

DRIVEN OR DRAFTED: IS THERE A CONNECTION BETWEEN PRINCIPALS'
MOTIVATIONAL FACTORS, LEADERSHIP STYLE APPROACHES, AND
PERCEIVED EFFECTIVENESS?

A Dissertation
presented to
the Faculty of the Graduate School
at the University of Missouri-Columbia

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
DONNA LANE ALDRICH
Dr. Robert Watson, Dissertation Supervisor

MAY 2014

The undersigned, appointed by the Dean of the Graduate School, have examined the dissertation entitled:

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Presented by Donna Lane Aldrich,

A candidate for the degree of Doctor of Education,

And hereby certify that, in their opinion, it is worthy of acceptance.

Dr. Robert Watson

Dr. Cynthia MacGregor

Dr. Kim Finch

Dr. Beth Hurst

DEDICATION

I dedicate this dissertation to my wonderful, supportive family. My husband Mike has been my rock throughout our thirty-three years of marriage. Our children, Natalie and her husband Andrew and Nathan and his wife Brooke have also played major roles in encouraging me begin this journey. Of course, my beautiful granddaughter Lily is the light of our lives. Her beautiful smile and zest for life kept pushing me toward the end of this journey. I love you all!

I also want to thank my parents, Don and Mary Lane, and my sister, Lisa Beeson and her family for always being there for me. I could never express how much your support and love means to me.

This paper is also dedicated to the memory of my loving grandparents, James and Ada Peacock and Lorene Lane. They all taught me such valuable lessons about life, the importance of education, and how to love Jesus Christ, my Lord and Savior.

ACKNOWLEDGEMENTS

I want to express my gratitude to the members of my dissertation committee: Dr. Robert Watson, Dr. Kim Finch, Dr. Beth Hurst, and Dr. Cindy MacGregor. I sincerely appreciate your time and effort in the completion of this project. I would like to especially thank Dr. Watson, my dissertation chair and Dr. Cindy MacGregor, site director and committee member for guidance and direction throughout this doctoral process.

Next, I want to express my gratitude to the leaders of my school district for allowing me to conduct research in their schools. I also want to share my appreciation of the secondary principals for taking the time to answer questionnaires, participating in interviews, and allowing me access to your teachers for focus groups. Additionally, I want to give a big thanks to the teachers who gave up their time to participate in the focus groups; your input was invaluable.

Finally, I want to thank my own teaching staff for their patience as I worked through this process as well as the members of cohort eight who encouraged and supported me every step of the way. I am so proud of our accomplishments as a team. You each contributed to making this an experience I will never forget. I want to give a special thanks to my carpool friends, Dr. Jennifer Katzin, Dave Schmitz, and Garrett Prevo, who provided laughter, patience, and great memories over the past three years.

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Donna Lane Aldrich

Dr. Robert Watson, Dissertation Supervisor

ABSTRACT

The purpose of this qualitative study was to determine factors that motivate individuals to become principals, the connection of these factors to their leadership style approach (relationship and task behaviors), and their perceived effectiveness as leaders. Determining whether principal candidates were personally motivated, or driven, to become administrators or were encouraged, or drafted, by a supervisor could have a major impact on the leader's style approach and perceived effectiveness as a leader. Considering those findings will enable school districts to hire quality candidates and determine which leaders would best fit their schools depending on the schools' needs.

A qualitative study, utilizing questionnaires, interviews, and focus groups, was chosen to capture the stories of secondary principals—what motivated them to become principals and which leadership style approach they used. Also of interest was how each principal perceived his own effectiveness as a leader as well as how staff members perceived the effectiveness of their leader. Finding best fit placements for principals in specific schools will increase their effectiveness as leaders.

Five themes were identified related to task and relationship behaviors through analysis of the data. Teachers and principals identified two important task behaviors and two vital relationship behaviors. The task behaviors involved being visible and having

high expectations; the relationship behaviors included demonstrating trust and value. The final theme was the need for a balance of task and relationship behaviors. Additional findings were as follows: (a) the principals believed the motivational factors of driven and drafted played definite roles in their choices to become principals, (b) both driven and drafted principals acknowledged the importance of doing both types of behaviors, (c) all principals believed there was a connection between their motivational factor and their style approach and, (d) there was a connection between the principals' *emphasis* on relationship behaviors and the teachers' perceptions of their effectiveness.

CHAPTER ONE
INTRODUCTION OF THE STUDY

Background of Study

The word *principal* is defined as “a person who has controlling authority or is in a leading position” (*Merriam-Webster’s*, 1998, p. 926). In the case of education, *principal* refers to the leader of a school building. By the definition stated above, one would think a building principal would have ultimate say in what occurs in his or her school. However, Rousmaniere (2007), who wrote an article for the *History of Education Quarterly* about the social history of the school principal, claimed the principal is a middle manager who stands the gap between the classroom teacher and district administration. Rousmaniere described today’s school administrator as one who “represents the on-going tension between central and local management, between policy development and policy implementation, and between the formal bureaucratic aspects of school administrative work and the informal, relational and immediate demands of daily school life” (p. 22). Historically, as a middle manager, the principal has always been faced with pressures from both the district administration and teachers. Determining how to meet the needs of both has been a constant struggle.

Today’s principal, however, is faced with increasingly complex and challenging responsibilities (Kafka, 2009; Leone, Warnimont, & Zimmerman, 2009; Lynch, 2012). Kafka (2009) noted the role of the principal is more “difficult, time-consuming, and pivotal today than ever before” (p. 318). Rousmaniere (2007) described the workload of the contemporary principal as “a diverse array of responsibilities from supervision of

staff to instructional design to disciplining of students to community relations to crisis management” (p. 22). DiPaola and Tschannen-Moran (2003) indicated the role of the principal has grown to include leading instruction, ensuring students are achieving at high levels, maintaining safe schools, and managing expanded regulations and reporting requirements.

