trained in the blended coaching model. Focus

group interviews, one-on-one interviews, observations, and artifacts were collected and interpreted from a cultural perspective; therefore, the decision to use an ethnographic approach was most fitting for this study (Patton, 2002).

Population

For this study, the population from which the sample was generated included all practicing ACSA/CNET-certified coaches. There were 340 ACSA/CNET-certified coaches at the time of this study. ACSA/CNET coaches are trained in the blended coaching model and on the development of knowledge and skills of coaching including goal setting, use of appropriate coaching instruments, and processes of formative and summative assessment designed to support the coachees' growth in leadership competencies (CTC, 2014). The ACSA/CNET-certified coaches possess a California Administrative Services Credential, have served a minimum of 5 years as a successful school administrator, have completed the Coaching Leaders to Attain Student Success (CLASS) training, and participate in the ACSA/NTC CNET.

Sample

The sample for this study included 21 ACSA/CNET-certified coaches who were trained in the blended coaching model. This number of participants provided the researcher with detailed descriptions regarding the culture and experiences of coaches and illuminated the perceptions of the coaches regarding how coaching contributed to the development of transformational leadership skills of their coachees. Each coach participant was associated with one of the 15 ACSA/NTC local program affiliates (see Appendix F). Eleven of the coaches were associated with local program affiliates from

Southern California, and the remaining 10 participant coaches were associated with local program affiliates from Northern California.

Demographic Data

The participants in this study had a minimum of 5 years of experience as an education administrator. All participants had served in the role of principal in a California elementary, middle, or high school. In addition, many of the participants also served in a variety of district office roles including, but not limited to, coordinator, director, assistant superintendent, and superintendent. Fourteen of the participants had retired from their administrative positions, and seven were employed as school, district, or county office of education administrators at the time of this study. The participants in this study averaged over 18 years of service as education administrators. They also averaged nearly six years serving as leadership coaches. All participants, schools, and districts were given pseudonyms to ensure confidentiality. Table 1 represents the relevant demographic data of the study's participants.

Presentation and Analysis of Data

The findings presented in this chapter were the result of a triangulation of the data gathered and recorded during the focus group interviews, one-on-one interviews, observations, and from the collected artifacts. Using the strategy of triangulation of data enabled the researcher to corroborate data from a variety of sources and increase the validity of the findings (Creswell, 2014; Patton, 2002). In addition, the TLSi was used during triangulation of the data to ensure the nuances of the responses were considered and to fill gaps in the responses generated from the oral interviews. The researcher also

Table 1

Demographic Data for Study Participants

| Participant | Years as administrator | Years as coach |
|-------------|------------------------|----------------|
| Sandy | 11 | 7 |
| Jim | 30 | 7 |
| Kelsey | 9 | 2 |
| Dottie | 20 | 2 |
| Tom | 24 | 2 |
| Dennis | 13 | 5 |
| Katrina | 28 | 4 |
| Suzanne | 14 | 5 |
| Kenneth | 23 | 12 |
| Gail | 22 | 6 |
| Margaret | 14 | 4 |
| Lori | 15 | 6 |
| Cassandra | 12 | 5 |
| Alma | 15 | 3 |
| Jennifer | 9 | 2 |
| Dominique | 33 | 9 |
| Camille | 10 | 8 |
| Lisa | 30 | 11 |
| Nancy | 29 | 11 |
| Tammy | 11 | 5 |
| Martha | 15 | 8 |

used member checking by presenting the findings and themes to selected respondents, who commented on the findings of the study (Creswell, 2014).

Interview Processes and Procedures

The data collection process began by conducting four focus groups using the focus group protocol established for this study (Appendix C). The first focus group conducted was composed of ACSA/CNET coaches from a Northern California local program affiliate. The coaches in this focus group were retired superintendents and assistant superintendents and a retired school principal. The participants were all experienced ACSA/CNET-certified coaches who had provided leadership coaching to school administrators for a combined total of over 32 years. To ensure that participation in the focus group was convenient to the participants, the researcher traveled to Northern California and conducted the focus group interview, face-to-face, at the conclusion and location of the participants' regularly scheduled CNET coach meeting. In addition, so that the research participants could become acquainted with the researcher prior to the focus group interview, the researcher was embedded into the full-day coach meeting as a participant observer, acculturating the researcher into the group. This acculturation process provided a collegial relationship between the researcher and respondents, encouraging a free exchange of ideas during the focus group interview as evidenced by the open dialog and personal stories shared.

The second and third focus groups were composed of ACSA/NTC coaches from two Southern California local program affiliates. The coaches in these focus groups were retired and active school principals, district office directors, assistant superintendents, and county office of education administrators. To ensure that the location and time of the

focus group interviews were convenient for the participants, the researcher traveled to the location of two scheduled CNET coach trainings and conducted the focus group interviews face-to-face during the 1-hour lunch break at both meetings. In addition, the researcher was embedded into both trainings as a participant observer, acculturating the researcher into the culture of the coaches who comprised both groups of participants.

The fourth focus group conducted was composed of ACSA/NTC coaches from a Northern California local program affiliate. The coaches in this focus group were a retired superintendent and assistant superintendent, retired school principals, and active school district administrators. The participants in this focus group lived and/or worked in locations that spanned a large geographic area. Therefore, to ensure that participation in the focus group was most convenient to the participants, the researcher conducted this focus group electronically using virtual meeting software. After a date was identified that accommodated all participants for the interview, the researcher contacted each participant and arranged a time and date to train him or her on the use of the virtual meeting software. The training process provided the necessary technical support for participation in the focus group interview. In addition, the time spent with each participant during the technical support session provided the researcher and participant time to become acquainted and establish rapport and collegiality, which helped promote a free exchange of ideas and stories during the focus group interview.

All four focus group interviews were recorded using a digital recorder. A second digital recorder was also used during the interviews to serve as a backup recording in the event of technical difficulties. The focus group interviews were conducted using a discussion format following the protocol established for the focus group (Appendix C).

Three focus group interview questions were presented to the participants. During the interviews, the researcher encouraged a free flow of ideas and stories to be shared between the participants by taking on the role of observer during the dialog. Whenever the dialog dissipated before enough rich data were collected, the researcher prompted further discussion by asking if any of the participants had specific examples to illustrate their stories. This open dialog format was useful in providing rich data regarding the culture and experiences of the coaches.

During each of the four focus group interviews, the researcher identified members of the focus group who demonstrated a wealth of knowledge and openness to share specific stories regarding their experiences in the development of leadership skills of their coachees. The researcher contacted each identified focus group member by e-mail to ask if he or she would be willing to participate in a one-on-one interview regarding his or her experiences as a leadership coach. Nine coaches participated in the one-on-one interviews.

Each one-on-one interview was conducted by telephone at a time convenient to the participant. To conduct the interviews, the researcher used the one-on-one interview protocol established for this study (see Appendix D for interview protocol and questions). Each interview was recorded using a digital recorder. A second digital recorder was also used during the one-on-one interviews to serve as a backup recording in the event the primary digital recorder failed. The one-on-one interviews focused on six interview questions. Each question was supplemented by a predetermined follow-up question that was used to promote more thorough responses when needed. The one-on-one structure of the interviews resulted in the participants' reflecting on and sharing specific stories about

a particular coachee whom they coached. In addition, at the conclusion of each interview, all nine participants voluntarily shared closing thoughts and remarks regarding their coaching experiences, adding to the richness of the data collected.

Transformational Leadership Skills Inventory

After the conclusion of the focus group and individual interviews, the researcher contacted the participants by e-mail to solicit volunteers to complete the electronic survey. The sequence of sending the survey after the interviews were concluded ensured that the participants' responses and reflections during the interviews were not tainted by the content of the survey instrument. The purpose of the survey was to capture the participants' reflections regarding the development of leadership skills of their coachees and to fill any gaps in the data collected through the open-ended interviews. Therefore, the TLSi electronic survey was sent to each consenting participant through a link to Survey Monkey. Eighteen participants consented to receive the survey. Thirteen participants completed and returned the survey, resulting in a 72% rate of completion. Although the TLSi was not used as a diagnostic tool, it provided a powerful lens through which to explore the experiences of coaches who practiced the blended coaching model with their coachees.

Observation Processes and Procedures

Four observations of coach meetings and trainings were conducted during the data collection phase of this study. To record the content, processes, and protocols used during each meeting, the researcher used the observation protocol form created for the study (see Appendix E). To conduct the first observation, the researcher traveled to Northern California to observe a CNET coach training. Thirty-four coaches participated

in this training. During this training, the researcher was an observer and did not interact with the participants.

To complete the second observation, the researcher attended a coach training held in Southern California. The training was attended by 22 coaches. All training participants were associated with a Southern California ACSA/NTC local program affiliate. During this observation, the researcher took on the role of participant observer. This provided an opportunity for the researcher to interact with the other participants, resulting in a rich collection of data regarding the language, protocols, and norms that are formally taught to the coaches and how the formal teachings influence the experiences of coaches as it relates to the coaches' culture.

The third and fourth observations were conducted at CNET local affiliate coach meetings. The researcher assumed the role of participant observer in both meetings. The meetings were held in small conference rooms at county offices of education. The third meeting was attended by eight coaches, and the fourth meeting was attended by nine coaches. Each meeting was facilitated by the local affiliate coordinator, who created an agenda and assembled all meeting materials on which the meeting would focus. Part of each meeting was devoted to managerial topics, with the majority of the meeting time devoted to topics specific to coaching strategies and peer support for working with specific coachee issues or challenges. As a participant observer during these meetings, the researcher was able to gain deep insight into the coach–coachee relationship and the structure and content of the coach meetings.

Artifact Collection

The researcher collected a variety of artifacts that contributed to the experiences of coaches as part of the study's data collection process. Materials collected included meeting and training agendas, minutes from meetings, training materials, coach protocols, and published CNET resources. The researcher collected these artifacts at CNET local affiliate meetings, CNET trainings, and through the ACSA/NTC electronic repository of coach resources. The researcher used the artifact analysis protocol established for this study to analyze each document (see Appendix H).

Analysis of Data

Within 72 hours of conducting each focus group and one-on-one interview, the researcher prepared a typed transcript of the oral recordings, which were transcribed verbatim and included subvocalizations and other nuances of communication recorded during the interviews. The researcher then reviewed each transcription by repeatedly listening to the recording while reading the transcription. When discrepancies between the audio-recording and written transcription were identified, corrections were made to the transcription so that the transcripts accurately matched each recording.

Data collected from each meeting and training observed were also prepared for analysis. Within 48 hours of each observation, the researcher reviewed the handwritten notes collected on the observation protocol form designed for this study. The handwritten notes from each observation were then typed on an electronic version of the form and saved in an electronic file.

The researcher collected a variety of artifacts for this study. Each artifact was reviewed and assessed for the usability of its content for this study. Documents that were

collected in hard-copy form were scanned and added to an electronic file that contained the identified electronic resources. Electronic resources that were saved in a portable document format (PDF) were converted to Word documents using PDF converter software. The conversion of the PDF documents into Word documents was necessary to make future coding of each document possible.

All prepared data collected from the focus group interviews, one-on-one interviews, observations, and artifacts were uploaded into NVivo 10, an electronic software platform that stores, categorizes, and aids the researcher in analyzing data. The researcher created separate NVivo files for each type of data collected so that a comparison of the data and triangulation of the data types would be possible (Creswell, 2014; Patton, 2002). Next, within the NVivo program dedicated to this study, the researcher labeled 10 nodes that represented each of the 10 domains of the TLSi. *Node* was the term used within the NVivo software program for a file that stored data that were coded to show a relationship or connection between two or more sources. These nodes were called parent nodes. Each parent node served as an electronic data warehouse that grouped the data coded into the recognized common themes of the TLSi domains. After coding the data into the 10 parent nodes representing the 10 domains of the TLSi, the researcher created eight additional subnodes for each domain. These additional subnodes were called child nodes. The purpose of the child nodes was to identify the nuances within the data coded under each domain of the TLSi using the eight specific skills identified under each domain of the instrument. After creating the child nodes, the researcher deepened the evaluation of the data coded in each parent node by coding all data into the new child nodes.

During the initial coding process, the researcher was held accountable to accuracy of coding by establishing intercoder reliability (Creswell, 2014; Patten, 2012; Patton, 2002). To complete this process, the researcher enlisted the assistance of a peer researcher who was experienced with the domains and skill areas of the TLSi. The researcher and peer researcher began the calibration process by discussing each domain and associated skill areas of the TLSi to ensure comparable understanding. Next, the researchers independently coded a 10-page interview transcription. The coding was then compared, analyzed, and discussed. The researchers mediated any differences in coding through closer examination of the components of the TLSi, followed by deep discussions. The researcher and peer researcher then independently coded, analyzed, and discussed three more transcriptions. As a result of the intercoder reliability process, 16% of the data were double coded by the peer researchers. The intercoder reliability process resulted in an 83% agreement regarding the codes assigned to each identified unit of data.

To ensure accurate recording of the data collected, member checking of the transcriptions and coding was offered to volunteer participants (Creswell, 2014). Member checking was accomplished during follow-up interviews. When the participants made suggestions during the member-checking interviews, the researcher considered their suggested changes. In addition to the member checking regarding the transcriptions and coding, the researcher contacted those participants who were interested in learning about the findings of the study to share and discuss the results of the study. The participants' review of the findings ensured that the researcher captured the most important aspects of the experiences of coaches and also brought closure to the interview process. Lastly, the researcher established validity of the findings by using peer

debriefing. This strategy involved soliciting the assistance of peer researchers to review, question, and provide critical feedback regarding the identification of data units into codes and the subsequent findings of the study. This process ensured that the interpretation of the study findings was credible to others besides the researcher.

The researcher was keenly aware of the biases that she brought to the interpretation of the data. The researcher completed 2 intense years studying transformational leadership in a doctoral program focused on leading transformational change. She is also a trained ACSA/CNET coach with expertise in the implementation of the blended coaching model. She participates in yearly ACSA/CNET trainings to increase her coaching skills and has served as coach to several coachees. Although the researcher's experience and training in transformational leadership and the blended coaching model provided the needed background to conduct this study, her experiences may have resulted in assigning greater importance to the participants' particular experiences that correlated with the model. However, the use of peer debriefing and member checking diminished the researcher's biases regarding the findings of the study.

Analysis of Findings

The analysis of findings was accomplished by synthesizing the data coded in each parent node and the eight child nodes that represented each of the 10 domains of transformational leadership as indicated on the TLSi. The researcher began the process by examining the coded data resulting from the focus group interviews and individual interviews and then compared and contrasted these findings to the data collected from the observations and artifacts. The data from all four sources were then synthesized to provide a gestalt of the findings. Next, the researcher studied the TLSi survey results and

determined if the data described through the survey were needed to fill gaps in the coded data and to check for consistency within the findings.

Table 2 represents the number of sources within which each domain of the TLSi was cited. The number of sources in which the domains were cited included all focus group interviews, one-on-one interviews, observations, and artifacts collected. The table also represents the number of times the domain was referenced within the total number of sources cited for each of the domains of the TLSi. These findings helped the researcher understand which TLSi domains received the most focus from the coaches within the coaching process.

Table 2

Frequency of TLSi Domains Found in Data Collected

| TLSi domain | Number of sources cited | Number of references cited within each source |
|-------------------------------------|-------------------------|---|
| Personal/interpersonal skills | 23 | 97 |
| Communication | 19 | 97 |
| Collaboration | 19 | 84 |
| Vision | 19 | 76 |
| Political intelligence | 18 | 61 |
| Problem solving | 19 | 58 |
| Diversity | 11 | 40 |
| Character and integrity | 11 | 38 |
| Team building | 14 | 36 |
| Creativity and sustained innovation | 12 | 31 |

The 10 domains of transformational leadership are presented in Table 2 in the order of the greatest to the least number of references as it pertains to the transformational leadership skill domains. The personal and interpersonal skills domain was identified in 23 different sources collected for this study. This was the greatest number of sources in which any domain was identified. The personal and interpersonal skills domain and the communication domain had the highest number of references in the data analyzed. There were 97 references to each of these two domains. The collaboration domain had the third highest number of references at 84 and was found in 19 different sources analyzed. It was interesting to note that four of the domains were cited in less than half of the sources. These domains were the diversity domain, character and integrity domain, team building domain, and creativity and sustained innovation domain. In addition, these four domains also had the fewest number of references within the sources where they were cited.

To further examine the perceptions of coaches, the TLSi was completed by 13 coaches. The coaches completed Part A of the TLSi focusing on how they viewed the competency skill level regarding the 80 leadership skills exhibited by one of their coachees whom they coached for an extended period of time. The coaches rated their coachees' skills by identifying the degree to which their coachees displayed each specific skill by indicating *very little*, *little*, *some*, *great*, or *very great*. In Part A of the survey, the researcher did not ask the respondents to indicate if the resulting scores were impacted by the coaching process. Therefore, Part A of the survey helped the researcher understand the perceptions of the coaches regarding the current skill level of their coachees without taking into account the impact of coaching on each domain. Although

the results of the survey were not intended to be diagnostic, they did provide a useful tool to aid in triangulation of the data.