With the myriad of expectations for today’s principals, the ability to attract and retain highly qualified principals is becoming more difficult (Hancock, Black & Bird, 2006; Hargreaves & Fink, 2006; Rousmaniere, 2007; Simon & Newman, 2004). According to the United States Bureau of Labor Statistics (2010), the number of principals’ jobs to be filled is projected to increase 10 percent by 2020. However, fewer teachers are choosing to become administrators and current administrators are retiring as soon as they have completed their required number of years of service (DiPaolo & Tschannen-Moran, 2003; Hancock et al, 2006.; Simon & Newman, 2004; United States Bureau of Labor Statistics, 2010). Consequently, the United States is facing a shortage of qualified candidates (Fink & Brayman, 2006; Hancock et al., 2006; DiPaolo & Tschannen-Moran, 2003; Marzano, Waters, & McNulty, 2005; Simon & Newman, 2004). Rousmaniere (2007) suggested it is not surprising there is a shortage of principals due to the increasing responsibilities of their jobs. DiPaola and Tschannen-Moran (2003) reported many principals are expressing the “expanded job description is simply not doable” (p. 47). Owings, Kaplan, and Chappell (2011) shared several reasons principals themselves indicated the position is less desirable including stress, low salary considering the position’s responsibilities, increasingly diverse population, new curriculum standards,

rise in demands to meet students' social needs, decreased job security, escalation of accountability measures, and declining respect of students. Owings et al. stated, "The 'principal shortage' is not necessarily about the lack of certified candidates but the lack of qualified candidates with the requisite leadership and instructional skill sets—and the willingness—necessary to effectively head today's most challenging schools" (p. 218).

Add to these issues the new accountability measures of Race to the Top, Common Core State Standards, and Smarter Balanced Assessments and districts are confronting an even more difficult challenge. Consequently, hiring the right principals to lead schools is crucial. Rammer (2007) proclaimed principals as the "linchpins of effective schools" (p. 67). He supported the idea that schools are only as effective as their leaders. For all the different hats a principal must wear, it is important for districts to hire quality leaders. One big challenge is to hire the right person for the right school. Vroom and Jago (2007) contended it was best for a "leader to be placed in a situation that is favorable to his or her style" (p. 20). Hiring committees attempt to determine which leaders best fit the needs of their individual schools; however, they often have to speculate a best fit based upon information found on a resumé or answers to questions in an interview.

In order to hire the most effective leader, it might be helpful to look at the candidate's background and what motivated him or her to become a principal. One candidate could be described as *driven*—she always wanted to be a principal and was personally motivated to accomplish the goal as soon as possible. Another applicant could be considered *drafted*—he made the decision to become a principal gradually only after different educational leaders pointed out his ability to lead and encouraged him to

investigate a career in administration. This qualitative study explored the differences between educational leaders who were driven versus those who were drafted to determine if there are connections between what motivated them to become principals, the style approach they take based on individual leaders' and their staffs' perceptions about leadership effectiveness. Style approach for this study was determined by the amount of emphasis the principal places on building and maintaining relationships versus the importance of completing tasks. Depending on research results, district leaders could benefit by exploring potential candidates' motivations and leadership style approaches to make best fit placements in their schools.

Conceptual Underpinnings for the Study

Determining whether a particular principal candidate would be the most effective leader at a specific school requires speculation. District administrators have to make judgment calls often based solely upon what the candidate has submitted on paper or information received during an interview. To lessen the amount of speculation used to make hiring decisions, district administrators should look beyond a person's resumé and inquire about the candidate's leadership traits and style, capacity for effectiveness, and personal career development. In order for this information to be valuable, the district administrator needs a good understanding of leadership theory and career development, both critical theories for this study.

Leadership Theory

Leadership theory is the overarching concept for this study. The term *leadership* is an ambiguous one. Stogdill (1974) suggested there are almost as many ways to define

leadership as there are individuals who have attempted to define it. Of the various components thought to be included in the essence of leadership, four are believed to be central: “(a) leadership is a process; (b) leadership involves influence; (c) leadership occurs in groups, and (d) leadership involves common goals” (Northouse, 2010, p. 3).

Beyond defining leadership, it is important to examine the various viewpoints of its nature. Is it determined by unique traits possessed by only a few individuals (Stogdill, 1974); is it a process in which leaders interact with followers and is available to everyone (Vroom & Jago, 2007)? Is it based upon a position or title that has been assigned with an organization or does it emerge as an individual gains influence over others regardless of position or title (Northouse, 2010)? Answers to these questions have been pondered by many experts over the years.

Regardless of how leadership is defined, leaders each have their own leadership style. The style approach of leadership puts emphasis on the behavior of the leader specifically focusing on what leaders *do* and how they *act* (Northouse, 2010). Style approach contends there are two kinds of behaviors: task behaviors and relationship behaviors. Task motivated leaders are those who are most concerned with reaching a goal; relationship motivated leaders are those who are most concerned with building close interpersonal relationships.

Beyond an individual’s style approach, what makes a leader effective? Leadership effectiveness is a key factor to consider when hiring a principal. However, researchers struggle defining school effectiveness and the factors that make leaders effective (DeRue, Nahrgang, Wellman, & Humprhey, 2011; Leithwood, Harris, &

Hopkins, 2008; Ng, Soon, & Chan, 2008; Somech & Wenderow, 2006). Gordon and Yukl (2004) claimed researchers have tried to identify what makes some leaders more effective than others in improving the performance of their organizations, but they have found the answer to be elusive. This study explored if a principal's emphasis on task and/or relationship behaviors impacts his effectiveness as a school leader as perceived by his teachers.