The results of Part A of the survey can be understood by analyzing the mean composite score for each domain. The mean composite scores were calculated by assigning a numerical value to each of the coaches' rankings regarding his or her perception of the coachee's attainment of each of the eight skills that make up each of the 10 domains of transformational leadership. To determine the composite score, the numerical values for the skills within each domain were added together and then divided by the number of responses to determine the mean composite score for each of the domains. Table 3 displays the composite mean score for each domain.

Table 3 demonstrates that according to the results of the TLSi, the coaches perceived that their coachees were most skilled in the diversity domain. The mean composite score for this domain was 4.15, which indicated that the coaches perceived that their coachees possessed *great* to *very great* skill acquisition in the diversity domain. In addition, the collaboration, communication, and personal and interpersonal skills domains each received a mean composite score of 4.08. This mean score demonstrated that the coaches perceived that their coachees possessed *great* to *very great* skills in these three domains. These three domain areas correlated with the three highest referenced domain areas (see Table 2). It is interesting to note that the diversity domain, which earned the highest rating regarding the coachees' skills, was referenced less than half as frequently in the interviews and artifacts as the personal and interpersonal skills, communication, and collaboration domains.

Table 3

Composite Mean Scores of TLSi Domains

| TLSi domain | Mean score |
|-------------------------------------|------------|
| Character and integrity | 4.00 |
| Collaboration | 4.08 |
| Communication | 4.08 |
| Creativity and sustained innovation | 3.85 |
| Diversity | 4.15 |
| Personal and interpersonal skills | 4.08 |
| Political intelligence | 3.69 |
| Problem solving and decision making | 3.77 |
| Team building | 4.00 |
| Visionary leadership | 3.92 |

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

To understand which domains the coaches experienced as having the greatest impact on their coachees as a result of coaching, the coach participants completed Part B of the TLSi indicating which three of the 10 domains they viewed as being most impacted as a result of the coaching experience. Of the 13 inventory respondents, two coaches misunderstood the directions for completing Part B of the inventory and marked all domains as most impacted by coaching. Therefore, the researcher conducted a follow-up interview with these two participant coaches and asked them to verify their responses. Table 4 depicts the responses of the coaches regarding which three domains were most impacted by coaching.

Table 4

Domains Most Impacted by Coaching by Number of Positive Responses

| TLSi domain | Times indicated as most affected |
|-------------------------------------|----------------------------------|
| Character and integrity | 1 |
| Collaboration | 7 |
| Communication | 8 |
| Creativity and sustained innovation | 2 |
| Diversity | 0 |
| Personal and interpersonal skills | 6 |
| Political intelligence | 3 |
| Problem solving and decision making | 5 |
| Team building | 4 |
| Visionary leadership | 3 |

As a result of Part B of the inventory and the follow-up interviews, the coaches indicated that the TLSi communication domain was most impacted by the coaching experience. The collaboration domain was the second most frequently identified domain, followed by the personal and interpersonal skills domain. The results indicated that the domains the coaches experienced as being most impacted by their coaching were also the three domains that had the largest number of references within the interview and artifact data collected. It is interesting to note that none of the coaches identified the diversity domain in the top three domains most impacted by coaching, and only one coach identified the character and integrity domain in the top three domains impacted by coaching.

To gain a deeper understanding of the experiences of coaches who practice the blended coaching model through the lens of transformational leadership, each source collected for this study was first coded using the 10 transformational leadership domains of the TLSi. Then, the researcher coded the collected data further by using the specific skill areas that describe each domain. This deep analysis provided a clear, descriptive story of the experiences of coaches.

Communication. Transformational leaders communicate openly and honestly to gain support and build strong relationships with their followers (Green, 2010). They empower followers to participate in two-way communication so that they feel free to express and discuss their ideas (Shanker & Sayeed, 2012). Transformational leaders set the direction for their organizations by communicating shared goals and vision (Leithwood & Jantzi, 2006).

Table 5 lists the eight skill areas that define the communication domain. The table summarizes and compares the coaches' ratings of the TLSi skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

As illustrated in Table 5, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the communication domain were represented in the experiences of coaches. The data collected from all sources are described below through the lens of the eight skills that define the communication domain.

Table 5

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

| Communication skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Listens to and tolerant of divergent points of view | 3.92 | 10 |
| Uses technology and social media to communicate with stakeholders | 3.92 | 9 |
| Writes in a clear, concise style | 4.00 | 2 |
| Builds strong relationships through open communication and listening | 4.31 | 56 |
| Is accessible | 4.08 | 15 |
| Presents ideas and information in a clear and well-organized manner | 3.92 | 4 |
| Communicates an inspiring vision | 3.85 | 15 |
| Communicates effectively in oral presentations | 4.00 | 1 |

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

Listens to and tolerant of divergent points of view. Coaches shared that in their experiences, leaders who listen to and are open to divergent points of view are often more successful in bringing about change. Training materials collected and analyzed for this study revealed that coaches were trained to support their coachees in the development of action goals focusing on welcoming and listening to the views and concerns of their stakeholders. The training materials indicated that the coaches would help their coachees attain the following goal: "I have ensured that school meetings and forums welcome and

engage all school community participants, respect their needs and concerns, and that the school responds appropriately.”

Suzanne disclosed that her coaching focused on supporting her coachee in developing the skill of listening to and tolerating divergent points of view:

I believe my coaching has pointed out how important it is to understand that you have to connect with the entire school community in order to learn just what changes are needed and how best to go about making them happen.

Uses technology and social media to communicate with stakeholders. Nancy shared during a focus group interview that she supports the use of technology and social media as a means for her coachee to communicate with stakeholder groups:

“Communication is one of the key factors for success. I have a coachee who communicates extremely well, is on point every day, uses twitter every day with the parents, and there isn’t a gap between what people need to know.”

Writes in a clear, concise style. Writing in a clear and concise style is a communication skill that the coaches supported during their coaching sessions. During a coach meeting, the researcher observed coaches discussing strategies to support the development of writing skills of their coachees. During this meeting, the coaches worked together to identify resources that would be useful to coachees when striving to improve their writing skills.

Builds strong relationships through open communication and listening. As illustrated in Table 5, the skill of building strong relationships through open communication and listening was referred to more than all of the remaining seven skills combined within the communication domain. In addition, responses to the TLSi

indicated that the coaches perceived that their coachees were most skilled in this area and rated the coachees *great* to *very great* regarding this skill. Each coach interviewed felt that those coachees who were the most successful school leaders understood the importance of building strong relationships through open communication and listening. Most coaches shared that as they coached, they helped their coachees reflect on strategies to build relationships through strong systems of communication that stretch beyond their school site.

Tom shared that building relationships through purposeful listening was an essential communication skill that enabled his coachee to learn more about her staff: “I think the key to success for this principal is building relationships, nothing else. I always know it’s better to go slow than fast, and I always term this practice the three L’s: look, listen, and learn.”

Is accessible. Kenneth attributed the skill of being accessible to staff as the key to his coachee’s success in developing positive relationships:

I can see more of a comfort zone that’s built up between her and the teachers that she’s visited over time. You know, because we talked about just sitting down and having casual talks, not always specific to the site or the school, but getting into some personal conversations so they feel comfortable with her and she feels comfortable with them so there’s more of a personal aspect to it.

Dennis shared that his coachee increased communication with staff by visiting classrooms and being accessible to teachers:

I think overall, most staff truly do want a principal or site administrator who does know what is happening in those classrooms, who has those relationships with the teachers, and is very visible. I think more want that than don't want it.

Presents ideas and information in a clear and well-organized manner. An examination of training materials provided to the coaches and their coachees revealed that coaches are trained to support their coachees' development regarding presenting ideas and information in a clear and well-organized manner. Each coachee works with his or her coach to develop the following required growth competency: "I have provided stakeholders with timely, useful and understandable information related to site issues, policies and practices, including school and student performance."

Communicates an inspiring vision. The coaches perceived the skill regarding communicating an inspiring vision as the lowest achieved skill in this domain on the TLSi. Alma shared an experience she had with a coachee who skillfully communicated an inspiring vision that motivated her staff:

I think for her staff, when she walked in there and said what we're going to do—that we're going to be the change—and she shared the Gandhi quote, "Be the change you want to see in the world." She used that the very first year and said, "If it's not you, then who? It's us. We're going to do it, and we're going to make it." And I don't know that they were all believers at the beginning, but I can guarantee you right now, today, if we were to ask those teachers, they would tell you, "Yes, indeed, we can make change."

Communicates effectively in oral presentations. Transformational leaders effectively use their communication skills to gain the support of their stakeholders

(Green, 2010). The skill regarding communicating effectively in oral presentations was referred to less frequently in the data collected than the other seven skill areas.

Suzanne shared that she supported her coachee's development of her oral communication skills by attending her coachee's staff meetings to observe her coachee making oral presentations:

I can sit down with them and say, you know, "When you said this, how do you think that was received? Do you remember your body language? Do you remember where you were standing and what you were doing when you said that?" For a lot of people, they have affects or body language or ways of expressing things that may not be that helpful, and you observe them in these various situations, and you can provide them valuable feedback when they're being unproductive.

Gail summed up her experience regarding the importance of communication in school leadership as follows: "When an issue arises with a coachee, it often centers around a lack of communication or the poor use of communication. Communication is critical."

Personal/interpersonal skills. Transformational leaders understand the power of emotional intelligence to inspire, build enthusiasm, and keep others motivated and focused on the goals of the organization. They are self-aware and mindful of how their emotions and actions impact others (Goleman et al., 2013). They use emotional intelligence to build capacity and act as mentors to those they lead (Leithwood & Sun, 2012).

Table 6 lists the eight skill areas that define the personal and interpersonal skills domain. The table summarizes and compares the coaches' ratings of the TLSi skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

Table 6

Personal/Interpersonal Skills Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

| Personal/interpersonal skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Is approachable and easy to talk with | 4.46 | 29 |
| Provides feedback in a constructive manner | 3.85 | 24 |
| Has a good sense of humor | 4.31 | 2 |
| Displays energy in personal and work goals | 4.54 | 13 |
| Motivates team members | 4.08 | 4 |
| Anticipates and manages conflicts | 3.69 | 24 |
| Counsels and supports team members | 3.92 | 42 |
| Provides support for personal development | 4.15 | 35 |

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

As illustrated in Table 6, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the personal and interpersonal skills domain were represented in the experiences of

coaches. The data collected from all sources are described below through the lens of the eight skills that define the personal and interpersonal skills domain.

Is approachable and easy to talk with. Lisa explained that she supported her coachee's effort to think through strategies to build "lots of personal connections with key people on the staff; building relationships and trust, and then building on those relationships." Lisa shared that the strategies that her coachee used to help create these personal connections with people often involved finding ways to be more approachable with her staff.

Provides feedback in a constructive manner. Kelsey expressed her thoughts regarding the benefit of instilling reflective practice into the skill set of her coachee as one way to build her coachee's skill in providing constructive feedback:

She's been able to see, okay, "What is your desired outcome? All right, it's for these teachers to be more effective in front of kids. So just think about all the different ways you can get there." And after she reflected on two or three of them, then she realizes, "Oh, yeah, I'm really not gonna get to have any influence over letting this person go." "Yeah, and you're gonna be here for a while, so why do you want to create a problem for you and them?" And that's been, I think, where she would say her growth has come from. And being able then to carry out the mission of keeping teachers open to hearing what she has to say.

Has a good sense of humor. The skill regarding coachees' displaying a good sense of humor was not evident as frequently in the data as the other skill areas.

However, data collected from the observations of coaches' meetings demonstrated that coaches work together to identify strategies to develop their own personal and

interpersonal skills as well as the personal and interpersonal skills of their coachees.

Data collected from one of the observations conducted for this study revealed that during the coach meeting, the coaches shared literature regarding the skill of bringing a sense of humor into the workplace in order to create joyful learning environments.

Katrina shared that her coachee demonstrated humor in her staff meetings, which helped to create strong interpersonal relationships: “You know, she had a little humor. She goes, ‘Okay, you haven’t listened to anything yet; listen now.’ So . . . they all laughed and then they’d listen again.”

Displays energy in personal and work goals. As illustrated in Table 6, the skill regarding displaying energy in personal and work goals received the highest rating within the personal and interpersonal skills domain of the TLSi. The coaches perceived that, on average, the coachees’ skills were *great* to *very great* in this skill area.

An examination of training materials provided to the coaches and their coachees revealed that each coachee works with his or her coach to develop growth competency skills in establishing and working toward personal and work goals. Coaches support the development of the following outcome: “I have consistently demonstrated an ongoing willingness and ability to examine my own leadership practices, identify areas of my own growth, and engage in appropriate learning opportunities.” In addition, artifacts collected for this study demonstrated that coachees collaborate with their coaches on the development of the coachees’ individual development plan (IDP). The IDP identifies specific, measureable, attainable, results-oriented, and time-specific goals that the coach and coachee develop collaboratively. The coachee, with the support of the coach,

determines specific action steps that will be taken to accomplish each goal. The coachee includes these steps on the IDP as a written record of personal and work goals.

Motivates team members. Jennifer shared that one of her coachees demonstrated the skill of motivating her team by modeling expectations:

It's modeling the expectations and what you want to convey to your staff, and modeling it yourself. The person that I coached did a fabulous job of modeling all the time exactly what the expectations were and what the direction was, which motivated the staff to follow her.

Anticipates and manages conflicts. The coaches perceived the skill of anticipating and managing conflict to be the weakest skill area in this domain. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area.

During the interviews conducted for this study, Kelsey shared her experience regarding how coaching supported the development of anticipating and managing conflict with one of her coachees:

Well, I have one coachee. And one of the things I've seen over time is her ability to look through a more optimistic lens and see making change as something that is done gradually and through building relationships as opposed to through quick, more—punitive's a strong word, but I'm gonna use it—more punitive methods.

Counsels and supports team members. Cassandra found that she counseled and supported her coachee in ways that enabled her coachee to replicate counseling behaviors with followers:

I had a district office person who sort of absorbed what the past person did. So I had to coach him in new ways of doing things. He got very good at doing site

visits, and I counseled him to build relationships before mak[ing] corrections. He really changed over the 2 years.

Provides support for personal development. Artifacts collected for this study demonstrated that coaches who practice the blended coaching model provide a 360-degree survey to their coachees. The coachees complete the survey to reflect on the development of their own leadership skills. In addition, the coachees request staff members to complete the survey to discover how others perceive their leadership skills.

Tom explained that he supported his coachee's personal development by using facilitative coaching strategies to assist the coachee in self-reflection:

We talked about different questions off the 360 survey that she might use to help them to get to know her, and for her to definitely get to know them. Then did the same survey 6 months down the road . . . where she could get some feedback from them on how they perceived her at the beginning and how they're perceiving her now.

Collaboration. Transformational leaders seek to foster collaboration to build a cycle of inquiry and improvement (Fullan, 2008a). They understand the importance of building strong staff relationships by creating a culture that supports ongoing collaboration (Leithwood & Sun, 2012). Transformational leaders nurture collaboration with and between staff members, encouraging followers to share their expertise (Marks & Printy, 2003), and provide feedback to promote the development and growth of their subordinates (Shanker & Sayeed, 2012).

Table 7 lists the eight skill areas that define the collaboration domain. The table summarizes and compares the coaches' ratings of the TLSi skills of their coachees and

the number of times each skill was referenced in the interviews, observations, and artifacts.

Table 7

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

| Collaboration skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Delegates responsibility | 4.00 | 11 |
| Gives and receives feedback | 4.54 | 17 |
| Encourages open dialog | 4.23 | 17 |
| Manages unproductive behavior in teams | 3.62 | 4 |
| Participates in team meetings | 4.54 | 8 |
| Builds strong relationships of team members | 4.00 | 58 |
| Facilitates decision making | 3.85 | 13 |
| Gives team members authority to accomplish tasks | 4.00 | 9 |

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

As illustrated in Table 7, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the collaboration domain were represented in the experiences of coaches. The data collected from all sources are described below through the lens of the eight skills that define the collaboration domain.

Delegates responsibility. Jim explained that he used his coaching skills to support his coachee's development of delegation skills:

I helped her realize that her willingness to delegate, but to—not just to delegate and then walk away, but to be sure that she's involved but also allow others to have their ideas come forward and be put into practice.

Gives and receives feedback. As illustrated in Table 7, the skill regarding receiving feedback received one of the highest ratings within the collaboration domain. The coaches perceived that their coachees displayed *great* to *very great* skill in this area.

Camille shared how her coachee demonstrated collaboration skills by being vulnerable and open to feedback:

I went to her instructional rounds practice, and I went to her collaborative meeting with the teachers to get an idea of what collaboration's all about. Then I gave her feedback each time. So I think the feedback really empowered her, so she felt very confident and then ready for the next collaborative meeting.

Encourages open dialog. Jim shared about his experience working with a coachee who evolved into a stronger leader as a result of encouraging open dialog: “As she began to allow herself to be a little more vulnerable and then bring in other people into the coaching sessions, I could see that she was trying to be more open to other ideas.”

Manages unproductive behavior in teams. The coaches perceived the skill of managing unproductive behavior in teams as the weakest skill within this domain of the TLSi. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area. This skill was also the least represented skill in the data collected.

Alma shared a coaching conversation she had with one of her coachees aimed at supporting her coachee's management of unproductive behaviors in her team:

But if we don't train her, she's going to be beat up and spit out by all these teachers, and she'll either leave the profession and/or go to her room and close the door and we'll never see her again, both which would be awful. Because with kids, she is off-the-charts awesome, and she does everything the district wants: the PLCs [professional learning communities], the unit implementation with the Common Core. . . . So we coached her through that, and she ends up having to write her up and give her a letter of—a conference summary so that she realizes that this is a big deal, you cannot talk to people this way.

Participates in team meetings. The skill regarding participating in team meetings received one of the highest ratings within the collaboration domain on the TLSi. The coaches perceived that their coachees displayed *great to very great* skill in this area.

Sandy shared that the coaching process helped her coachee understand the importance of attending and participating in a variety of meetings:

The one I'm working with now is working really hard to work with the teachers . . . being part of all the meetings, and leadership team meetings, and starting committees, like she just started a discipline meeting, also working with the parents and the ELAC [English Learner Advisory Committee], and all this to just really getting in there and being visible.

Builds strong relationships of team members. The skill of building strong relationships of team members received the highest number of references, representing nearly half of the references within this domain. Training materials provided to coaches

illustrated the importance of supporting the coachees' development of strategies aimed at building strong relationships with team members. The training outcome pertaining to this skill was, "Provide coaches with models, strategies, and resources to support their coachees in using trust to build and support effective professional collaboration, teamwork, and continuous improvement."

Facilitates decision making. Kenneth gave an example of how coaching supported his coachees to foster collaboration through shared decision-making strategies:

When you are trying to initiate that change, it is done in a very collaborative way so that a staff doesn't perceive it as top-down but that it is something that everybody is involved in initiating that change and what that change will look like. My experiences in working with coachees are that when that happens, the change is much more effective, it takes hold much more quickly, and it lasts longer.

Gives team members authority to accomplish tasks. Martha gave an example of how her coachee shared authority and leadership responsibility with her staff: "The working relationships at my coachee's school have changed by empowering the teachers. So it has become less of a principal to teacher and teacher to principal—to more of a circular relationship with everyone supporting each other."

Visionary leadership. Transformational leaders motivate followers by creating a vision and building the organizational members' commitment toward achieving their shared goals (Leithwood & Jantzi, 2006; Marks & Printy, 2003). They are skillful at communicating and executing a vision by inspiring and listening to those they lead (Goleman, 2014).

Table 8 lists the eight skill areas that define the visionary leadership domain. The table summarizes and compares the coaches' ratings of the TLSi skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

Table 8

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

| Visionary leadership skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Plans and actions match the core values of the organization | 4.31 | 22 |
| Uses strategic thinking to create direction for the organization | 3.92 | 20 |
| Communicates personal vision effectively | 4.00 | 20 |
| Involves stakeholders in creating vision for the future | 3.77 | 14 |
| Inspires others | 3.92 | 12 |
| Anticipates and plans for the future | 4.15 | 6 |
| Mobilizes stakeholders to transform the organization | 4.08 | 29 |
| Challenges thinking about the future | 4.08 | 17 |

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

As illustrated in Table 8, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the visionary leadership domain were represented in the experiences of coaches.

The data collected from all sources are described below through the lens of the eight skills that define the visionary leadership domain.

Plans and actions match the core values of the organization. As illustrated in Table 8, the skill regarding plans and actions matching the core values of the organization received the highest rating within the visionary leadership domain of the TLSi. The coaches perceived that, on average, the coachees' skills were *great* to *very great* in this area. During the one-on-one interview, Lisa shared how her coachee and staff worked together to ensure that the core values of her school were demonstrated by their deliberate actions:

I'm reminded of the time I coached a person who really was very effective in changing the culture of the school. Just seeing the walls from the first time I went in there to over the 2-year period that I was there, that teachers had displayed beautiful calligraphy picking out different sayings or different inspirational thoughts so they were all at kids' level. All the walls were decorated with these sayings as they went along. So the kids were always looking at "working hard will achieve your dreams," or that kind of thing. The school became a No Excuses University school, and so each classroom had a college that they were adopted by. So they had a lot of symbolic kinds of things, like spirit days were all about university or college where you were going to be going to in the future.

Uses strategic thinking to create direction for the organization. Alma shared about her experiences coaching her coachee to use strategic thinking to create direction for change:

They were able to think about how they could inspire and motivate their teachers to move forward, and to get there the 15 steps that they had to do. So that person literally would have a plan: “Well this is what I’m going to do at the staff meetings over this long period of time.”

Communicates personal vision effectively. Data collected from the coach training and coachee outcome artifacts indicated that one of the coachees’ outcomes that coaches support is the skill of developing and communicating a personal vision. The outcome stated, “I have clarified and begun to consistently communicate and demonstrate my belief, practices, and values.”

Jim shared that one of his goals as a coach was to help his coachee develop her personal vision and then effectively communicate the vision to the stakeholder groups:

So I think that being able to get the coachee to reflect more upon what her own vision for change was, decide how to communicate it, and create a greater sense of urgency amongst staff, I think that was probably the impact that I saw over the time that I had worked with her.

Involves stakeholders in creating vision for the future. The coaches perceived that the skill of involving stakeholders in creating vision for the future was their coachees’ weakest skill area in this domain of the TLSi. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area.

Lisa shared an experience she had with one of her coachees who was placed at a school that needed a new vision and mission to accomplish its goals:

So she really did have to work on creating and changing the vision and mission into bringing purpose and become very focused on student achievement because

they hadn't done those types of activities in the past. It was quite daunting, and she included parents and teachers and district support people. She handled it very well. But I don't think she could have handled it as well if she didn't have someone to bounce ideas off of and plan with her on how it would be implemented.

Inspires others. Nancy shared that to build the skills needed to inspire others, she coached her coachee to deliberately and transparently communicate the vision for change so that the stakeholders would be inspired by the possibilities of the future:

Being able to articulate why there is a change and the value of the change and get people to value the outcome that you're seeking is really important. I think of the Simon Sinek Ted Talk, that people don't buy what you sell, but they buy who you are.

Martha reflected on her own experiences as an inspirational leader and how she used her past experiences to support her coachee's growth in becoming an inspirational leader:

Thinking through the steps of leadership that helped me bring people along and helped me be an inspirational leader instead of a directive leader. So a coach helps them think through the way they're going about things, helping them learn to be an inspirational leader who brings people along with them.

Anticipates and plans for the future. The skill regarding coachees' anticipating and planning for the future was not evident in the data as frequently as the other skill areas. Alma demonstrated how she supported her coachee to use strategic thinking and specific actions to plan for the future of her school:

So one of the things I did with her prior to the move was to begin to talk about what her vision would be for a successful school and what would it look like. And not only the big overview, but what sort of actions would she have to take to make that a reality? And what kind of—from everything—what kind of actions with parents, with students, with classified, the certificated personnel? What would she have to do prior to the actual move over there to grease the wheels and start to meet these people? And what would she have to do after she had actually moved her office over there, prior to school starting? And what were the kinds of things we would have to do—what she would have to do with the support of us—to facilitate the very big changes that needed to happen? And what could we do to get some very quick wins, some things we could celebrate right away?

Mobilizes stakeholders to transform the organization. Lisa described how one of her coachees mobilized her staff to transform the school:

This principal literally opened her door all the time, and at the end of the day when I would be there, there were at least four or five teachers who were wanting to be there with her and share in how things had gone.

Dominique shared that she worked with her coachees on the importance of bringing stakeholders along with them in the change process:

Thinking through the steps of leadership that help you bring people along and help you be an inspirational leader instead of a directive leader. A lot of the new people come in, and I am thinking of one particular person, but you know they come in, and they're gung ho like a freight train, and they get way out in front of everybody else and start to get directive, and then they have problems, and they

wonder why. So a coach helps them think through the way they're going about things, helping them learn to be an inspirational leader, bringing people along with them.

Challenges thinking about the future. Jim explained how coaching made an impact on his coachee's ability to challenge thinking about the future, leading to an increased sense of urgency for improvement with the staff:

As the months went by and into the second year, I began to see more of the leadership role. Where she was trying to get the bigger picture and move the school and increase that sense of urgency, trying to get more of the staff to really embrace the belief that all students could learn higher levels, which is really what it's all about. I mean, to me it's getting that sense of higher expectations and how to lead for that.

Suzanne shared how inspiring it can be when coachees challenge their thinking to set a vision for the future:

I am often so impressed by my coachees when they have the big picture and vision to see where a school needs to go beyond the immediate. Not all of them have that kind of vision . . . and it is so impressive when they do.

Political intelligence. Transformational leaders build support for organizational initiatives by sharing power with those who can help inspire followers to work toward the organization's collective aspirations (Leithwood & Jantzi, 2006). They understand the importance of adapting their leadership to the context of their organizations (Shanker & Sayeed, 2012).

Table 9 lists the eight skill areas that define the political intelligence domain. The table summarizes and compares the coaches' ratings of the TLSi skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

Table 9

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

| Political intelligence skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Builds support for organizational initiatives | 4.23 | 19 |
| Builds trust and support with constituents | 3.92 | 30 |
| Develops key champions for organization's agenda | 3.92 | 7 |
| Identifies and maintains resources supporting the organization | 3.54 | 1 |
| Negotiates effectively on behalf of the organization | 4.15 | 5 |
| Avoids negative politicking and hidden agendas | 4.15 | 2 |
| Builds coalitions and support through networking | 3.77 | 14 |
| Anticipates obstacles by engaging others to share ideas | 3.62 | 34 |

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

As illustrated in Table 9, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the political intelligence domain were represented in the experiences of coaches. The data collected from all sources are described below through the lens of the eight skills that define the political intelligence domain.

Builds support for organizational initiatives. As illustrated in Table 9, the skill regarding building support for organizational initiatives received the highest rating within the political intelligence domain of the TLSi. The coaches perceived that, on average, the coachees' skills were *great* to *very great* in this area.

Cassandra shared a story about the success her coachee had in building support for a change initiative within the school:

The person that I coached, not only did the relationships within the school change where the staff built a very strong sense of community and a pride in their school, but the perception of the school within the district rose immensely as a result of the work that she did.

Builds trust and support with constituents. Suzanne maintained that those coachees who developed relationships and built trust and support with key constituents were more able to gain support for their initiatives. She remarked that “floating the balloons with the people who can help and asking how you would do this with your staff” helped engage others to share ideas.

Kenneth affirmed the importance of building relationships through ongoing communication as a key contributor to a leader's success:

We've talked a lot about that during our coaching sessions because you want district office on your side. You don't want that to be an adversarial kind of relationship. You may not be in love with the individual, but you have to make it work.

Develops key champions for organization's agenda. Kenneth shared a story about how coaching helped his coachee better understand the direction of the district and assisted his coachee with the development of strategies to support the district agenda at the school:

So going from what the staff really wanted, an art school or an art magnet, and the fact that there wasn't much support from district office financially or even verbally as there has been for the dual immersion, because there's no other dual immersion in the district, we strategized ways to bring the staff along.

Identifies and maintains resources supporting the organization. The coaches perceived the skill of identifying and maintaining resources supporting the organization to be the weakest skill area in this domain of the TLSi. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area. This skill also was not evident in the data as frequently as the other skill areas.

Dominique shared how her coachee worked within the context of the organization to identify the resources available to support her school:

She had to learn so many different connecting points. Who at the district about this, who at the district about that? So she felt it was a great learning experience, you know, grade changes, schedules, and just everything they have to do at the

top of this high school. So she was able to develop relationships with district-level people that most others wouldn't be able to because she was there.

Negotiates effectively on behalf of the organization. Sandy shared a story about how she worked with her coachee to negotiate effectively with staff and work toward solutions during tough political times:

And the coaching was actually centered on, How do you deal with a teacher's union like that? And it was really difficult for them to deal with it. So I—we worked a lot on how do you get their opinions, because their opinions differed very much from the administrator.

Avoids negative politicking and hidden agendas. Gail shared that she observed her coachee's growth in working with staff in a transparent way, ensuring that there are no hidden agendas:

I have a coachee who . . . he tries and tells his staff that the district is coming out here, they are going to do this, this is what is going to happen, this is what is coming out, and this is what I am expecting.

Builds coalitions and support through networking. Katrina explained how she coached about the importance of building a guiding coalition to help guide the change strategy at her coachee's school:

“How do you think it would go if I approached it this way with the rest of the staff?” Having that confidant, both certificated and classified staff, who can tell you how it would go over. You need someone from all aspects of the school. You may want to do it one way, but your confidant might tell you that it might not go over all that well.

Anticipates obstacles by engaging others to share ideas. Kelsey shared that participating in coaching has helped her coachee anticipate obstacles, increasing her coachee's political intelligence:

My coachee had a plan to handle a personnel issue, and I had concerns about the timing of it and certain things that have happened in the way she was going to roll it out. I asked her to tell me how this might be perceived by the various people on her staff. She said that "it might be perceived like I am going after one of the veteran teachers" because it would become public pretty fast. She had to think about how it would be perceived by the rest of the staff. She had a heavy-handed way of dealing with things, but coaching is helping her.

Kenneth shared that due to the coaching experience, his coachee is more able to anticipate obstacles and better navigate the underlying politics within the school: "So I think I've been a really good support for her, helping to look at possible barricades or roadblocks that come up and how to most effectively deal with those."

Tom shared that anticipating obstacles by engaging others to share ideas was an essential skill that enabled his coachee to be aware of the reactions of others before taking action:

You have to learn to see who the movers and shakers are on your campus. You might have a leadership team, but the one teacher that's off the leadership team might be the most influential person on your campus. You need to learn that.

Problem solving and decision making. Transformational leaders engage staff in shared decision making (Moolenaar et al., 2010). They motivate their staff to reflect and

assess current practices and encourage their team to seek new solutions (Shanker & Sayeed, 2012).

Table 10 lists the eight skill areas that define the problem solving and decision making domain. The table summarizes and compares the coaches' ratings of the TLSi skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

Table 10

Problem Solving and Decision Making Domain Skill Areas: Comparison of TLSi Scores With Frequency of References in Observations, Interviews, and Artifacts

| Problem solving and decision making skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Conducts effective meetings | 3.85 | 5 |
| Manages decisions decisively | 3.85 | 3 |
| Involves staff in decisions | 4.00 | 16 |
| Organizes people and resources to accomplish tasks | 4.15 | 11 |
| Pays attention to critical details | 3.77 | 14 |
| Brings conflict out in the open | 3.92 | 6 |
| Sets clear goals | 4.00 | 9 |
| Explains and clarifies new tasks | 3.85 | 13 |

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

As illustrated in Table 10, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the problem solving and decision making domain were represented in the

experiences of coaches. The data collected from all sources are described below through the lens of the eight skills that define the problem solving and decision making domain.

Conducts effective meetings. Kenneth shared that he supported his coachee by helping her plan effective meetings, supporting her thinking about both the meeting content and processes: “She was having one-on-one meetings with teachers as well as grade-level meetings. We talked a lot about ways in which she’s going to present data and what to do with it.”

Katrina reflected on her coachee’s growing skills in conducting effective meetings:

She just handled it beautifully, and the timing was good, and she let them go 5 minutes early, and all the good things that you would want in a meeting. And I looked at a couple of the people’s faces, and they were all very engaged with her.

Manages decisions decisively. The skill regarding coachees’ managing decisions decisively was the least evident skill found in the data when compared to the other skill areas. However, several of the coaches expressed that providing opportunities for their coachees to reflect on the impact of their decisions prior to carrying out the decisions helped them to manage their decisions more decisively and confidently. Tammy illustrated this finding by stating, “So I think having a thought partner makes them have better processes, because they are more conscious and thoughtful.”

Involves staff in decisions. Dottie indicated that while she coached her coachees, she saw the coachees involve staff in problem solving and decision making more often:

I think that I saw all of my coachees use more of a leadership team model and going to PLCs. During the time that I’ve been coaching, professional learning

communities have really come into play. So I saw them more than being a single leader of a school or a single assistant principal of a school. They were more facilitative in committees. The gal I'm coaching right now was supposed to write a new discipline plan, and she decided to do it through a committee of teachers to get more buy-in. I really think that as she and I talked through how she was gonna do the discipline committee and talked about models and ways to do it that the facilitative blended coaching helped with that. I would keep asking those reflective questions to her to think about as she's doing that. I'm finding that she's doing more of committee work and leadership team work and PLC work than she was doing when I first came.

Jim reflected on his experience with one of his coachees who evolved her thinking and approach to problem solving. He shared, "We had discussions, and as we engaged in the coaching process, I began to see and challenged her to consider involving a greater number of people in the problem-solving process."

Organizes people and resources to accomplish tasks. As illustrated in Table 10, the skill regarding organizing people and resources to accomplish tasks received the highest rating within the problem solving and decision making domain of the TLSi. The coaches perceived that, on average, the coachees' skills were *great* to *very great* in this area.

Sandy explained how her coachee organized staff to empower them to accomplish tasks:

I think part of her ability to gain traction with them, and for their kids through them, is that she now understands that she can go into a meeting and say, "We can

do any of these things. Which ones do you guys want to do? Which will be the steps that you're gonna do?" And then they can actually choose. It seems to be working well, and I'll be excited to see how she carries it all out with them this year.