Career Development Theory

The path individuals take to make career decisions varies from person to person. This study explored the career development of secondary principals to determine if there are connections between why they chose to become principals and what leadership style approach they take. Leung (2008) noted career development theory has been around for over 100 years and is broad and segmented; it has pieces of many different theories including theories of content, theories of process, theories of content and process, and constructivist approaches. According to Leung, there are five big career development theories that have steered guidance and counseling research and practice globally for the past few decades. Of those theories, the most applicable to this research topic is Holland's Career Choice Theory, Super's Self-concept Theory of Career Development, and the Social Cognitive Career Theory.

Leung (2008) described Holland's Career Choice Theory as a user-friendly framework of career interests and environments that views career interest as an expression of an individual's personality. He shared Holland's belief of people preferring jobs where they can be around others who are like them and environments

where they can use their skills and abilities and express their attitudes and values.

Holland (1996) proposed three assumptions about his typology. The first assumption is it is meaningful to characterize individuals by their likeness to six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The second assumption is each personality type is presumed to perform well in an environment with the same label. For example, individuals defined as Realistic will excel in a Realistic environment because the tasks and roles align with the Realistic individual's skills and interests. The third assumption is matching of personality types and environment will lead to job satisfaction and success. Conversely, when individuals and jobs are not congruent, there is dissatisfaction and, consequently, low performance. Holland's idea of matching career interests to career environments can be applied to both concepts of driven and drafted.

Super developed the Self-Concept Theory of Career Development in 1990. Leung (2008) portrayed self-concept as "a product of complex interactions among a number of factors, including physical and mental growth, personal experiences, and environmental" (p. 120). Sharf (2006) described three constructs of Super's theory. The first is self-concept; Super asserted an individual's career selection is a reflection of one's self-concept. He contended self-concept changes over time and is affected by biological traits, social roles played, and perceptions of how others react to the individual. The second construct is individuals play various roles throughout their lifetime. For example, a man is a son, student, father, bread-winner, and citizen. The third concept is individuals *recycle* throughout the various developmental phases. This theory relates more directly

to the concept of drafted; the influence of others on one to become a principal usually occurs over time. However, someone with strong self-concept early in his or her career might fall into the driven category.

Lent, Brown, and Hackett (2002) developed the Social Cognitive Career Theory (SCCT) that purported career goals and choices are developed as a result of “interaction among self-efficacy, outcome expectations, and interest over time” (Leung, 2008, p. 126). This theory suggests career choice is an ongoing “process in which the person and his/her environment mutually influence each other” (Leung, p. 126). The theory asserts self-efficacy expectations are shaped by four basic learning experiences: “personal accomplishments, vicarious learning, social persuasion, and physiological and affective states” (Leung, p. 125). Lent (2013) noted SCCT is similar to Holland’s theory by matching goals to careers; it attempts to help individuals find careers in that they would be satisfied and successful. This concept applies primarily to individuals who were drafted, again due to the fact SCCT purports self-efficacy occurs over time through various experiences and learning opportunities.

McClelland’s Theory of Need, developed in the 1980s, is another important career development theory to explore as it relates to human motivation. According to McClelland (1987), human motivation is “a recurrent concern for a goal state or condition as measured in fantasy which drives, directs and selects the behavior of the individual” (p. 422). McClelland's theory has three components: Need for Achievement (n-ach), Need for Affiliation (n-aff), and Need for Power (n-pow). N-ach was explored in relationship to the idea of driven. McClelland described individuals with a high n-ach

as having an inherent desire to seek realistic but challenging goals and career advancement. Sikora (2011) contended people with high n-ach do not just want to accomplish their goals, but to excel and do better than they have done previously. McClelland explained high n-ach prefer jobs that allow them to display their skills in problem solving and initiative. They have a strong need for feedback in order to make progress toward their goals and give them a sense of accomplishment.

Another concept to examine is the Chaos Theory of Careers (CTC) developed by Bright and Pryor. Bright and Pryor (2005) asserted “career behavior is influenced by unplanned and chance events to a much more significant degree than has been typically acknowledged” (p. 293). Bloch (2005) indicated chaos occurs during career changes when an individual is thrown from one’s orderly environment into one that is not familiar. These can be changes that are “sought” by the individual like graduating from college or those that are “thrust” upon the individual like being fired from a job (p. 199). Bright and Pryor (2005) emphasized four cornerstone constructs of their theory: complexity, change, chance, and construction. Throughout these four constructs, individuals are influenced by multiple factors in their career decisions, many of which involve change and are unpredictable. This theory fits with the concept of principals who were drafted. They have been receptive to various influences like others who saw their potential when they did not, have allowed change to help them grow and consider new possibilities, and have used chance events to help them consider other possibilities and construct a new career direction.

By exploring both the career development of principals and their leadership style approach, the researcher hopes to make connections about how principals who are driven versus principals who are drafted lead their schools. The style approach examines what leaders do and how they act. Do they spend more time building relationships with the teachers in an attempt to get them to go a certain direction needed for the school's success? Or do they spend more time emphasizing the completion of tasks so the school can make steady gains toward meeting its goals? Does it vary depending on the career development of the principal (driven or drafted)? Additionally, do staff members view their principals' effectiveness differently depending on whether they are driven or drafted or the style approach they take? It is the goal of the researcher to answer these questions through this study.

Statement of the Problem

Considering the constant public debate about education along with the increase in school accountability for increasing student performance, it is essential school districts find the best possible candidates to serve as principals in their schools (Rammer, 2007). Due to shortages in quality candidates for principal positions and increasing demands on performance, district administration needs to be able to determine not only who has the skills to lead a school, but also which leaders are best fits for specific school buildings.

Numerous researchers have written about leadership theory (Bolman & Deal, 2008; Gordon & Yukl, 2004; Kouzes & Posner, 2007; Northouse, 2010; Parry & Bryman, 2006; Stogdill, 1974; Vroom & Jago, 2007). Many have explored how important specific traits are on leadership (Bolman & Deal, 2008; DeRue et al., 2011;

Judge, Piccolo, & Kosalka, 2009; Northouse, 2010; Parry & Bryman, 2006; Stogdill, 1974; Vroom & Jago, 2007; Zaccaro, 2007). Still others have examined the significance of leadership style approach, specifically between task behaviors and relationship behaviors (Fisher, 2009; Northouse, 2010; Taberero, Chambel, Curral, & Arana, 2009; Zaccaro, 2007; Zaccaro, Kemp, & Bader, 2004). However, there is a gap in research that explores if the motivation for becoming a leader (driven or drafted) is connected to the leader's style approach (emphasis on tasks versus relationships).

Several studies have explored the motivational factors about why teachers choose to become principals (DiPaolo & Tschannen, 2003; Hancock et al., 2006; Hancock & Müller, 2009). Many consider how to better prepare principal candidates for the complex responsibilities that come with the job (Kafka, 2009; Lashway, 2003; Lynch, 2012; Mendels, 2012; Searby, 2010). Some give recommendations for how to better identify and recruit highly qualified candidates (Mendels, 2012; Myung, Loeb, & Horng, 2011; Olson, 2008; Rogers, 2005). A few even discussed best practices for hiring principals (Mendels, 2012; Rammer, 2007). However, there is little research or implications for practice on how school districts can best identify quality candidates and make best fit placements for those candidates in specific school buildings.

Purpose of the Study

Several studies indicate the effectiveness of the principal is a primary indicator of a school's success (DeRue et al., 2011; Hancock & Müller, 2009; Ng et al, 2008; Rammer, 2007). Some purport without effective leadership from highly qualified principals, schools may not be able to meet today's changing educational expectations

(Hancock & Müller, 2009; Leithwood et al., 2008; Leithwood, Louis, Anderson, & Walstrom, 2004; Somech, 2005). The purpose of this qualitative study was to determine factors that motivate individuals to become principals, the connection of these factors to their leadership style approach (relationship and task behaviors), and their perceived effectiveness as leaders. Determining whether principal candidates were personally motivated, or driven, to become administrators or were encouraged, or drafted, by a supervisor could have a major impact on the leader's style approach and perceived effectiveness as a leader. Considering those findings will enable school districts to hire quality candidates and determine which leaders would best fit their schools depending on the schools' needs.

Research Questions

1. What is the role of motivational factors in teachers choosing to become principals, specifically:
 - a. Personal drive (driven)?
 - b. Encouragement from educational leaders (drafted)?
2. What leadership style approaches (task vs. relationship) are evident in principals who are:
 - a. Driven?
 - b. Drafted?
3. What connections exist, if any, between the motivational factors (driven vs. drafted) and leadership style approaches (task vs. relationship)?

4. What are the teacher perceptions of leadership effectiveness for principals who are:
 - a. Driven?
 - b. Drafted?

Limitations and Assumptions

Mertens (2010) purported it is impossible to carry out the perfect research study. Consequently, it becomes the responsibility of the researcher to determine and acknowledge the limitations and assumptions of the study. For this study, the researcher disclosed limitations in the areas of participants, instruments, and personal biases and shared three assumptions she had before the study began.

Limitations

The first set of limitations was in the area of participants. For this study, all participants were from one school district. This could limit the generalization of the findings to other school districts. Not knowing ahead of time which principals would choose to participate in the study was another limiting factor: Would there be a mixture of driven and drafted principals? If every principal selected the same motivation factor, distinguishing differences between the two would have been impossible.

The second set of limitations was the instruments themselves. The instruments were created by the researcher and had not been tested in any previous research. Additionally, allowing principal participants to choose only driven or drafted could limit the study. Limiting the options to only two choices eliminates other possibilities. Additionally, some principals perceive themselves as both driven and drafted. Making them choose only one, limited the study as well.

Personal biases caused the third set of limitations. Creswell (2009) claimed objectivity is essential for solid research; therefore, researchers should thoroughly examine their methods for bias. The researcher for this project works within the study's setting and knows each of principal participants personally. Mertens (2010) suggested when interviewer and interviewees are friends, the interviewer "may feel better rapport and be more willing to disclose information" (p. 246). Because of the familiarity with the interviewees in this study, the researcher did enter into the research process with some speculation about which motivator each principals would select. However, the researcher followed Fowler's (2008) advice and attempted to become a "standardized interviewer... who tried to neutralize the effect of the interviewer so that differences in answers can be attributed to differences in the respondents themselves" (p. 130). With this approach, the researcher attempted to not sway any decisions or responses from the participants and accepted the replies given by the principals. The researcher would also describe herself as drafted and identified more closely with leaders who saw themselves as drafted. The researcher utilized the member check method to verify the accuracy of the information gained during the interviews.

Assumptions

In qualitative research, researchers are the instruments for collecting data; therefore, it is essential for them to consider their assumptions and the possible impact of those assumptions on the study's data and interpretation (Mertens, 2010). This researcher identified three broad assumptions. The first assumption was there would be a difference in the leadership approach of leaders who were driven versus those who were drafted.

Although the differences were not known, the assumption was they would each lead differently. This assumption derived from the differences between individuals who had high Need for Achievement and were highly motivated to become principals early in their careers (McClelland, 1987) and those who aligned with the Chaos Theory of Careers and chose to go into administration over time and after others had encouraged them to consider a new career direction (Bright & Pryor, 2011). Another assumption of the researcher was she described herself as drafted; consequently, she assumed other drafted leaders would be similar to her style of leadership. A third assumption was based on Fisher's (2009) suggestion that leaders should place equal importance on task and relationship behaviors. The researcher's assumption was the most effective leadership approach was one that sought a balance between relationships and tasks.

Definitions of Key Terms

The following terms were used throughout this paper. Definitions are provided to clarify meanings as they are used in this paper.

Common Core State Standards. Common Core State Standards, which have been adopted by 45 states, provide a clear and consistent set of standards for all students. They are not only rigorous, but relevant to the real world in order to successfully prepare students for college and future careers (Common Core State Standards Initiative, 2014).