Katrina explained how her coachee employed her as a reflective partner to help increase her mindfulness regarding how to use the strengths of staff members to accomplish tasks:

I knew that I had to really see people. I had to really see who they were, their strengths—not judge, but analyze. That's the gift I gave. That is how you harness people's potential. You see who they are and what they have to give, and you see them in a positive, nonjudgmental way. . . . When you're in the middle of it, you get emotional. You feel stymied and blocked and stuff, and so again it's somebody who can help them talk through who their staff is and what they have to contribute.

Pays attention to critical details. The coaches perceived the skill of paying attention to critical details to be the weakest skill area in this domain. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area.

Jennifer said that coachees who demonstrate strong leadership skills proactively seek to understand their school and its strengths and weaknesses:

I believe my coaching has pointed out how important it is to understand that you have to connect with the entire school community in order to learn just what changes are needed and how best to go about making them happen.

Margaret indicated that coachees who pay attention to critical details in the problem-solving and decision-making process develop relationships with influential school and district staff:

Most of the time the beginning administrator, especially if they are a principal, sort of takes their time and scans the environment, then decides or identifies people on the staff that they can approach with new ideas. Some of them, the ones that are smartest, also seek those relationships with people at the district office.

Brings conflict out in the open. Katrina shared how her coachee brought conflict out into the open with her staff:

A teacher, who I believe felt threatened by that, started to be subversive out in the parking lot. “She’s coming in, she doesn’t trust us.” She addressed it at a staff meeting. You know, “I have heard that this is what is being said. I want to tell you what I feel my role is as your principal.” . . . If she had tried to ignore it or sweep it under the rug, I think they would have got stuck in a place where the trust issue would have been a negative in that case, and she just turned it right around.

Sets clear goals. Artifacts collected for this study indicated that coaches are trained to help their coachees develop skills regarding setting clear goals. The coachees work toward the outcome, “I have ensured that instructional staff has set measurable goals in areas needing improvement, implemented strategies for achieving those goals, engaged in monitoring progress, and made adjustments as necessary to ensure learning improves for all students.”

Jennifer explained that she has seen growth in the way her coachee sets clear goals with staff. She shared that “she began by stating the clear expectations, and what’s loose and what’s tight.”

Explains and clarifies new tasks. Coaches’ training materials collected for this study outlined the desired outcomes of the coaching process. One of the outcomes identified developing the skill of explaining and clarifying new tasks: “I have provided guidance to instructional staff in using data to identify areas of instructional and learning strength and in identifying curricular areas, subgroups, and individuals needing improvement.” This outcome helps the coach support the coachee’s development of the skill of explaining and clarifying tasks.

Diversity. Transformational leaders create organizations that respect the cultural differences of each individual within the organization (Larick & White, 2012; Stewart, 2006). They are sensitive to the diversity and aspirations of the communities in which they serve (Leithwood & Sun, 2012).

Table 11 lists the eight skill areas that define the diversity domain. The table summarizes and compares the coaches’ ratings of the TLSi skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

As illustrated in Table 11, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the diversity domain were represented in the experiences of coaches. The data collected from all sources are described below through the lens of the eight skills that define the diversity domain.

Table 11

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

| Diversity skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Recognizes the value of people with different talents and skills | 4.23 | 11 |
| Thinks about own feelings and reactions to people before acting | 3.92 | 8 |
| Exhibits the humility to acknowledge what they don't know | 4.08 | 6 |
| Demonstrates empathy and sees things from other people's perspective | 3.92 | 12 |
| Understands that treating people fairly may mean treating them differently according to their ability and background | 4.15 | 4 |
| Reflects and learns from experience | 4.38 | 24 |
| Involves diverse stakeholders in planning and decision making | 3.69 | 8 |
| Assists others to cultivate productive and respectful relationships | 4.08 | 3 |

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

Recognizes the value of people with different talents and skills. Katrina stated that recognizing the value of people with different talents and skills is vital for narrowing the generational gap that exists in many schools. She shared that one of her goals as a coach is “to be able to help them [coachees] get and see the perspective of the veteran

staff, and then help them work on some language that will make the veteran staff feel heard and respected.”

Thinks about own feelings and reactions to people before acting. Suzanne shared an experience that she had with her coachee regarding developing her growth in thinking about her own feelings and reactions before acting:

There’s been a couple of times where I’ve listened to my coachees, and I said, “Well let’s detach ourselves from who’s saying it, and let’s focus on what they’re saying. Let’s write this down, and let’s analyze it to see if there is merit to what they’re saying, totally apart from who’s saying it.” I’ve given them a process for detaching.

Exhibits the humility to acknowledge what they don’t know. Camille shared that her coachee demonstrated humility by acknowledging what she did not know:

As she’s working with other teachers, when they have a comment or a question or anything, she never says no. She always thinks on her feet. It’s kind of like, “Hmm, let me think about that. I haven’t thought in those terms before,” or “Oh, that’s a good idea; let’s see if we can work on it.”

Demonstrates empathy and sees things from other people’s perspective. Katrina explained how the coaching experience helped her coachee recognize the value of different people’s opinions and seeing things from the perspectives of others:

So at points she and I would talk her through multiple perspectives. She’s able to do that thinking pretty well now. Where she struggled though was in knowing how to communicate the most effective differing opinion or perspective to get done what she needed to do. So part of it is they get kind of stuck in “Well this

person is being an obstructionist.” I think that I have, through the coaching conversation, been able to allow people the luxury of taking two steps outside of the situation and see things from the other people’s point of view and why they may be saying the things they’re saying, or reacting, or why they may have different points of view, and maybe their point of view isn’t all wrong.

Suzanne shared a similar experience that she had with her coachee regarding developing her growth in the skill of seeing things from differing perspectives:

There’s been a couple of times where I’ve listened to my coachees, and I said, “Well let’s detach ourselves from who’s saying it, and let’s focus on what they’re saying. Let’s write this down, and let’s analyze it to see if there is merit to what they’re saying, totally apart from who’s saying it. Let’s just do that.” I’ve given them a process for detaching.

Gail found that through the coaching conversation, her coachee reflected on her experiences with staff and learned to see things from multiple perspectives:

It was a change of perspective. It made her look at her staff differently and their behaviors differently. I was able to help her give a higher level of empathy without excuses. It’s not that people shouldn’t grow and change. I would say, “This is why they might be feeling that way,” or “So what’s the avenue for their participation?” She really did get good collaboration at her site, intergenerational participation because of this.

Understands that treating people fairly may mean treating them differently according to their ability and background. An examination of the artifacts collected for this study identified a goal regarding ensuring equity. The training materials stated the

outcome that the coachee “ensured that human, material, and time resources are allocated equitably to support high quality instruction and learning for all students and subgroups of students.”

Alma shared an experience that she had with her coachee when she helped her identify the resources she would need at her school to achieve the desired outcome of improved student learning: “Well, what kind of resources would you need? Would it be more personnel, more time, more money, more things? What would that look like?”

Reflects and learns from experience. As illustrated in Table 11, the skill regarding reflecting and learning from experience received the highest rating within the diversity domain of the TLSi. The coaches perceived that their coachees’ skills were *great to very great* in this area. In addition, this skill also had the greatest number of references in the data collected.

Tom shared that his coachee is learning the skill of becoming a more reflective practitioner: “For me, I think that she’s learning from her experiences—going back to the big picture—what instructional leadership is all about.”

Involves diverse stakeholders in planning and decision making. The coaches perceived the skill of involving diverse stakeholder in planning and decision making to be the weakest skill area in this domain of the TLSi. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area.

Jim reflected that through the coaching conversations, his coachee began to recognize and capitalize on the talents and skills of her staff and then was better able to meet the aspirations of the community:

She was beginning to include others in the coaching process and pose questions. “What can we do next? How can we continue to improve achievement? How can we focus on those students who need the most help?” So she seemed to show an ability to be open to different approaches, to next steps, willing to embrace those opinions and consider them in the next steps moving forward. She also showed a willingness to delegate and allow others to have their ideas come forward and be put into practice.

Assists others to cultivate productive and respectful relationships. The skill regarding coachees’ assisting others to cultivate productive and respectful relationships was not evident in the data as frequently as most of the other skill areas. However, an examination of the artifacts collected for this study identified a coaching goal regarding cultivating productive and respectful relationships. The coaches were trained to support the coachees in the attainment of the following outcome: “I have worked and continue to work with the staff to articulate a shared understanding of the rights of all students and their families and to incorporate this understanding into individual and collective practices.”

Character and integrity. Transformational leaders build trust and respect with their followers, stimulating confidence in their vision and values (Shanker & Sayeed, 2012). Table 12 lists the eight skill areas that define the character and integrity domain. The table summarizes and compares the coaches’ ratings of the TLSi skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

Table 12

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

| Character and integrity skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Accepts responsibility for actions and decisions | 4.38 | 6 |
| Treats others with respect and dignity | 4.69 | 8 |
| Is considerate of others | 4.54 | 2 |
| Balances personal and work life | 4.38 | 2 |
| Develops trust and credibility with team members | 4.23 | 32 |
| Remains calm in tense situations | 3.77 | 5 |
| Sincere and straightforward | 4.69 | 3 |
| Follows through on agreed-on actions | 4.08 | 1 |

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

As illustrated in Table 12, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the character and integrity domain were represented in the experiences of coaches. The data collected from all sources are described below through the lens of the eight skills that define the character and integrity domain.

Accepts responsibility for actions and decisions. Margaret shared that coaching supports her coachee's acceptance of responsibility for actions and then making adjustments to improve her leadership practices:

She looks at those kinds of little implementation things that might not go as well as you would hope or expect, or when they don't go, an opportunity to talk about it with the coach to figure out, "How can I reset this? It didn't go well. How do I reset the opportunity?"

Treats others with respect and dignity. As illustrated in Table 12, the skill regarding treating others with respect and dignity received one of the highest ratings within the character and integrity domain of the TLSi. The coaches perceived that, on average, the coachees' skills were approaching *very great* in this area.

Kelsey shared that the coaching experience helped her coachee learn the importance of treating people with respect: "She has learned to make change through relationships and sincerity as opposed to reprimands and harsh confrontation."

Is considerate of others. The artifacts collected for this study described a training goal that stated, "Coaches will have strategies and resources to share with coachees to support their efforts in building and maintaining schools with healthy, high functioning social/emotional working and learning environments."

Balances personal and work life. The artifacts collected for this study described a coaching goal in which coaches support the coachees' development of the skill of balancing personal and work life: "I have sustained personal motivation, optimism, commitment, energy, and personal health by balancing professional and personal responsibilities and encourage similar attitudes and actions for others."

Develops trust and credibility with team members. Tammy shared that her coachee's attention to building trust and credibility with her staff demonstrated her coachee's character. She said that "lots of personal connections with key people on the

staff; building relationships and trust, and then building on those relationships” have helped her gain the confidence of her team.

Martha agreed that demonstrating character through trust and respect is critical for her coachees. She stated, “Both of my coachees work hard at building relationships. They both seem to realize that there is no change if the staff does not trust you or know that you’re reliable.”

Remains calm in tense situations. Although nearly all of the skills within the character and integrity domain received *great* to *very great* ratings, the coaches perceived the skill of remaining calm in tense situations to be the relatively weakest skill area in this domain. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area.

Sandy described a time when her coachee was faced with a difficult situation and how she used her coaching skills to help him deal effectively with the situation by drawing on the coachee’s problem-solving skills: “So he and I did a lot of scenarios in how he would work through that situation. It helped him to stay in the problem-solving mindset.”

Sincere and straightforward. The skill regarding being sincere and straightforward received one of the highest ratings within the character and integrity domain of the TLSi. The coaches perceived that, on average, the coachees’ skills were approaching *very great* in this area. Artifacts collected to support this study described a desired behavioral outcome for coachees regarding the development of skills aimed at demonstrating transparency through straightforward and sincere leadership behaviors.

The written outcome stated, “I have ensured that decision-making and problem-solving responsibilities, procedures, practices, and communications are clear and consistent.”

Follows through on agreed-on actions. The skill regarding coachees’ following through on agreed-on actions was not evident in the data as frequently as the other skill areas. Nancy revealed that one of her coachees demonstrated his character by following through with agreed-on commitments with the district-level administrators:

I had a coachee who had a school that was very resistant to what the district was asking them to do, so he spent all last year on building relationships and fulfilling their expectations, and then he was able to push for the change this year because they trusted him.

Team building. Leaders who demonstrate transformational leadership skills recognize the individual’s contribution to the team (Leithwood & Jantzi, 2006). They empower their followers to initiate change by creating a collaborative culture where open communication, risk taking, and divergent thinking are encouraged (Moolenaar et al., 2010; Retna & Ng, 2009).

Table 13 lists the eight skill areas that define the team building domain. The table summarizes and compares the coaches’ ratings of the TLSi skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

As illustrated in Table 13, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the team building domain were represented in the experiences of coaches.

Table 13

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

| Team building skills | TLSi mean score | Number of references in data collected from other sources |
|--|-----------------|---|
| Provides subordinates effective mentoring and coaching | 3.54 | 23 |
| Builds a culture of open communication | 4.23 | 14 |
| Encourages divergent thinking | 4.00 | 6 |
| Challenges and encourages team members | 4.23 | 16 |
| Holds self and others accountable | 4.00 | 6 |
| Empowers others to work independently | 4.08 | 2 |
| Provides feedback for improved performance | 4.00 | 6 |
| Builds a culture that is safe and promotes risk taking | 4.31 | 24 |

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

The data collected from all sources are described below through the lens of the eight skills that define the team building domain.

Provides subordinates effective mentoring and coaching. The coaches perceived the skill of providing subordinates effective mentoring and coaching to be the weakest skill area in this domain. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area.

Alma shared that she worked with her coachee on developing appropriate strategies to coach followers in a way that retains their dignity: “So she’s real clear that when there are things happening that are not so good, she knows to do that in private.”

Tom shared that his coachee said that he learned how to coach and mentor his staff by following his coach’s example: “He changed in his relationship building and ability to mentor others. He turned out to be a true leader.”

Builds a culture of open communication. Alma shared a conversation she had with her coachee that started the process of team building by encouraging a culture of open communication:

These people were starved for attention; starved for someone to listen. She really won them over pretty quickly because she said, “I don’t know. I don’t know what to do. I’m in this with you. You guys were here. Tell me what you did that didn’t work.” And she spent probably 4 hours on one of those 2 days, “Tell me what worked and what didn’t work. And what are the things you’re scared of?”

Encourages divergent thinking. Data collected during the observation of training meetings demonstrated that the coaches were trained to support their coachees’ development in looking for broader perspectives and for unconventional solutions to leadership challenges.

Challenges and encourages team members. Camille recounted how one of her coachees knew the importance of building a collaborative team in which team members challenged and encouraged each other:

So at the beginning of the year, Judy found this person who builds bikes with staff as kind of a team building kind of a thing. But the point is, after they finished

building the bikes, they would give them to needy families. It took the whole morning, like from 8 to 12, and they didn't even know what it was gonna be about, but they each had a portion of what they needed to do. They all had to work together, kind of like building the houses in Mexico. So they built the bikes together. They all had to be collaborative. They had to work as a team, and then they had to do something nice by giving it to a needy family. She said they were so ecstatic by the end of the day. That was just the best ever for her because it worked to bring the team together.

Holds self and others accountable. Alma shared how the coaching partnership supported her coachee in holding herself responsible for building a strong team:

“Let's pay them to come in for a couple of days prior to school starting, and let's do some activities to build teamwork.” And she already knew some, I knew some; together we talked about what to do. And then she did a whole bunch of investigation, and I think the energy and the excitement behind that kind of helped her get through some of those rougher spots in building her team.

Empowers others to work independently. The skill regarding coachees' empowering others to work independently was not evident in the data as frequently as the other skill areas. Kelsey described how her coachee empowers her staff to make their own decisions: “Which ones [tasks] do you guys want to do? Which will be the steps that you're gonna do?” And then they can actually choose.”

Provides feedback for improved performance. Alma explained how she worked with her coachee to develop ways to provide positive and consistent feedback: “She celebrated every single victory she could celebrate, and letting them know that she was

behind them.” Alma shared how her coachee provided feedback to her staff to encourage teamwork through improved performance: “She . . . publicly celebrates, and she knows to celebrate those things she wants to see replicated.”

Kelsey said that she encouraged her coachee to provide positive feedback to her followers to support her team-building efforts: “In terms of building teams . . . we have talked about gathering input and providing affirmation and gratitude as a way of pulling a team in and keeping them with you.”

Builds a culture that is safe and promotes risk taking. As illustrated in Table 13, the skill regarding building a culture that is safe and promotes risk taking received the highest rating within the team building domain of the TLSi. The coaches perceived that the coachees’ skills were *great* to *very great* in this area.

Margaret voiced that her coachee demonstrated team-building skills by building a culture that is encouraging, safe, and accepting of divergent thinking:

What I really admire about her is that she looks for the good in everybody. Even if they’re not thinking the way that she is, she really looks for their strengths and builds on those. . . . She’s more of a team builder.