Drafted. Drafted describes an individual who was motivated to become a principal gradually only after different educational leaders pointed out his ability to lead and encouraged him to investigate a career in administration

Driven. Driven describes an individual who was personally motivated to become a principal early in his or her career and sought to accomplish the goal as soon as possible.

Leadership Effectiveness. Leadership effectiveness is determined by how a leader is perceived to balance task and relationship behaviors to guide staff members toward meeting school goals.

Leadership Style Approach. Leadership style approach considers how much emphasis a leader places on building and maintaining relationships versus the importance task completion (Northouse, 2010).

Motivational Factors. Motivational factors refer to circumstances or influences that inspire a teacher to become a school administrator.

Personal Drive. Personal drive is an individual's ambition or determination to accomplish a particular goal.

Race to the Top. Race to the Top is a United States Department of Education initiative that offers states grant money to improve teaching and learning by raising standards and promoting college and career readiness (United States Department of Education, 2014).

Relationship motivated behaviors. Relationship motivated behaviors are those that emphasize building interpersonal relationships and can include team building, resolving conflict, demonstrating empathy, and listening to staff feedback (Northouse, 2010).

Smarter Balanced Assessment. Smarter Balanced Assessment refers to a new set of assessments aligned to the Common Core State Standards that will not only ask multiple choice questions, but will include “extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills” (Smarter Balanced Assessment Consortium, 2012).

Task motivated behaviors. Task motivated behaviors are those related to reaching a goal and can include setting goals, defining tasks, developing action plans, and setting timelines (Northouse, 2010).

Significance of the Study

Currently, no studies have been found that look specifically at what motivates individuals to become principals and whether the reasons behind those decisions have any impact on the leadership approaches they take in leading their schools and/or how effective they are perceived as leaders. Rammer (2007) indicated researchers agree traits and behaviors impact a principal’s effectiveness; however, consensus has not been reached how these concepts impact effectiveness. This study could help fill the gap in research by looking for connections between the traits of leaders who were driven versus those who were drafted, determine their emphasis on task and/or relationship behaviors, and ascertain the impact of these factors on the principals’ perceived effectiveness.

Additionally, the information gained from the study could be beneficial to practitioners by assisting school districts as they hire new principals. Rammer (2007) found districts often do not have systematic ways to assess the candidates being considered for principals’ positions. DeRue et al. (2011) indicated “understanding the

relative importance of specific leadership traits and behaviors as predictors of leadership effectiveness can help organizations improve their leader selection and development practices” (p. 40). Vroom and Jago (2007) contended leaders who are placed in situations that best fit their styles will be more effective. If indeed there is a difference in leadership approaches and perceived effectiveness based on whether principals were driven or drafted, districts can develop a systematic method of discerning the motivation behind the candidates’ desires to become principals and their emphasis on task and relationship behaviors to help them select the candidates that best fit their schools.

This study might also help reveal whether driven or drafted leaders are more effective as principals. If drafted is the preferred type of leader, then districts will need to develop a purposeful method of identifying, encouraging, and training future leaders. Myung et al. (2011) concluded succession management systems allow organizations to “identify and promote individuals who demonstrate the competencies to be successful leaders rather than relying on individuals to self-select themselves” (p. 720). If driven is deemed more effective, looking for leaders with a high need for achievement would be crucial in recruitment and hiring practices of the district. McClelland’s need for achievement theory contended motivation and accomplishment varies according to the level of one’s need for achievement (Ramlall, 2004).

Summary

Race to the Top, Common Core State Standards, and Smarter Balanced Assessments have increased the accountability of school districts. In order to most effectively meet the requirements of these initiatives, district leaders need to find the

highest qualified candidates to take over the roles of principals in their buildings.

However, with the increasing responsibilities placed on building principals, it has become a challenge to find leaders ready to face these challenges. Effective leadership is crucial in helping schools be successful. By considering what motivated the individuals to become principals and their attention to tasks versus relationships, this study may find a connection between these factors and the leaders' effectiveness as perceived by their staff members. This in turn could change the way districts approach their selection of candidates and make best fit placements of leaders in their buildings.

Chapter Two builds on the background of the study and conceptual underpinnings found in Chapter One. The review of literature examined a variety of leadership topics including roles and responsibilities of principals, principals as leaders, leadership effectiveness, and the need for quality leaders. Additionally, several career development topics and motivational factors that encourage teachers to become principals were discussed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The complexity of a principal's job has increased significantly over the past few years making the selection of quality principal candidates an extremely important matter. Somech and Wenderow (2006) purported the following:

Schools operate nowadays in competitive and complex environments, which impel principals to maneuver between the conflicting demands of external requirements and internal competencies, the need for spontaneity and the need for structure, and the desire for change and the desire for stability. In such circumstances, identifying and developing effective leadership becomes a crucial and salient concern in most schools. (pp. 746-747)

The question then becomes what attributes or skills makes one an effective leader or are leaders born rather than made? Parry and Bryman (2006) indicated early leadership research was concerned with the "qualities that distinguished leaders from non-leaders or followers...because of a belief that the traits of leaders would distinguish effective from less effective leaders" (p. 448). Judge et al. (2009) explained, "The possession of certain traits allows leaders to emerge and to perform their roles well. The absence of certain traits may keep an individual from emerging as a leader at all, or performing well even if she or he does" (p. 858).

In the late 1940s researchers focused their attention on leaders' behaviors, or style approach, instead of personal characteristics (DeRue et al., 2011). With style approach, the focus was on what leaders *do* and how they *act* (Northouse, 2010). With this change,

the emphasis on candidates' traits switched to candidates' ability to be trained since it was believed leader behavior could be changed (Parry & Bryman, 2006).

In the 1960s, the contingency approach emerged as a means of placing situational factors at the center of understanding leadership effectiveness (Parry & Bryman, 2006). Gordon and Yukl (2004) explained early leadership theory attempted to develop a list of traits that would ensure effectiveness; however, they discovered although some traits and behaviors increased the possibility of leader effectiveness, they were not applicable in all situations. This approach contends leaders are either task motivated or relationship motivated and depending on the situations, the leader's effectiveness will vary.

Since the 1980s, several leadership theories have emerged. Parry and Bryman (2006) referred to these as the New Leadership Approach and included Bass' transformational leadership which was developed in the late 1980s. Parry and Bryman suggested this approach brought about a new way of thinking about leadership "signaling a change or orientation toward the leader as a manager of meaning and the pivotal role of vision in that process" (p. 451). Rubin, Munz, and Bommer (2005) indicated transformational leadership is an active form of leadership in which leaders are "closely engaged with followers, motivating them to perform beyond their transactional agreements" (p. 845). Transformational leadership was explored in this study.

In the early 2000s, Parry and Bryman (2006) noted another change in thinking about leadership: Post-transformational leadership. Fullan (2001) described this approach as including embedded learning, participative leadership, and learning from risks and failures. For this study, participative leadership was examined. Somech and

Wenderow (2006) defined participative leadership as “joint decision-making, or at least shared influence in decision-making, by a superior and his or her employees” (p. 747). Somech (2005) contended, “as educational reforms of school restructuring and site-based management figure as the common future of today’s schools, participative leadership has become the ‘educational religion’ of the 21st century” (p. 777). Somech postulated participative leadership offers several potential benefits including the increase in quality of decisions, quality of teachers’ jobs, and increased teacher motivation.

In this study, relevant literature was viewed based on the following constructs: roles and responsibilities of principals, principal as leader, leadership effectiveness, identifying quality school leaders, career development, and factors for teachers becoming principals. Although the primary role of the principal has not changed drastically over time, the responsibilities and demands made on principals has become increasingly challenging as seen in this review of literature. The principal as leader concentrates on four leadership approaches: trait, style, contingency and situation and how each emphasizes task and relationship behaviors. This section also examines how two leadership styles (transformational and participative) focus on task and relationship behaviors. The definition of leadership effectiveness, impact of relationship and task behaviors on effectiveness, and perceptions of effectiveness are also explored. Identifying quality leaders discusses the current shortages of qualified candidates, the need for succession planning and identifying quality. Career development considers several career theories and how they pertain to the concepts of driven and drafted. Finally, the researcher shares literature which reveals various factors for teachers

becoming principals including extrinsic and extrinsic motivators. All literature pertains to theory and/or practical application related to the research topic of driven or drafted.

Roles and Responsibilities of Principals

The roles and responsibilities of principals have changed over time in the United States. In the earliest days of formal public education in one-room schoolhouses, the teacher was the school leader. Kafka (2009) indicated the teacher was responsible for instruction and discipline and was accountable to the community. As the public school system progressed and schools grew in size in the early 1800s, a head master or teaching principal was hired to oversee the school. Kafka described the teaching principal's job:

This person, almost always a man, was a teacher who also carried out some clerical and administrative duties that kept the school in order, such as assigning classes, conducting discipline, maintaining the building, taking attendance, and ensuring that school began and ended on time. These duties brought the principal teacher a degree of authority, as did his role in communicating and answering to the district superintendent, who tended to govern local schools from afar. (p. 321)

Toward the end of the century, the principal no longer had teaching responsibilities and became primarily a manager, administrator, supervisor, instructional leader and politician (Kafka, 2009). It was during this time the role of principal became more prestigious and distinct from the role of the teacher. The principal was now able to hire, evaluate, and fire teachers, and establish himself as a local leader.

Although the primary role of today's principals has not changed drastically, school administrators are challenged to perform more demanding responsibilities such as

being “leaders of personnel, students, government and public relations, finance, instruction, academic performance, and strategic planning” (Lynch, 2012, p. 31). Kafka (2009) maintained the importance of the role of principal has increased over time: “As principals are asked to compete for students, parents, and community support, and risk losing students (and thus funding) if their test scores do not improve, principals’ individual importance in the success or failure of a school has seemingly increased” (p. 329). Goodwin, Cunningham, and Eager (2005) contended principals’ roles have become an “accumulation of expectations that have increased the complexity of the position until it has reached a bifurcation point when change is inevitable” (pp. 2-3). Kafka added:

Yet the history of the school principal demonstrates that although specific measures might be new, the call for principals to accomplish great things with little support, and to be all things to all people, is certainly not. What *is* new is the degrees to which schools are expected to resolve society’s social and educational iniquities in a market-based environment. (p. 328)

Lynch (2012) proposed today’s principals have seven primary responsibilities: manager of personnel; managers of students; public relations liaison between state and community; manager of resource development; manager of finances; creator and promoter of the school’s mission; vision, and goals; and manager of instruction and academic performance. Leone et al. (2009) described two crucial roles for principals: *bridge of knowledge and encouragement* and *navigator*. As the bridge of knowledge and encouragement, the principal is responsible for making sure all students and adults in the school are learning. To do this, he must address every student’s needs and provide on-

going professional development, encouragement, and motivation of teachers. As a navigator, the principal “directs the future course of the school through an active approach that involves being a change agent, developing strong community bonds, and focusing on a successful, productive future for all involved” (Leone et al., p. 89). Leithwood et al. (2008) pointed out if a primary responsibility of the principal is to increase student learning, he must also improve staff performance in the areas of motivation, commitment, and capacity.