Creativity and sustained innovation. Transformational leaders introduce innovative reform to shape their organizations’ culture (Leithwood, 1994). They are concerned with the transformation of knowledge and practices to create organizational change (Moolenaar et al., 2010).

Table 14 lists the eight skill areas that define the creativity and sustained innovation domain. The table summarizes and compares the coaches’ ratings of the TLSi

skills of their coachees and the number of times each skill was referenced in the interviews, observations, and artifacts.

Table 14

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

| Creativity and sustained innovation skills | TLSi mean score | Number of references in data collected from other sources |
|---|-----------------|---|
| Promotes a positive culture of change and improvement | 4.38 | 11 |
| Generates new ideas | 4.00 | 12 |
| Fosters and encourages creativity | 4.15 | 4 |
| Supports risk taking | 3.77 | 10 |
| Demonstrates willingness to take a courageous stand | 3.92 | 13 |
| Provides resources that support nontraditional solutions | 3.62 | 2 |
| Uses divergent fields and disciplines to create something new | 3.69 | 2 |
| Establishes clear expectations | 4.00 | 8 |

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

As illustrated in Table 14, data collected from the focus group interviews, one-on-one interviews, observations, artifacts, and the TLSi demonstrated that all skill areas that define the creativity and sustained innovation domain were represented in the experiences of coaches. The data collected from all sources are described below through the lens of the eight skills that define the creativity and sustained innovation domain.

Promotes a positive culture of change and improvement. As illustrated in Table 14, the skill regarding promoting a positive culture of change and improvement received the highest rating within the creativity and sustained innovation domain of the TLSi. The coaches perceived that their coachees' skills were *great to very great* in this area.

Kenneth shared how his coachee created a positive culture so that when she initiated change, her motivation was transparent:

She is in the process of resetting the culture so that when she does want to lead into some sort of change, everyone will think, "We know what she is trying to do, it is right there out in front of us, there is no hidden agenda," and then they can go with it.

Generates new ideas. Jim explained how the use of facilitative coaching strategies helped his coachee generate new ideas: "There were a lot of questions on, as we went through the process, of what impact this would have on the students and on curriculum and instruction, and student achievement." Jim's questions enabled his coachee to think through new ways of accomplishing her goals.

Fosters and encourages creativity. Artifacts collected from coach trainings indicated that coaches were trained to encourage increased levels of creativity as a component of the coachees' professional development on emotional intelligence.

Supports risk taking. Alma shared an experience she had supporting her coachee in risk taking:

But the very first year, she couldn't spend any time on instruction. It was all about processes and procedures. So this is the third year, we walk campus, and I say, "Look at what you've done." Because they're smiling, they're happy, they're

playing. They're speaking kindly to each other. It's just amazing what has happened, and it's completely because this principal had a vision and has cried with me, and I've walked her off the ledge, "I'm going to quit, I'm going to quit." She took a big risk, and it paid off.

Demonstrates willingness to take a courageous stand. Martha shared her experience regarding how coaching supported her coachees in taking a courageous stand:

I've taught the Tier 1 program at one of the local colleges for 15 years, and 11 of those years I was also coaching, and it just strikes me that those administrators who are coached take the big first steps sooner than those who just go to the college.

Jim shared that his coachee demonstrated her willingness to take a courageous stand by establishing clear expectations while working on developing a positive culture:

I have been working with someone for 3 years. There are many changes at the school. This principal is doing things the right way, but it is a change in culture. I have sat in on meetings with the union rep and the principal. Sometimes it should be done differently; sometimes she needs to go slower. More and more staff are coming on board, yet there is still room for improvement. They have a more positive culture now.

Provides resources that support nontraditional solutions. The coaches perceived the skill of providing resources that support nontraditional solutions to be the coachees' weakest skill area in this domain of the TLSi. This same skill area also was not as evident in the data collected as most of the other skill areas. The coaches perceived that, on average, the coachees demonstrated *some* skill in this area.

Tammy shared how she helped her coachee understand that sometimes nontraditional solutions are needed to solve a problem: “I asked her to think outside of the box. Generate a list of resources you would need to make it happen.”

Uses divergent fields and disciplines to create something new. The skill of using divergent fields and disciplines to create something new was not found in the data collected as frequently as most of the other skill areas in this domain. However, artifacts collected for this study illustrated how coach training encouraged the coaches to support holistic thinking within their coachees. Artifacts that outlined coachees’ outcomes stated, “I have developed leadership capabilities and management skills in staff, parents, and community stakeholders to build shared responsibility for operation of the school as a learning support system for all students.” This outcome supports the skill of drawing from divergent fields to create the learning system.

Establishes clear expectations. Kelsey described how her coachee established clear expectations and how she coached her to foster a positive culture while bringing about change:

Her character is “I want to make change; I want to do what’s right for kids. I want to be seen as somebody who can improve instruction.” . . . And I think the second piece of what I’ve had to do is really build her optimism and at points her persistence.

Summary

This chapter showcased an ethnographic story from the viewpoint of coaches who practice the blended coaching model, as analyzed through the lens of the TLSi. The chapter began with a thorough description of the methodology used to conduct the study

to provide the reader with a clear image of the processes and protocols used by the researcher to collect data and understand the experiences of coaches. The stories told were framed through the coaches' experiences in working with coachees who were employed as educational leaders in California public school organizations. During the timeframe of the study, all 21 participants were actively coaching one or more coachees and had provided coaching to school administrators for a minimum of 2 years. The study participants shared stories about their coachees' leadership skills, giving specific examples, and oftentimes shared the dialog that occurred between the coach and the coachee. These stories and discussions painted a verbal picture of the experiences of coaches who practice the blended coaching model, through the lens of transformational leadership. As a result of this ethnographic study, six key findings were identified.

Finding 1: Transformational Leadership Skills Are Key Elements of Coaching

The data collected from the focus group interviews, one-on-one interviews, artifacts, and observations demonstrated that coaches who practice the blended coaching model support their coachees' development of transformational leadership skills. One hundred percent of the coaches shared stories about how they support their coachees in one or more of the transformational leadership domains. In addition, 100% of the 80 transformational leadership skills indicated on the TLSi were evident in one or more of the experiences shared by the coaches, the observations, or the artifacts collected for this study. This finding coincides with the research literature that stated that coaching has the potential to accelerate the growth of leadership skills, enhancing the coachees' organizational effectiveness (Grant et al., 2009; Wales, 2003).

Finding 2: Personal and Interpersonal Skill Development Was Evident in 100% of Coach Responses

The data collected from the focus group and one-on-one interviews, observations, and artifact analysis demonstrated that coaches perceived that their work focused significantly on the coachees' development of personal and interpersonal skills. Although the specific skills that were the focus of the coaching sessions within this domain were situational and therefore differed from coach to coach, 100% of coaches shared stories about working with their coachees to develop their personal and interpersonal skills. In the experiences shared by the coaches, it was demonstrated that coaches spent a considerable amount of time helping to develop their coachees' skills in providing counseling and support to team members. Within the personal and interpersonal skills domain, this skill area comprised approximately 25% of all experiences shared by the coaches. In addition, coaches were asked to identify the three domains of the TLSi that were most impacted by the coaching experience. Personal and interpersonal skills received the third highest ranking.

This finding coincides with the research literature that explained that transformational leaders use emotional intelligence to build capacity and act as mentors to those they lead (Leithwood & Sun, 2012). They use their interpersonal skills to inspire, build enthusiasm, and keep others motivated and focused on the mission and goals of the organization (Goleman et al., 2013).

Finding 3: Coaches Viewed the Communication Domain as Most Impacted by Coaching

The data collected from the focus group interviews, one-on-one interviews, observations, and artifact analysis demonstrated that in the experiences of coaches, the communication domain is a major focus when practicing the blended coaching model. Within this domain, 100% of coaches addressed how their coaching focused on supporting their coachees in the skill of building strong relationships with their followers through open communication and listening. In fact, over 50% of all the references within the communication domain focused on this skill area. In addition, the communication domain had the highest number of overall references within the data analysis process, equal only to the number of references received by the personal and interpersonal skills domain. The communication domain also received the highest rating regarding the three domains that the coaches felt were impacted the most as a result of coaching.

This finding coincides with the research literature that described that transformational leaders communicate openly and honestly to gain support and build strong relationships with their followers (Green, 2010). They also empower followers to participate in two-way communication so that they feel free to express their ideas (Shanker & Sayeed, 2012).

Finding 4: Collaboration Skills Were a Major Focus of Coaches When Working With Coachees

The data collected from the focus group interviews, one-on-one interviews, and observations demonstrated that the coaches experienced the collaboration domain as a major focus of their coaching experience. Similar to the communication domain, the skill

area within the collaboration domain that received the most references focuses on relationship building. Within this domain, the skill area relative to relationship building pertains to building strong relationships of team members. This skill area was identified in over 40% of the data collected within this domain. In addition, the collaboration domain received the second highest number of references within the data analysis process. This number of references was second to the number of references received by the personal and interpersonal skills and communication domains, the two domains that had 97 discrete references each. The collaboration domain also received the second highest rating regarding the three domains that the coaches felt were affected the most as a result of coaching.

This finding coincides with the research literature that explained that transformational leaders seek to foster collaboration to build a cycle of inquiry and improvement (Fullan, 2008a). They understand the importance of building strong relationships by creating a culture that supports ongoing collaboration (Leithwood & Sun, 2012). Transformational leaders nurture collaboration with and between staff members, encouraging followers to share their expertise (Marks & Printy, 2003). Therefore, this finding coincides with the literature review regarding the importance of building strong systems of collaboration when developing a leader's transformational leadership skills.

Finding 5: Coachees Found Most Skilled in Diversity Domain as Identified by the TLSi

The TLSi was completed by the coaches to fill the gap in the data collected from the focus group interviews, one-on-one interviews, observations, and artifact analysis. The TLSi findings filled a gap in the information gathered regarding the diversity

domain. Although a limited number of references were found in the data collected regarding the experiences of coaches within the diversity domain and no coaches ranked the diversity domain as one of the top three domains most impacted by coaching, the coaches identified that their coachees were most skilled in this domain as reflected by the TLSi. Within the limited number of references found regarding the diversity domain, the skill of reflection and learning from experiences was the diversity skill with the highest number of references.

Finding 6: Coaching Focused on the Skill of Anticipating Obstacles

The skill of anticipating obstacles by engaging others to share ideas was a skill the coaches reported as an important focus when working with their coachees. The political intelligence domain in which this specific skill is identified received a relatively low number of references overall, and it also received the lowest score regarding the coaches' perceptions of their coachees' overall skills in this domain. This finding regarding a focus on anticipating obstacles by engaging others to share ideas coincides with the literature explaining that transformational leaders understand the importance of leveraging leadership throughout the organization and that transformational leadership practices may be evident in the behaviors of their followers (Leithwood & Jantzi, 2006).

Chapter V discusses conclusions that can be drawn from the findings. The researcher also discusses the implications of the study and makes recommendations for further research. The researcher concludes with her personal insights and reflections regarding the research process and the conclusions of the study.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter begins with a brief summary of the purpose of the study and the associated research question, methods, population, and sample. In addition, a summary of the results of the focus group and one-on-one interviews, observations, and artifact analysis is presented along with a discussion regarding how the Transformational Leadership Skills Inventory filled the gaps in the data collected. Major findings, including a presentation of the unexpected findings, are reviewed. Next, the researcher shares conclusions based on what was learned from the synthesis of the literature review and research findings. Lastly, the researcher articulates specific implications of the study and shares recommendations for further research. The chapter concludes with closing remarks and reflections regarding the research study.

Purpose Statement

The purpose of this qualitative ethnographic research was to study the culture and experiences of coaches who practice the blended coaching model through the lens of transformational leadership. The study expands the literature regarding leadership coaching by identifying transformational leadership skills that are enhanced through the coaching experience and coaching strategies that support the development of 21st-century school leaders as perceived by their coaches.

Research Question

This ethnographic study used a concurrent triangulation design to explore the following research question: What is the experience of coaches who practice the blending coaching model, as analyzed through the lens of the 10 transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi)?

Research Methods

For this study, a qualitative research design was selected. Creswell (2014) stated that a qualitative approach is most useful when a specific topic has not been addressed with a group of people and the important variables are not known. Patton (2002) asserted that qualitative methods are appropriate when the researcher strives to facilitate a study in depth and with specific detail. To achieve the depth and detail necessary to thoroughly understand the culture and experiences of coaches, it was necessary for the researcher to be embedded in the coaching culture to hear and learn from the stories told by the coaches themselves (Patton, 2002).

The qualitative inquiry approach for this study was ethnography. An ethnographic orientation was selected because research focusing on the culture of coaching as analyzed through the lens of transformational leadership from the perspective of the coach was not found in the literature. According to Patton (2002), understanding the culture in which any change initiative will occur is central to initiating change in any organization. Since leadership coaching strives to change or enhance leadership behaviors, understanding the culture of coaching is of paramount importance. Therefore, the researcher was embedded in the coaches' culture during the data collection process. The data collection included facilitating four focus group interviews and nine one-on-one interviews; conducting observations of coach meetings and trainings; and analyzing artifacts that included meeting agendas and minutes, coaching protocols and processes, and coach training materials.

Population

The population from which the sample was generated included all 340 practicing certified coaches who are part of the Association of California School Administrators/New Teacher Center (ACSA/NTC) California Network of School Leadership Coaches (CNET). ACSA/CNET coaches are trained in the blended coaching model. They possess a California Administrative Services Credential, have served a minimum of 5 years as a successful school administrator, have completed the Coaching Leaders to Attain Student Success (CLASS) training, and continuously participate in the ACSA/NTC CNET.

Sample

The researcher used purposeful sampling to select members of the population of coaches who would most likely have information to share (McMillan & Schumacher, 2010) about the culture and experiences of coaches as it pertained to the development of transformational leadership skills within the leadership practices of the coachees. Twenty-one ACSA/CNET-certified coaches who were trained in the blended coaching model participated in the study. This number of participants provided the researcher with detailed descriptions regarding the culture and experiences of coaches and illuminated the perceptions of the coaches regarding how coaching affected the development of transformational leadership skills of their coachees.

Major Findings

This study involved an analysis of the experiences of 21 ACSA/CNET-certified coaches who practice the blended coaching model through the lens of transformational leadership. During the timeframe of the study, all 21 participants were actively coaching

one or more coachees and had provided coaching to school administrators for a minimum of 2 years. The study participants shared stories about their coachees' leadership skills, giving specific examples, and oftentimes shared the dialog that occurred between the coach and the coachee. The coaches also shared insight into their thought processes and reflected on the patterns of behavior and rules that are components of the coaching culture. These stories and discussions painted a verbal picture of the experiences of coaches who practice the blended coaching model, through the lens of transformational leadership.

Finding 1: Transformational Leadership Skills Are Key Elements of Coaching

The data collected from the focus group interviews, one-on-one interviews, artifacts, and observations demonstrated that coaches who practice the blended coaching model support their coachees' development of transformational leadership skills. One hundred percent of the coaches shared stories about how they support their coachees in one or more of the transformational leadership domains. In addition, 100% of the 80 transformational leadership skills indicated on the TLSi were evident in one or more of the experiences shared by the coaches, the observations, or the artifacts collected for this study.

Finding 2: Personal and Interpersonal Skill Development Was Evident in 100% of Coach Responses

The data collected from the focus group and one-on-one interviews, observations, and artifact analysis demonstrated that coaches perceived that their work focused significantly on the coachees' development of personal and interpersonal skills. Although the specific skills that were the focus of the coaching sessions within this

domain were situational and therefore differed from coach to coach, 100% of coaches shared stories about working with their coachees to develop their personal and interpersonal skills. In the experiences shared by the coaches, it was demonstrated that coaches spent a considerable amount of time helping to develop their coachees' skills in providing counseling and support to team members. Within the personal and interpersonal skills domain, this skill area comprised approximately 25% of all experiences shared by the coaches. In addition, coaches were asked to identify the three domains of the TLSi that were most affected by the coaching experience. Personal and interpersonal skills received the third highest ranking.

Finding 3: Coaches Viewed the Communication Domain as Most Impacted by Coaching

The data collected from the focus group interviews, one-on-one interviews, observations, and artifact analysis demonstrated that in the experiences of coaches, the communication domain is a major focus when practicing the blended coaching model. Within this domain, 100% of coaches addressed how their coaching focused on supporting their coachees in the skill of building strong relationships with their followers through open communication and listening. In fact, over 50% of all the references within the communication domain focused on this skill area. In addition, the communication domain had the highest number of overall references within the data analysis process, equal only to the number of references received by the personal and interpersonal skills domain. The communication domain also received the highest rating regarding the three domains that the coaches felt were affected the most as a result of coaching.

Finding 4: Collaboration Skills Were a Major Focus of Coaches When Working With Coachees

The data collected from the focus group interviews, one-on-one interviews, and observations demonstrated that the coaches experienced the collaboration domain as a major focus of their coaching experience. Similar to the communication domain, the skill area within the collaboration domain that received the most references focuses on relationship building. Within this domain, the skill area relative to relationship building pertains to building strong relationships of team members. This skill area was identified in over 40% of the data collected within this domain. In addition, the collaboration domain received the second highest number of references within the data analysis process. This number of references was second to the number of references received by the personal and interpersonal skills and communication domains, the two domains that had 97 discrete references each. The collaboration domain also received the second highest rating regarding the three domains that the coaches felt were affected the most as a result of coaching.

Finding 5: Coachees Found Most Skilled in Diversity Domain as Identified by the TLSi

The TLSi was completed by the coaches to fill the gap in the data collected from the focus group interviews, one-on-one interviews, observations, and artifact analysis. The TLSi findings filled a gap in the information gathered regarding the diversity domain. Although there were a limited number of references in the data collected regarding the experiences of coaches within the diversity domain and no coaches ranked the diversity domain as one of the top three domains most impacted by coaching, the

coaches identified that their coachees were most skilled in this domain as reflected by the TLSi. Although there were a limited number of references to the diversity domain, the skill of reflection and learning from experiences was the diversity skill with the highest number of references.

Finding 6: Coaching Focused on the Skill of Anticipating Obstacles

The skill of anticipating obstacles by engaging others to share ideas was a skill the coaches reported as an important focus when working with their coachees. While the political intelligence domain in which this specific skill is identified received a relatively low number of references overall, it also received the lowest score regarding the coaches' perceptions of their coachees' overall skills in this domain.

Unexpected Findings

There were two substantial surprises encountered regarding the findings of this study. While the literature pointed to the urgent need for school leaders to transform their learning organizations to meet the demands of the 21st century and the rigors of the Common Core State Standards, there was very little mention of how coaches experienced their role specifically in supporting their coachees in meeting these new demands of school leaders. Although the artifact analysis revealed materials to support coaches with the development of these skills of their coachees, coaching experiences with the specific goal of helping the coachees meet these major challenges were scarcely expressed by the coaches.

The other surprising finding encountered during this study was that coaches rated their coachees as most skilled in the diversity domain on the TLSi. The reason why this was surprising was because no coaches identified the diversity domain as a domain most

impacted by coaching, and there were relatively few references to diversity in the data collected.

Conclusions

Based on the findings of this study, several conclusions were drawn regarding patterns of behavior within the culture of coaches that can be understood by analyzing the coaches' experiences through the lens of transformational leadership.

Conclusion 1: Coaches Who Practice the Blended Coaching Model Help Develop Transformational Leadership Skills in Their Coachees

This study resulted in the following findings:

1. One hundred percent of the transformational leadership domains were evident in the data collected from coaches, observations, and artifacts gathered for the study.
2. One hundred percent of the 80 transformational leadership skills were addressed in stories told by one or more of the coaches, observations, or artifacts collected.
3. The personal and interpersonal skills, communication, and collaboration transformational leadership domains were most frequently the topics of stories told by all of the coaches.

From these findings, the following conclusion was drawn: Coaches who practice the blended coaching model primarily focus their coaching on their coachees' transformational leadership development in the areas of personal and interpersonal skills, communication skills, and collaboration skills.

Conclusion 2: Coaches Perceive That the Most Important Transformational Leadership Skills Relate to Personal and Interpersonal Skills, Communication, and Collaboration

The findings of this study demonstrated that 45% of the discrete experiences shared by coaches consisted of elements associated with the personal and interpersonal skills, communication, and collaboration domains. From this finding, the following conclusion was drawn: Since almost half of the experiences shared by the coaches who practice the blended coaching model related to personal and interpersonal skills, communication skills, and collaboration skills, an inference can be drawn that the coaches view these skill areas as most important in working with their coachees.

Conclusion 3: Coaches Focus on Supporting Their Coachees' Relationship-Building Skills

The findings of this study demonstrated the following regarding the 618 discrete experiences shared by coaches:

1. Of the experiences shared by coaches, 9.06% focused on supporting their coachees' development of the transformational leadership skill of building strong relationships through open communication and listening.
2. Of the experiences shared by coaches, 9.40% focused on supporting their coachees' development of the transformational leadership skill of building strong relationships with their team members.
3. Combining the coaches' experiences of building strong relationships through open communication and listening with building strong relationships with team members, 18.4% of the coaching experiences focused on developing relationship-building skills.

From these findings, the following conclusion was drawn: Coaches who practice the blended coaching model predominantly focus their coaching on the development of their coachees' transformational leadership skills regarding relationship building. This focus assists the coachees in developing new ways of leading their organizations through building strong relationships with their followers and stakeholders.

Conclusion 4: Coaches Provide Situational Coaching to Ensure Coaching Meets the Specific Needs of Each Coachee

Findings from this study show that coaches who practice the blended coaching model determine the focus of their coaching based on the individual needs and situation of the coachee. One hundred percent of the coaches shared specific stories about helping their coachees avoid landmines by anticipating obstacles, navigate conflicts with or between staff members or stakeholders, or cope with and manage specific issues facing their leadership.

For example, the coaches identified that the coachees were most skilled in the diversity domain. They did not find this domain to be as highly impacted by coaching as the other domains. This finding may indicate that because the coaches viewed the coachees as relatively skillful in this area, the coaches may have tended to spend less time on supporting their coachees on developing diversity skills and devoted their coaching time to skill areas that may have needed more development. Conversely, the coaches ranked the skill of communicating an inspiring vision as the lowest achieved skill in the communication domain. Data collected from sources other than the TLSi indicated that this skill area received the second highest number of references within this domain. This finding may indicate that because coaches viewed their coachees as weak in this area, the

coaches may have tended to spend more time supporting their coachees' development regarding the skill of communicating an inspiring vision. It may also indicate that coaching was not helpful in improving the outcome for this skill.

From these findings, the following conclusion was drawn: Coaches who practice the blended coaching model focus their coaching sessions on the specific situation or needs of their coachee. This situational coaching supports the individual coachee by making the coaching sessions meaningful for each coachee.

Conclusion 5: Transformational Leadership is a Holistic Style of Leadership That Tends to be Integrated, With Each Skill Strengthening and Building Upon Others

Findings from the study demonstrated that there is an overlap between the skills within the different transformational leadership domains. For example, the coaches shared that relationship building is necessary for effective communication, collaboration, and political intelligence. Furthermore, many of the stories told by the coaches identified multiple skill areas addressed within a single experience. While the researcher categorized the narratives shared by the coaches according to the elements in each domain, it was recognized that the stories told by the coaches had meaning in multiple aspects of transformational leadership.

From these findings, the following conclusion was drawn: Transformational leadership appears to be more than the sum of its parts. It is a holistic style of leadership that tends to be integrated, with each skill strengthening and building upon others. When two or three skills are found to be lacking, they may create an obstacle to success. For example, there appears to be an interrelationship between the skills of managing unproductive behaviors in teams, anticipating and managing conflict, bringing conflict

out in the open, and remaining calm in tense situations that may have contributed to the relatively low score in each of these areas.

Implications for Action

The following section details the implications of this research and the actions that forward-thinking leadership consultants, effective school districts, institutions of higher education, and policymakers could consider within their school leadership professional development programs to ensure school leaders are optimally equipped to lead the transformation of schools to meet the demands of the 21st century.

1. Focusing the school leaders' professional development on transformational leadership skills, as described in this study, will provide much-needed support to novice and veteran school principals who are tasked with building strong relationships, implementing new ideas, working collaboratively, and connecting to stakeholders in the external environment. It is recommended that school districts provide opportunities for school administrators to participate in leadership coaching.
2. Coaches who practice the blended coaching model predominantly shared narratives that focused on the skills found within the personal and interpersonal skills, communication, and collaboration domains. It is recommended that the professional development offered to coaches include more attention to the domains that were not as greatly emphasized, including the diversity, creativity and sustained innovation, team building, and character and integrity domains.
3. Many transformational leadership skills are interrelated and build upon and strengthen each other. There appears to be an interrelationship between the skills of managing unproductive behaviors in teams, anticipating and managing conflict, bringing conflict

out in the open, and remaining calm in tense situations, as indicated by the relatively low rating in each of these areas. It is recommended that professional development offered to coaches utilize an integrated approach to leadership skill development so that skills are developed using an integrated, holistic approach.

4. Coaches who practice the blended coaching model identified the skill area of providing resources that support nontraditional solutions as a skill that is least developed in their coachees. An examination of this skill area also revealed that the skill was not referenced in the data as frequently as other skills areas. It is recommended that professional development offered to coaches include more attention to developing the coachees' skill regarding providing resources that support nontraditional solutions.
5. Building personal and interpersonal skills was a highly sought outcome of the coaching relationship. The findings illustrate the importance of helping the coachees learn new ways of being by strengthening their emotional intelligence and relationship-building skills. It is recommended that a consortium of school districts organize professional learning communities for the purpose of encouraging leadership coaches who work within the consortium to support each other in the development of their own personal and interpersonal skills. This form of professional development will expand the coaches' skills as they work with their colleagues toward the common goal of optimizing the coaching experience for their coachees.
6. The stories told by the coaches were the backbone of the findings of this study. The stories demonstrated that leadership coaching is instrumental in encouraging the application of change theory that emphasizes that change leaders must be self-aware,

collaborative, and relationship builders who are able to inspire their followers. Currently, the state of California has identified eight priorities for school leaders. These eight priorities focus on requiring school and district leaders to ensure that teachers are appropriately assigned, the academic content and performance standards are implemented, parents are involved and engaged, pupil achievement increases for all students, pupils are engaged, the school climate is improved, all students have access to a broad base of study, and pupil outcomes are met in the subject areas. School and district leaders are charged to meet these state priority areas. However, there is no requirement within the accountability system to ensure leaders possess the mindset and skills needed to lead the changes to make these priority areas attainable. It is recommended that local policymakers consider requiring leadership coaching for all school leaders as a component of the Local Control and Accountability Plan and that leadership coaching be funded through the Local Control Funding Formula.

7. Due to the time commitment and the need for coaches to be available to provide coaching during the regular school day, the majority of the coach participants in this study were retired school district administrators. This may help explain the surprising finding that coaches did not share many experiences regarding coaching school leaders to facilitate the implementation of 21st-century skills or the Common Core State Standards. It is recommended that leadership coaches are provided ongoing professional development in the current demands of school leadership so that coaches are able to support the growth of their coachees in the implementation of current initiatives.

8. Coaches who practice the blended coaching model identified the diversity domain as the domain in which coachees were most skilled. However, an examination of the data collected revealed that the skills within the diversity domain were infrequently referenced in the data collected. It is recommended that professional development offered to coaches include more attention to heightening the coaches' awareness and knowledge of the specific skills within the diversity domain.
9. Coaches who practice the blended coaching model identified the skills within the political intelligence domain as the least developed in their coachees. An examination of the data collected in this domain also revealed that political intelligence skills were referenced frequently in the experiences shared by the coaches. It is recommended that professional development offered to coaches include more strategies to support the coachees' development and implementation of the political intelligence skills.

Recommendations for Further Research

Based on the research study and findings, it is recommended that further research be conducted on the experiences of coaches, through the lens of transformational leadership.

1. The current study was completed focusing on coaches who were trained in the blended coaching model; a similar study should be planned focusing on leadership coaches who were not trained in this model to determine if leadership coaching, in general, focuses on developing transformational leadership skills of the coachees or if this finding is unique to those coaches trained in the blended coaching model.
2. The current study focused on the experiences of coaches through the lens of all 10 transformational leadership domains; a similar study focusing more in depth on each

domain and the skills within each domain should be conducted to more clearly determine specific skills that are enhanced through coaches who practice the blended coaching model.

3. The current study was a qualitative study examined from an ethnographic orientation; a similar study should be conducted using quantitative methods that focus on assessing the impact of coaching on the development of transformational leadership skills by administering a pre- and postsurvey of coaches.
4. This current study focused on the experiences of coaches who practice the blended coaching model; a similar study focusing on the experiences of the coachees should be conducted to determine if the findings of the study are consistent between the two different sample groups.
5. The current study focused on the experiences of coaches who practice the blended coaching model; a similar study should be conducted using a case study approach focusing on the experiences of one coach and his or her coachees to determine if their experiences are similar.
6. The current study focused on the experiences of coaches through the lens of transformational leadership; a similar study should be conducted to determine the lasting effects of coaching once the coaching relationship ends.
7. The current study focused on the coaches' perceptions regarding the transformational leadership skill development of their coachees; a study should be conducted focusing on the transformational changes that the coachees were able to put in place following their coaching experiences and the successes and sustainability of these changes.

8. The current study focused on the experiences of coaches who coached site-level leaders; a similar study should be conducted to determine the impact of coaching on the development of transformational leadership skills in district office level administrators.

Concluding Remarks and Reflections

This study had a profound effect on me, both personally and professionally. Prior to conducting this study, I thought that I understood how coaching could support novice school leaders in learning the tricks of the trade so that as they were *learning by doing* their role as school leaders, the learning curve would be lessened and common pitfalls could be avoided. I thought that leadership coaching was similar to leadership mentoring and chiefly entailed the sharing of the coach's experiences and expertise.

As a result of this study, it appears that coaches trained in the blended coaching model are transformative coaches who strive to transform their coachees through skillful facilitative coaching. They are trained to use a variety of questioning skills, enabling the coachees to develop their own *ways of being and doing*. At times, the coaches did take on an instructional role when the coachees' own thinking was blocked or when they did not have enough background knowledge to create their own plan of action.

Although the coaches in this study were not aware of the 10 transformational leadership domains prior to participating in this study, it was evident from the stories they told about their coaching experiences that their coaching focused on developing their coachees' acumen in many of the transformational leadership domains, and most specifically in the personal and interpersonal skills, collaboration, and communication

domains. Therefore, coaches trained in the blended coaching model support the development of transformational leadership skills of their coachees.

The stories told by the coaches who participated in this study demonstrated their commitment to their coachees and to the entire coaching process. Since the majority of the coach participants were retired school superintendents, assistant superintendents, and principals, they felt a kinship with their coachees and shared stories that demonstrated their passion for coaching the next generation of school leaders. As a result of my time spent with the coach participants, I became even more reflective about my own leadership and realized how coaching would have benefited me in my leadership roles. As a result of this process, I concluded that leadership coaching could play a major role in the professional development of district-level leaders as well as site-level leaders. I also concluded that veteran and novice school leaders alike could benefit from leadership coaching.

Since today's school leaders are charged with transforming schools so that students are able to compete in the global marketplace, a research-based support system must be in place to ensure that those responsible for leading the transformation of schools have access to individualized, job-embedded professional development. Leadership coaching offers a viable solution to meeting this need. The work of the leadership coach is ultimately about supporting the school leader in making a lasting impact on student achievement. Robert Hargrove (2008) stated that coaching "gives people access to a new kind of power: the power to make the impossible happen" (p. 60). It is my hope that this study provides an impetus to expand the power of this coaching model to help make the impossible happen for the leaders, the teachers, and the students of today and tomorrow.