Principal as Leader

The principal’s role as a leader is perhaps the most challenging of all. Stogdill (1974) defined leadership as “the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement” (p. 3). Parry and Bryman (2006) found three common factors when comparing Stogdill’s definition to other definitions: influence, group, and goal. They explained:

First, leadership is viewed as a process of influence whereby the leader has an impact on others by inducing them to behave in a certain way. Second, that influence process is conceptualized as taking place in a group context. Group members are invariably taken to be the leader’s subordinates, although that is by no means obligatory...Leadership, being a process of influence, can come from anyone in the group. Third, a leader influences the behavior of group members in the direction of goals with which the group is faced. (p. 447)

Bolman and Deal (2008) postulated leadership exists through the relationships a leader builds and how his followers perceive him as a leader. Leaders are expected to

collaborate, inspire, and influence others to work toward goals that are for the good of the whole. Kotter (2011) viewed leadership as being different from management. He saw the role of managers as planners, organizers, and controllers, and the role of leaders as those who bring about change through the process of visioning, networking, and building relationships. Bolman and Deal pointed out leaders do not operate solo; they involve their staff and work collaboratively to achieve their goals. They defined leadership as “a subtle process of mutual influence fusing thought, feeling, and action. It produces cooperative effort in the service of purposes embraced by both leaders and led” (p. 345).

When describing different leadership styles, most researchers include both task and relationship motivated characteristics (Bolman & Deal, 2008; Kotter, 2011; Kouzes & Posner, 2007; Northouse, 2010). This study explored the possible connections between individual leaders and their leadership approaches (task versus relationship behaviors) and motivational factors (driven versus drafted). To fully investigate possible links between the two, it is important to examine the various types of leadership approaches and how they emphasize task versus relationship behaviors. The four approaches to be considered are trait approach, style approach, contingency approach, and situational approach. Once the four approaches were described, two leadership styles (transformational and participative) were explored to determine whether leaders with these styles are more task motivated or relationship motivated.

Four Leadership Approaches

To show a progression of how leadership has been viewed over the years, four different leadership approaches were explored. Each concentrates on different qualities

or behaviors demonstrated by leaders. The researcher will demonstrate how each approach places emphasis on task and relationship behaviors.

Trait approach. The trait approach was the first methodical study of leadership that examined traits that were apparent in great leaders (Northouse, 2010). This led to Carlyle's (1840/2013) *great man* theory. Carlyle contended, "For, as I take it, Universal History, the history of what man has accomplished in this world, is a bottom the History of the Great Men who have worked here" (p. 1). This theory focused on the inborn traits of great social, political, and military leaders of the past and how those traits influenced leadership. DeRue et al. (2011) maintained research on the trait approach started with a search for genetic characteristics that distinguished leaders from non-leaders and explained how some leaders were more effective than others. Zaccaro et al. (2004) defined leader traits as "relatively stable and coherent integrations of personal characteristics that foster a consistent pattern of leadership performance across a variety of group and organizational situations" (p. 104). They maintained leadership traits include "personality, temperament, motives, cognitive abilities, skills, and expertise" (p. 104).

Northouse (2010) identified five major leadership traits that were common to the various lists constructed by a variety of researchers; the identified traits were intelligence, self-confidence, determination, integrity, and sociability.

- Intelligence is reflected by strong communication skills, good problem solving capabilities, and positive social judgment skills.

- Self-confidence is having certainty about one's competencies and skills. It includes "self-esteem, self-assurance and the belief that one can make a difference" (p. 20).
- Determination is the personal drive to complete a task. It consists of persistence, initiative, and perseverance.
- Integrity is being honest and trustworthy. Individuals with this trait have strong, personal principles, take responsibility for their actions, and inspire loyalty in their followers.
- Sociability is someone who is friendly, courteous, and diplomatic. This person demonstrates empathy toward others and seeks out to build strong relationships.

Of these traits mentioned by Northouse, determination is most closely linked with task motivated behaviors and sociability is inherently relationship motivated.

Over time, researchers determined there was no specific set of universal traits for all leaders. According to Zaccaro (2007), in the late 1940s and early 1950s, many researchers decided trait-based research did not sufficiently explain leadership and leader effectiveness. Researchers started exploring other factors that helped explain why some leaders are more effective than others.

Recent research shows both inherited traits and learned skills are important in leadership. Yammarino (2013) contended leaders are both born with certain traits, but can also be trained to be effective leaders:

Leaders begin with a base level of competencies, typically linked to heredity and early life experiences, and then they can enhance those competencies through later life experiences and learning opportunities in various situations and contexts.

Thus, regardless of where leadership competencies start for an individual, leadership and related competencies can be learned, developed, trained and coached. (p. 151)

This theory correlates with the concept of drafted. Individuals who are drafted often demonstrate natural leadership tendencies and are noticed by their superiors as having leadership traits; however, it is through various experiences and training that these traits are developed into true leadership skills.

Style approach. Criticisms of the leader trait approach prompted researchers to look beyond traits and consider how leaders' behaviors, or style approach, predicted their effectiveness (DeRue et al., 2011). Northouse (2010) explained the style approach focuses on the leader's capabilities instead of personality traits. Parry and Bryman (2006) shared style approach centers its attention on leadership behaviors that can be changed; therefore, organizations can apply this approach by finding individuals they can train rather than the traits they possess.

Ohio State University's research by Stogdill in the 1970s is perhaps the best known set of studies about the style approach. According to Parry and Bryman (2006), Stogdill and his fellow researchers not only conducted several studies, but the models they utilized were widely used by other researcher throughout the 1990s. The two main leadership behaviors on which these studies focused were what they called *consideration* and *initiating structure*. Northouse (2010) described consideration as being relationship motivated, while initiating structure is task motivated. Relationship motivated behaviors assist in making followers feel comfortable; task motivated behaviors help leaders

achieve an objective. The style approach provided a major shift in thinking about leadership; instead of only considering personality traits, researchers started examining what leaders *did* and how they *acted*.