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APPENDICES

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| Collaborative | | | | | | | | | | | |
| Consultative | | | | | | | | | | 4, | |
| Transformative | | | | | | | | | | | |
| Coaching for Transformation | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|------------------------------|------------------|----------------------------|---------------------------------------|---------------------------|----------------------|-----------------------|---|---------------|---------------|----------------------------|---|
| History of Coaching | | Coach Federation | James-Ward & Potter*, 2011 | Loving, 2011* | James-Ward*, 2011 | Jones & Harris, 2013 | Joyce & Showers, 2002 | Ke, Anderson, Deaing, Harris, & Shuster, 2010 | Kelsen*, 2011 | Knight*, 2011 | Leadership in Action, n.d. | Lindsey, 2007 Lindsey, Martinez, & Lindsey, 2007 |
| Purpose of Coaching | Quote pg 2 | 1,2 | 122-3 | 1,2,7-34 | | | 84-86 | | 36 | | | |
| Adult Learning Theory/Why coaching? | 6,8,9 | 1,2,3, | 123-4, 137, | | | 475 | | | | 18,19,20, 1 | 10, | |
| Coaching vs mentoring | | 2, | | 1-2,3, 6-8, 19-26 | | | | | | | 8, | |
| Elements of coaching: | 9- | | 126 | | | 474 | | | 20-34, 37 | | | |
| Triad | | | | | 4, | | | | | | 19 | |
| Prerequisites | | | | | | | | | | | 14-18 | |
| Coaching Models | | | | | | | | | | 21,22, | 12, | |
| Peer Coaching | | | | | | | 82,89 | | | | | |
| Evocative Coaching | | | | | | | | | | | | |
| Results Coaching | | | | | | | | | | | | |
| Cognitive Coaching | | | | | | | | | | | | |
| Leadership Coaching – what is it and why does it matter | | | 124-5, 126 | 4 quote Exec coach 27-34, 35-16 | 1,2,3, 473, 474, 477, 481 | 71,76, 78, 86-7,90 | | | | | pp. 6, 7,9,11, | |
| Meeting leadership challenges | 1-5 2 gives great example | | 124 | | 8, | | | | 3-4, 15,20 | | 20,21 | |
| Hindrances to coaching | | | | | 9, | | | | | | | |
| Blended Coaching Model | | | 126,127 | 38-, 39 | | | | | | 18,19,20 | | |
| Facilitative Coaching | | | | | | | | | | 0 | | |
| Instructional Coaching | | 2 | | 39 | | | | | | 22, | | |
| Blending Coaching Strategies: | | | 126 | 39 | | | | | | | | |
| Collaborative | | | | 39 | | | | | | | | |
| Consultative | | 2,3 | | 39 | | | | | | | | |
| Transformative | 11-12 | | | 39-41 | 3, | | | | | | | |
| Coaching for Transformation | | | | | | 478 | | | | | | |

| | | | | | | | | | | | | |
|---|---------------------|--------------|-----------------|--|---------------|-------------|--|--------------|-------------|-------------|-------------|-------------|
| | Knapp et al., 2010* | Mackie, 2014 | Neumerski, 2013 | Patti, Holzer, Stern, & Brackett, 2012 | Perkins, 2009 | Peter, n.d. | Petrides, Middleton-Dezner, James, Rubio, 2011 | Reeves, 2007 | Reiss, 2003 | Reiss, 2004 | Reiss, 2007 | Reiss, 2012 |
| History of Coaching | | | | 264, 265 | 307 | | | | | | | |
| Purpose of Coaching | | 119, 120 | | 264 | 298, 311, | | | | | | | |
| Adult Learning Theory/Why coaching? | | | | 265, 266 | | | 12,15 | | | | | |
| Coaching vs mentoring | | | | | | | | 89 | | | | |
| Elements of coaching: | | 120 | 323 | 266,267,269, | 307 | | | 90 | | 35 | | |
| Triad | | | | | | | | | | | | |
| Prerequisites | | | | | | | | | | | | |
| Coaching Models | | | | | | | | | | | | |
| Peer Coaching | | | | | | | | | | | | |
| Evocative Coaching | | | | | | | | | | | | |
| Results Coaching | | | | | | | | | | | | |
| Cognitive Coaching | | | | 265 | | | | | | | | |
| Leadership Coaching – what is it and why does it matter | 4 | 121,132,133 | | | | | | 89, | 2,3, | 34,35 | | |
| Meeting leadership challenges | 18,19-25, 28,33-34 | | | | | | | | | 35 | | |
| Hindrances to coaching | | | | | | | | 90 | | 35 | | |
| Blended Coaching Model | | | | | | | | | | | | |
| Facilitative Coaching | | | | | | | | | | | | |
| Instructional Coaching | | | 322 | | | | | | 3 | | | |
| Blending Coaching Strategies: | | | | | | | | | | | | |
| Collaborative | | | | | | | | | | | | |
| Consultative | | | | | | | | | 3 | | | |
| Transformative | | | | | | | | | | | | |
| Coaching for Transformation | | | | | | | | 90 | | | | |

| | | | | | | | | | | | |
|---|----------------|-----------------------|-------------------|---------------|------------------------|----------------|---|---------------------------|-------------|--------------------------------------|---------------------------------------|
| History of Coaching | Roberson, 2011 | Rooke & Torbert, 2005 | Sappington*, 2012 | Spears, 2012 | Susuncu et al. *, 2012 | Tipton *, 2007 | Tschannen-Moran & Tschannen-Moran, 2010 | Wallace Foundation*, 2008 | Wales, 2003 | Warren, Higbee, Mark, & Kelsen, 2013 | Wise & Hammack, 2011 |
| Purpose of Coaching | | 67 quote | | 9,12,43 34 | | | | | 276-79 | | 449-450, 451, 454 |
| Adult Learning Theory/Why coaching? | | 67,72 | 9-10 | 45-6 | | | | 8, | 275, | | |
| Coaching vs mentoring | 5, | | | 44, 46-51 | | | | | | | 452,455-6,457, 458,459, 461,470 |
| Elements of coaching: | 6,9 | | | | | | | | | | |
| Triad | | | | | | | | | | | |
| Prerequisites | | | | | | | | | | | |
| Coaching Models | Exec :9 | | | | | | | | | | |
| Peer Coaching | | | | | | | | | | | |
| Evocative Coaching | | | | | | | | | | | |
| Results Coaching | | | | | | | | | | | |
| Cognitive Coaching | | | | | | | | | | | 451 |
| Leadership Coaching – what is it and why does it matter | 5,6,7,9 | | | | 32,33, 34, | | | 2,4,7,8, 9 | 279-281 | 24 | 451,452, 454,455, 457 |
| Meeting leadership challenges | 3,6, | | | | | | | 1, | | 7 | |
| Hindrances to coaching | | | | | 35 | | | | 275 | | 456 |
| Blended Coaching Model | | | | | 36, | | | | | | |
| Facilitative Coaching | | | | | 34,35 | | | | | | 453 |
| Instructional Coaching | | | | | 34,35 | | | | | | 450-51, 452 |
| Blending Coaching Strategies: | | | | | | | | | | | |
| Collaborative | | | | | | | | | | | |
| Consultative | | | | | | | | | | | |
| Transformative | | | | | | | | | | | |
| Coaching for Transformation | | 73. | | | 35, | | | | | | |

APPENDIX B

Transformational Leadership Skills Inventory (Short Version)

TLSi

5 = Very great extent 4 = Great Extent 3 = Some Extent 2 = Little Extent 1 = Very Little Extent

Domains

| | | | | | |
|---|---|---|---|---|---|
| <u>Visionary Leadership:</u> Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization. | 1 | 2 | 3 | 4 | 5 |
| <u>Communication:</u> Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization. | 1 | 2 | 3 | 4 | 5 |
| <u>Problem-Solving & Decision Making:</u> Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization. | 1 | 2 | 3 | 4 | 5 |
| <u>Personal/Interpersonal Skills:</u> Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence. | 1 | 2 | 3 | 4 | 5 |
| <u>Character/Integrity:</u> Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others. | 1 | 2 | 3 | 4 | 5 |
| <u>Collaboration:</u> Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution. | 1 | 2 | 3 | 4 | 5 |
| <u>Creativity and Sustained Innovation:</u> Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization. | 1 | 2 | 3 | 4 | 5 |
| <u>Diversity:</u> Integrate the strengths that individual an cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society. | 1 | 2 | 3 | 4 | 5 |
| <u>Team Building:</u> Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict. | 1 | 2 | 3 | 4 | 5 |
| <u>Political Intelligence:</u> Generating organizational influence to ethically advocate for causes and changes that will advance the organization’s vision and mission. | 1 | 2 | 3 | 4 | 5 |

APPENDIX C

Focus Group Interview Protocol

Time of Interview:

Date:

Place:

Interviewer:

Interviewees:

Good Morning/Afternoon/Evening,

Thank you again for agreeing to participate in this interview. As part of my dissertation research for the doctorate degree in Organizational Leadership at Brandman University in Irvine California, I am interviewing coaches who are certified by the New Teacher Center and ACSA to serve as leadership coaches using the Blended Coaching model. The purpose of the interview is to learn about your experiences as a leadership coach and your perceptions regarding the experiences of your coachees. The interview will take about 60 minutes to complete and will include three questions. I may ask some follow-up questions if I need further clarification.

Any information that is obtained in connection to this study will remain confidential. All of my data will be reported without reference to an individual or an institution. After I record and transcribe the data, I will send it to you so that you can check to make sure that I have captured your thoughts and ideas accurately.

I want to make this interview as comfortable as possible for you, so at any point during the interview you can choose not to answer a particular question. With your permission, I would like to tape record this interview so that I ensure that I capture your thoughts accurately. Thank you.

Do you have any questions before we begin?

Opening Question/Ice Breaker: Take one or two minutes to share with us a little about your administrative experiences.

1. Tell me about how your coachee builds support for initiating and sustaining change. (TLSi domains 1, 2, 3, 7, 8, 9, 10)

Potential follow-up question: Can you share a specific example regarding how your coachee built support for initiating and sustaining change?

2. Tell me about the role that communication plays at your coachee's school. (TLSi domains 1, 2, 6, 9)

Potential follow-up question: Can you share a specific example of how your coachee communicates at his or her school.

3. Tell me about how working relationships have changed over time at your coachee's school. (TLSi domains 4, 5, 9)

Potential follow-up question: Can you share a specific example of how working relationships have changed at your coachee's school?

This concludes our interview. Do you have any other information that you would like to add or share regarding your experiences with coaching?

Thank you very much for your time and support in completing my research. I will send, through email, the transcription of our interview for your feedback. If you would like a copy of my final research findings once my research is accepted by the university, I would be happy to share it with you.

In addition, it would be very helpful if you would agree to complete an electronic survey regarding your coachee's leadership skills. The survey will take about 20 minutes to complete and involves multiple choice responses. May I send you an electronic link to the survey so that you can complete it at your convenience?

APPENDIX D

One-on-One Interview Protocol

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Good Morning/Afternoon/Evening,

Thank you again for agreeing to participate in this interview. As part of my dissertation research for the doctorate degree in Organizational Leadership at Brandman University in Irvine California, I am interviewing coaches who are certified by the New Teacher Center and ACSA to serve as leadership coaches using the Blended Coaching model. The purpose of the interview is to learn about your experiences as a leadership coach and your perceptions regarding the experiences of your coachee. The interview will take about 30 minutes to complete and will include six questions. I may ask some follow-up questions if I need further clarification. Is this still a good time to complete this interview? (If this is not a good time to continue, set another time to meet with interviewee; do not hang up without another set time).

Any information that is obtained in connection to this study will remain confidential. All of my data will be reported without reference to an individual or an institution. After I record and transcribe the data, I will send it to you so that you can check to make sure that I have captured your thoughts and ideas accurately.

I want to make this interview as comfortable as possible for you, so at any point during the interview you can ask that I skip a particular question or discontinue the entire interview. With your permission, I would like to tape record this interview so that I ensure that I capture your thoughts accurately. Thank you.

Do you have any questions before we begin?

Opening Question/Ice Breaker: Tell us a little about your administrative experiences.

1. How did coaching affect your coachee's ability to build a vision of change for the future of their school? (TLSi domains 1 & 10)

Potential follow-up question: Can you think of a specific example that demonstrates this affect?

2. How did coaching affect the ways in which ideas are exchanged and problems are solved at your coachee's school? (TSLi domain 2)

Potential follow-up question: Can you think of a specific example that demonstrates how coaching affected how ideas are exchanged and problems are solved at your coachee's school?

3. What was the effect of coaching on your coachee's ability to use differing opinions to focus on their organization's mission? (TSLi domain 3)

Potential follow-up question: Can you think of a specific example that demonstrates how coaching supported your coachee's ability to use differing opinions to focus on their organization's mission?

4. How would you describe your coachee's leadership style & character? What changes, if any, did you observe while working with your coachee? (TSLi domains 4, 5, 8)

Potential follow-up question: Can you share a specific example of a change you noticed in your coachee's leadership style?

5. What was the effect (or not) of coaching on your coachee's ability to build collaboration and teams over time? (TSLi domains 6 & 9)

Potential follow-up question: Can you share a specific example of how your coachee builds collaboration within her/his school?

6. Tell me how coaching affected (or not) your coachee's ability to harness the potential of their staff to promote change. (TSLi domain 7)

Potential follow-up question: Can you share an example of how your coachee used the talents of their staff to initiate or drive a change initiative?

This concludes our interview. Do you have any other information that you would like to add or share regarding your experiences with coaching?

Thank you very much for your time and support in completing my research. I will send, through email, the transcription of our interview for your feedback. If you would like a copy of my final research findings once my research is accepted by the university, I would be happy to share it with you. Thank you again.

APPENDIX E

Observation Protocol

| | | |
|---|-----------------------------------|--------------------------------------|
| Date: | Time: Meeting: | Observer: Location: |
| Instructions: Please read over the domains on the side and mark all the skills that are present during the block of time you are conducting the observation. On the narrative side, please indicate, in detail, what you observe during the time you are present. | | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Visionary Leadership: Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization. <input type="checkbox"/> Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization. <input type="checkbox"/> Problem-Solving & Decision Making: Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization. <input type="checkbox"/> Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence. <input type="checkbox"/> Character/Integrity: Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others. <input type="checkbox"/> Collaboration: Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution. <input type="checkbox"/> Creativity and Sustained Innovation: Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization. <input type="checkbox"/> Diversity: Integrate the strengths that individual an cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society. <input type="checkbox"/> Team Building: Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict. <input type="checkbox"/> Political Intelligence: Generating organizational influence to ethically advocate for causes and changes that will advance the organization’s vision and mission. | <p>Narrative Evidence:</p> | |

APPENDIX F

ACSA/CNET Leadership Coaching Local Program Affiliates

| Local Program | Regions Served by Local Program |
|---|---|
| New Teacher Center | Santa Cruz, Santa Clara, San Mateo, San Benito, Monterey Counties |
| Sacramento ACSA | Greater Sacramento County and independent requests for coaching no in areas covered by affiliates |
| ACSA Region 17 | Orange County |
| L.E.A.D. Network | Pleasanton, Dublin, San Ramon Valley School Districts |
| Long Beach Unified School District | Long Beach Unified School District |
| C.A.S.S.T. Program | San Joaquin, Tuolumne, Calaveras, Amador, and Stanislaus Counties |
| Poway | Poway Unified School District |
| Humboldt County Office of Education | Humboldt County and Del Norte County |
| San Bernardino County Office of Education | San Bernardino County |
| Santa Barbara | Santa Barbara County |
| San Luis Obispo | San Luis Obispo County Office of Education |
| Solano County | Solano County Office of Education |
| Lake/Colusa/Mendocino | Lake, Colusa, Mendocino County Office of Education |
| Whittier Union High School District | Whittier Union High School District |
| Fresno | Fresno County Office of Education |

APPENDIX G

Transformational Leadership Skills Inventory

TLSi

Larick & White 2012

*Every organization must be prepared to abandon everything it does to survive in the future.
Peter Drucker*

Leadership matters and the demands for great leaders are increasing each day. The fast paced global age has presented unprecedented challenges and uncertainty to leaders in all sectors of business, government, education, and social institutions. This environment is redefining the skills that leaders must have to be successful. Great leaders today frequently use 360° feedback as a process to analyze their performance as a leader and develop professional and personal growth plans.

According to Jones & Bearley (1996) the term 360° feedback refers to the practice of gathering and processing multi-rater assessments on leader's performance and feeding back the results. In this process the leader rates her/him on a set of criteria using an inventory administered on-line. The same inventory is used by a group of respondents to rate the leader. For example the leader's boss/supervisor, peers and subordinates use the same inventory to provide feedback concerning the leader's perceived performance. The data received from the inventory provides the leader information necessary to identify their strengths and opportunities for growth.

The 80 items used in this inventory are based on theory and research about leadership and the attributes and strategies that support transformational leadership. An extensive literature search on transformational leadership and the process of change has led to identification of 10 domains and 80 skills that comprise the TLSi.

The development of this instrument has relied on the prior research of John Kouzes & Barry Posner; Ken Wilber; John Kotter; Daniel Goleman; Loyd Cacioppe; David Cashman; Peter Senge; Thomas Havey, Patricia Clark White & Lawrence Kemper; Edgar Schein; Rosabeth Moss Kanter; Ken Blanchard; William Bearley & John Jones; et al.

The TLSI inventory includes 10 domains of leadership that support transformational leadership and was developed through rational and empirical processes. Based on research and field experience, the authors believe that the 10 domains provide a holistic framework for understanding the nature of transformational leadership. While the 10 domains can be disaggregated, the true nature of leadership can only be understood as a whole.

The concept of the Johari window illustrates the value of participating in 360 degree feedback. Johari window is a two-by-two matrix that describes how we perceive ourselves and how the world around us perceives us.

| | |
|------------------------------------|--------------------------------------|
| Known to Self Known to Others | Known to Self Unknown to Others |
| Unknown to Self Known to Others | Unknown to Self Unknown to Others |

With the help of the 360 degree feedback leaders can narrow the “Unknown to self/Known to Others” area and develop growth action plans independently or with the guidance of a coach. Leaders can also use the feedback as a starting point for expanding the “known to Self/Known to Others” area in the direction of what was previously unproductively hidden from the outside world.

The data that is received in the 360 degree feedback is not a diagnosis, or a label of any kind. It is input for self-exploration and improvement. As the answers of the respondents may be influenced by a myriad of factors, they many not necessarily be the ultimate truth. Therefore the data is most valuable when used in conversation with a coach or facilitator.

It is advisable to seek feedback from many people who know you from a variety of perspectives. For purposes of this inventory you are asked to solicit feedback from as many sources as appropriate to you as a leader. As a minimum the respondents should include self, boss/supervisor, peers and subordinates.

It is important that responses of peers and subordinates be confidential. No names or identifiers of peer/subordinate will be used other codes associated with the leader’s feedback data.

In this instrument you will rate 80 areas of competency expected of successful Transformational Leaders. The scale will range from a high of 5 being “Very great extent” to a low of 1 being “Very Little Extent”. These 80 competencies are arranged in ten domains of eight skills each.

The ten domains include:

1. Visionary Leadership
2. Communication
3. Problem Solving & Decision Making
4. Personal & Interpersonal Skills

5. Character & Integrity
6. Collaboration & Sustained Innovation
7. Managing Change
8. Diversity
9. Team Development
10. Political Intelligence

Together, the ten domains describe the competencies of successful transformational leaders. Responses to the eighty (80) skill areas provide data supporting three transformational feedback reports.

1. Summary Report – Aligns the eighty skills in the ten domains providing a profile for each domain and each skill.
2. Domain Summary Report – Aggregates all of the data into a report showing the ten domains.
3. Strength – Growth Report – Identifies the strongest twenty skills and the twenty skills representing opportunities for growth.

Completing the instrument will:

- Enable you to make the choices about the areas you want to develop
- Enable you to identify the areas which are not strengths for you and from there craft leadership improvement plans
- Help you understand how your actions and focus creates an environment which enables others to perform at their best
- Enables you to focus on the areas which are critical to the development of a high performance work environment
- Acquire a higher capacity to manage stress
- Become more effective at operating in teams and organizations
- Expand behavioral repertoires and discover more creative ways to solving difficult interpersonal problems

3. This is where you define your groups. For each code, type the name of the group. For example, G1 might be Board Members. List from 1 to 6 groups which do not overlap.

| | |
|----|----------------------|
| G1 | <input type="text"/> |
| G2 | <input type="text"/> |
| G3 | <input type="text"/> |
| G4 | <input type="text"/> |
| G5 | <input type="text"/> |
| G6 | <input type="text"/> |

4. For each group you defined, enter the maximum number of responses expected This helps us when sending reminders.

| | |
|----|----------------------|
| G1 | <input type="text"/> |
| G2 | <input type="text"/> |
| G3 | <input type="text"/> |
| G4 | <input type="text"/> |
| G5 | <input type="text"/> |
| G6 | <input type="text"/> |

5. Please type the email address where your reports should be sent.

Transformational Leadership Skills Inventory

TLSi

Please rate each skill according to the degree to which it is evident in this individual.

5 = Very great extent 4 = Great Extent 3 = Some Extent 2 = Little Extent 1 = Very Little Extent

Domain

| | | | | | |
|--|---|---|---|---|---|
| <u>Visionary Leadership:</u> Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization. | 1 | 2 | 3 | 4 | 5 |
| 1. Plans & actions match the core values of the organization | 1 | 2 | 3 | 4 | 5 |
| 2. Uses strategic thinking to create direction for the organization | 1 | 2 | 3 | 4 | 5 |
| 3. Communicates personal vision effectively | 1 | 2 | 3 | 4 | 5 |
| 4. Involves stakeholders in creating a vision for the future | 1 | 2 | 3 | 4 | 5 |
| 5. Inspires others | 1 | 2 | 3 | 4 | 5 |
| 6. Anticipates and plans for the future | 1 | 2 | 3 | 4 | 5 |
| 7. Mobilizes stakeholders to transform the organization | 1 | 2 | 3 | 4 | 5 |
| 8. Challenges thinking about the future | 1 | 2 | 3 | 4 | 5 |
| <u>Communication:</u> Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization. | 1 | 2 | 3 | 4 | 5 |
| 9. Listens to & tolerant of divergent points of view | 1 | 2 | 3 | 4 | 5 |
| 10. Uses technology & social media to communicate with stakeholders | 1 | 2 | 3 | 4 | 5 |
| 11. Writes in a clear, concise style | 1 | 2 | 3 | 4 | 5 |
| 12. Builds strong relationships through open communication & listening | 1 | 2 | 3 | 4 | 5 |
| 13. Is accessible | 1 | 2 | 3 | 4 | 5 |
| 14. Presents ideas & information in a clear & well-organized manner | 1 | 2 | 3 | 4 | 5 |
| 15. Communicates an inspiring vision | 1 | 2 | 3 | 4 | 5 |
| 16. Communicates effectively in oral presentations | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| <u>Problem-Solving & Decision Making:</u> Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization. | 1 | 2 | 3 | 4 | 5 |
| 17. Conducts effective meetings | 1 | 2 | 3 | 4 | 5 |
| 18. Manages decisions decisively | 1 | 2 | 3 | 4 | 5 |
| 19. Involves staff in decisions | 1 | 2 | 3 | 4 | 5 |
| 20. Organizes people & resources to accomplish tasks | 1 | 2 | 3 | 4 | 5 |
| 21. Pays attention to critical details | 1 | 2 | 3 | 4 | 5 |
| 22. Brings conflict into the open | 1 | 2 | 3 | 4 | 5 |
| 23. Sets clear goals | 1 | 2 | 3 | 4 | 5 |
| 24. Explains & clarifies new tasks | 1 | 2 | 3 | 4 | 5 |
| <u>Personal/Interpersonal Skills:</u> Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence. | 1 | 2 | 3 | 4 | 5 |
| 25. Is approachable and easy to talk with | 1 | 2 | 3 | 4 | 5 |
| 26. Provides feedback in a constructive manner | 1 | 2 | 3 | 4 | 5 |
| 27. Has a good sense of humor | 1 | 2 | 3 | 4 | 5 |
| 28. Displays energy in personal & work goals | 1 | 2 | 3 | 4 | 5 |
| 29. Motivates team members | 1 | 2 | 3 | 4 | 5 |
| 30. Anticipates and manages conflicts | 1 | 2 | 3 | 4 | 5 |
| 31. Counsels & supports team members | 1 | 2 | 3 | 4 | 5 |
| 32. Provides support for personal development | 1 | 2 | 3 | 4 | 5 |
| <u>Character/Integrity:</u> Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others. | 1 | 2 | 3 | 4 | 5 |
| 33. Accepts responsibility for actions & decisions | 1 | 2 | 3 | 4 | 5 |
| 34. Treats others with respect & dignity | 1 | 2 | 3 | 4 | 5 |
| 35. Is considerate of others | 1 | 2 | 3 | 4 | 5 |
| 36. Balances personal & work life | 1 | 2 | 3 | 4 | 5 |
| 37. Develops trust & credibility with team members | 1 | 2 | 3 | 4 | 5 |
| 38. Remains calm in tense situations | 1 | 2 | 3 | 4 | 5 |
| 39. Sincere & straight forward | 1 | 2 | 3 | 4 | 5 |
| 40. Follows through on agreed on actions | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| <u>Collaboration:</u> Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution. | 1 | 2 | 3 | 4 | 5 |
| 41. Delegates responsibility | 1 | 2 | 3 | 4 | 5 |
| 42. Gives and receives feedback | 1 | 2 | 3 | 4 | 5 |
| 43. Encourages open dialog | 1 | 2 | 3 | 4 | 5 |
| 44. Manages unproductive behavior in teams | 1 | 2 | 3 | 4 | 5 |
| 45. Participates in team meetings | 1 | 2 | 3 | 4 | 5 |
| 46. Builds strong relationships of team members | 1 | 2 | 3 | 4 | 5 |
| 47. Facilitates decision making | 1 | 2 | 3 | 4 | 5 |
| 48. Gives teams members authority to accomplish tasks | 1 | 2 | 3 | 4 | 5 |
| <u>Creativity and Sustained Innovation:</u> Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization. | 1 | 2 | 3 | 4 | 5 |
| 49. Promotes a positive culture of change and improvement | 1 | 2 | 3 | 4 | 5 |
| 50. Generates new ideas | 1 | 2 | 3 | 4 | 5 |
| 51. Fosters & encourages creativity | 1 | 2 | 3 | 4 | 5 |
| 52. Supports risk taking | 1 | 2 | 3 | 4 | 5 |
| 53. Demonstrates willingness to take a courageous stand | 1 | 2 | 3 | 4 | 5 |
| 54. Provides resources that support non-traditional solutions | 1 | 2 | 3 | 4 | 5 |
| 55. Uses divergent fields & disciplines to create something new | 1 | 2 | 3 | 4 | 5 |
| 56. Establishes clear expectations | 1 | 2 | 3 | 4 | 5 |
| <u>Diversity:</u> Integrate the strengths that individual an cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society. | 1 | 2 | 3 | 4 | 5 |
| 57. Recognizes the value of people with different talents and skills | 1 | 2 | 3 | 4 | 5 |
| 58. Thinks about own feelings and reactions to people before acting | 1 | 2 | 3 | 4 | 5 |
| 59. Exhibits the humility to knowledge what they don't know | 1 | 2 | 3 | 4 | 5 |
| 60. Demonstrates empathy and sees things from other people's perspective | 1 | 2 | 3 | 4 | 5 |
| 61. Understands that treating people fairly may mean treating them differently according to their ability and background | 1 | 2 | 3 | 4 | 5 |
| 62. Reflects and learns from experience | 1 | 2 | 3 | 4 | 5 |
| 63. Involves diverse stakeholders in planning and decision making | 1 | 2 | 3 | 4 | 5 |
| 64. Assists others to cultivate productive & respectful relationships | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| Team Building: Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict. | 1 | 2 | 3 | 4 | 5 |
| 65. Provides subordinates effective mentoring & coaching | 1 | 2 | 3 | 4 | 5 |
| 66. Builds a culture of open communication | 1 | 2 | 3 | 4 | 5 |
| 67. Encourages divergent thinking | 1 | 2 | 3 | 4 | 5 |
| 68. Challenges & encourages team members | 1 | 2 | 3 | 4 | 5 |
| 69. Holds self & others accountable | 1 | 2 | 3 | 4 | 5 |
| 70. Empowers others to work independently | 1 | 2 | 3 | 4 | 5 |
| 71. Provides feedback for improved performance | 1 | 2 | 3 | 4 | 5 |
| 72. Builds a culture that is safe and promotes risk taking | 1 | 2 | 3 | 4 | 5 |
| Political Intelligence: Generating organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission. | 1 | 2 | 3 | 4 | 5 |
| 73. Builds support for organizational initiatives | 1 | 2 | 3 | 4 | 5 |
| 74. Builds trust & support with constituents | 1 | 2 | 3 | 4 | 5 |
| 75. Develops key champions for organizations agenda | 1 | 2 | 3 | 4 | 5 |
| 76. Identifies & maintains resources supporting the organization | 1 | 2 | 3 | 4 | 5 |
| 77. Negotiates effectively on behalf of the organization | 1 | 2 | 3 | 4 | 5 |
| 78. Avoids negative politicking and hidden agendas | 1 | 2 | 3 | 4 | 5 |
| 79. Builds coalitions & support through networking | 1 | 2 | 3 | 4 | 5 |
| 80. Anticipates obstacles by engaging others to share ideas | 1 | 2 | 3 | 4 | 5 |

Transformational Leadership Skills Inventory

TLSi

5 = Very great extent 4 = Great Extent 3 = Some Extent 2 = Little Extent 1 = Very Little Extent

Domains

| | | | | | |
|---|---|---|---|---|---|
| <u>Visionary Leadership:</u> Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization. | 1 | 2 | 3 | 4 | 5 |
| <u>Communication:</u> Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization. | 1 | 2 | 3 | 4 | 5 |
| <u>Problem-Solving & Decision Making:</u> Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization. | 1 | 2 | 3 | 4 | 5 |
| <u>Personal/Interpersonal Skills:</u> Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence. | 1 | 2 | 3 | 4 | 5 |
| <u>Character/Integrity:</u> Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others. | 1 | 2 | 3 | 4 | 5 |
| <u>Collaboration:</u> Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution. | 1 | 2 | 3 | 4 | 5 |
| <u>Creativity and Sustained Innovation:</u> Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization. | 1 | 2 | 3 | 4 | 5 |
| <u>Diversity:</u> Integrate the strengths that individual an cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society. | 1 | 2 | 3 | 4 | 5 |
| <u>Team Building:</u> Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict. | 1 | 2 | 3 | 4 | 5 |
| <u>Political Intelligence:</u> Generating organizational influence to ethically advocate for causes and changes that will advance the organization’s vision and mission. | 1 | 2 | 3 | 4 | 5 |

ktl

APPENDIX H

Artifact Analysis Protocol

| | |
|--|--|
| Title of Document: Site/Organization: | Date of publication: Activity/event/audience: |
| Instructions: Please read over the domains and mark those that are present on the document you are reviewing. After each domain marked, indicate specifically how the domain was represented. In addition, attach the hard copy of the document. If the document has multiple pages, please indicate the slide or page number where the evidence was found. | |
| <input type="checkbox"/> Visionary Leadership: Creating a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization. | |
| <input type="checkbox"/> Communication: Leadership that effectively supports an environment of open communication where the exchange of ideas, solutions, & problems are discussed inside & outside the organization. | |
| <input type="checkbox"/> Problem-Solving & Decision Making: Creates an environment that enables everyone to contribute productively through understanding and appreciation of differences and focus on the mission of the organization. | |
| <input type="checkbox"/> Personal/Interpersonal Skills: Leaders that are approachable, likeable and demonstrate high emotional intelligence in motivating others toward excellence. | |
| <input type="checkbox"/> Character/Integrity: Fostering trust in the organization by creating an emotional intelligent organization whose members know themselves and know how to deal respectfully and understand others. | |
| <input type="checkbox"/> Collaboration: Building a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution. | |
| <input type="checkbox"/> Creativity and Sustained Innovation: Developing a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization. | |
| <input type="checkbox"/> Diversity: Integrate the strengths that individual and cultural differences contribute to create an organization that is equitable, respectful and morally accountable in a global society. | |
| <input type="checkbox"/> Team Building: Creating an effective team by instilling a cooperative atmosphere, building collaborative interaction, and encouraging constructive conflict. | |
| <input type="checkbox"/> Political Intelligence: Generating organizational influence to ethically advocate for causes and changes that will advance the organization's vision and mission. | |

APPENDIX I

TLSi Domain Alignment to Open-ended Questions

| TLSi Domains | Focus Group Interview Questions |
|--|--|
| Visionary Leadership Communication Problem Solving & Decision Making Collaboration Creativity and Sustained Innovation Diversity Team Building Political Intelligence | Tell me about how your coachee builds support for initiating and sustaining change. |
| Visionary Leadership Communication Problem Solving & Decision Making Collaboration Team Building | Tell me about the role that communication plays at your coachee’s school. |
| Personal/Interpersonal Skills Character/Integrity Team Building | Tell me about how working relationships have changed over time at your coachee’s school. |
| TLSi Domains | One-on-one Interview Questions |
| Visionary Leadership Political Intelligence | How did coaching affect (or not) on your coachee’s ability to build a vision of change for the future for their school? |
| Communication | How did coaching affect (or not) the ways in which ideas are exchanged and problems are solved at your coachee’s school? |
| Problem Solving & Decision Making | What was the effect of coaching on your coachee’s ability to use differing opinions to focus on their organization’s mission? |
| Personal/Interpersonal Skills Character/Integrity Diversity | How would you describe your coachee’s leadership style & character? What changes, if any, did you observe while working with your coachee? |
| Collaboration Team Building | What was the effect (or not) of coaching on your coachee’s ability to build collaboration and teams over time? |
| Creativity and Sustained Innovation | Tell me how coaching affected (or not) your coachee’s ability to harness the potential of their staff to promote change. |

APPENDIX J

Informed Consent Form

INFORMATION ABOUT: Launching the Next Generation of School Leaders: An Ethnographical Look at Leadership Coaches and Their Experiences on the Development of Transformational Leadership Skills in New School Administrators as a Result of Participating in the Blended Coaching Model.

BRANDMAN UNIVERSITY

16355 LAGUNA CANYON ROAD

IRVINE,

CA 92618

RESPONSIBLE INVESTIGATOR: Karla E. Wells

PURPOSE OF STUDY: The purpose of this study is to explore the experiences of coaches who practice the Blended Coaching model, as analyzed through the lens of the ten transformational leadership domains of the Transformational Leadership Skills Inventory (TLSi). The study will strive to discover the coaches' perception regarding their coachee's skills in each of the ten domains of transformational leadership as measured by the Transformational Leadership Skills Inventory and seek to understand which domains were impacted the most as a result of participating in the coaching process.

This study will fill in the gap in the research regarding the impact of coaching on the school leaders' development of transformational leadership skills required to bring about transformational change in schools. The results of this study may assist districts in the design of effective coaching programs for school leaders charged with bringing about transformational change in schools to meet the demands of 21st century and the global marketplace. This study may also provide much needed information and data to school leadership credentialing programs regarding the coaching strategies that have the greatest impact on developing transformational leadership skills in novice school leaders.

By participating in this study I agree to participate in a focus group interview and possibly a one-on-one interview. The focus group interview will last about one hour and will be conducted in person, by phone or electronically. The one-on-one interview will last between 30 – 60 minutes and will be conducted by phone. In addition, participants will complete an electronic survey using Survey Monkey. The survey will take approximately 20 minutes to complete. Completion of the focus group interview, one-on-one interview and electronic survey will take place September through October, 2014.

I understand that:

a) There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file drawer that is available only to the researcher.

b) The possible benefit of this study to me is that my input may help add to the research regarding coaching programs and the impact coaching programs have on developing future school leaders. The findings will be available to me at the conclusion of the study and will provide new insights about the coaching experience in which I participated. I understand that I will not be compensated for my participation.

c) Any questions I have concerning my participation in this study will be answered by Karla Wells. She can be reached by email at well9104@mail.brandman.edu or by phone at 909.618.7569.

d) My participation in this research study is voluntary. I may decide to not participate in the study and I can withdraw at any time. I can also decide not to answer particular questions during the interview if I so choose. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the Investigator may stop the study at any time.

e) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it and hereby consent to the procedure(s) set forth.

Signature of Participant or Responsible Party

Signature of Principal Investigator

Date