Consideration is defined as “a leadership style in which leaders are concerned about their subordinates as people, are trusted by their subordinates, are responsive to them, and promote camaraderie” (Parry & Bryman, 2006, p. 448). Northouse (2010) described relationship or supportive behaviors as assisting group members to feel at ease with themselves, their coworkers, and the situation. These behaviors include “asking for input, solving problems, praising, sharing information about oneself, and listening” (p. 91). According to De Vries, Bakker-Pieper, and Oostenveld (2010), relationship oriented leaders are more communicative with their followers; task oriented leaders are less communicative with their subordinates. Bolman and Deal (2008) referred to these behaviors as having a human resources approach.

Initiating structure is described as “a style in which the leader defines closely and clearly what subordinates are supposed to do and how, and actively schedules work for them” (Parry & Bryman, 2006, p. 448). Northouse (2010) explained task or directive behaviors include “giving directions, establishing goals and methods of evaluation, setting time lines, defining roles, and showing how the goals are to be achieved” (p. 91). According to Northouse, leaders who exhibit directive behaviors use one-way communication to tell workers what is to be accomplished, how it is to be completed, and which individuals are responsible for the various components of the task. Bolman and Deal (2008) described these leadership behaviors as having a structural outlook.

The primary purpose of style approach is to explain how leaders combine task and relationship behaviors to influence workers to achieve the organization's goal (Northouse, 2010). Although not a formal theory, style approach provides a framework for considering leadership. Northouse asserted style approach "reminds leaders that their actions toward others occur on a task level and a relationship level" (p. 77). He portrayed style approach as providing leaders a mirror to help them assess their own leadership style and determine how a change in behaviors could enhance their ability to be more effective.

Blake and Mouton developed the Managerial or Leadership Grid in 1981 (see Appendix A) for determining leadership style approach. It was designed to help leaders determine how to best help organizations meet their goals by looking at two factors: "concern for production [task] and concern [relationship] for people" (Northouse, 2010, p. 72). This model categorizes leaders into five leadership styles as described by Northouse:

- Authority-compliance leaders put a heavy emphasis on task and job requirements and less on people. They are often seen as "controlling, demanding, hard driving, and overpowering" (p. 73).
- Country-club management leaders put low concentration on task accomplishment and high attentiveness toward interpersonal skills. They strive to meet the personal and social needs of their followers.

- Impoverished management is seen in leaders who are not concerned with tasks or relationships. This type of leader is uninvolved and withdrawn and is seen as apathetic.
- Middle-of-the-road management leaders are compromisers who have some concern for both task and relationship and “soft-pedals disagreement and swallows conviction in the interest of ‘progress’” (p. 75).
- Team management leaders are focused on both tasks and relationships. Fisher (2009) indicated they are innovative leaders who work collaboratively with their subordinates to find the best solution to problems. Northouse described a team manager as one who encourages participation, openly discusses issues, sets clear objectives, and demonstrates follow-through.

The differences of each of these leadership styles are in the amount of emphasis on task and/or relationship behaviors. Fisher (2009) suggested the leadership grid approach emphasizes equal importance on tasks and relationship behaviors, therefore supporting the idea of balance between the two.

Contingency approach. During the early stages of Stogdill’s (1974) Ohio University studies, researchers were getting inconsistent results (Parry & Bryman, 2006). It was then the researchers started exploring the possibility that effectiveness of both task and relationship behaviors were contingent upon the situation. What worked well in one situation may not work well in others, which led to what is called the contingency approach. Northouse (2010) portrayed contingency approach as a “leader-match theory” that “tries to match leaders to appropriate situations” (p. 111). According to Parry and

Bryman (2006), this theory places situational factors at the center of understanding leadership. They asserted proponents of this theory “seek to specify the situational variables that will moderate the effectiveness of different leadership approaches” (p. 449).

Northouse (2010) credited Fiedler as the developer of the most widely recognized contingency theory in the 1960s (see Appendix B). The model is described as a “sophisticated framework of leader situationism” (Zaccaro et al., 2004, p. 107). Parry and Bryman (2006) explained Fiedler discovered the effectiveness of relationship and task motivated leaders differed based on how favorable the situation was to the leader. Fiedler contended situations can be classified three ways: leader-member relations, task structure, and position power (Northouse). Leader-member relations can be measured by the atmosphere and the amount of trust and confidence followers have in their leader; the leader is relationship motivated. Task structure is determined by how well the leader defines the requirement of a task; the leader is task motivated. Position power is the amount of power or authority the leader has in rewarding or punishing followers; the leader uses a combination of task and relationship behaviors.

Contingency theory contends by looking at all three categories of a situation, the situational control of the leader could be determined (Northouse, 2010). The most favorable or preferred situation is one with positive leader-follower relations, clearly defined tasks, and strong leader-position power. The least favorable have negative leader-follower relations, ill-defined structure, and weak leader-position power.

According to Leithwood, Day, Sammons, Hopkins, and Harris (2006), task motivated

leaders are presumed to be more effective in high- and low-control situations, whereas relationship motivated leaders are predicted to be more effective in moderate-control. Moderate-control situations are those with “some degree of certainty, but things are neither completely under their control nor completely out of their control” (Northouse, p. 113).

Parry and Bryman (2006) noted “since a person’s personality is not readily subject to change, it is necessary to change the work situation to fit the leader rather than the other way around” (p. 449). Contingency theory suggests there is no single leadership model that is ideal for all workers in all organizations in all situations (Somech & Wenderow, 2006). When a leader makes a decision, he must take into consideration all facets of the current circumstances and act on those which are crucial to the given situation. To be deemed effective, leaders must wisely choose that leadership style to use by determining the balance of relationship behaviors, task behaviors, and power best fits the situation at hand. Parry and Bryman argued the contingency approach did not address how leaders were to know in advance which critical issues in a situation are relevant to particular leadership styles.

Situational approach. The situational approach suggests leaders’ behaviors can be influenced by their dispositions and the situations they face (Vroom & Jago, 2007). This approach contends a leader can adapt his or her leadership style to different situations because “leadership style consists of the behavior pattern of a person who attempts to influence others” (Northouse, 2010, p. 91). Gordon and Yukl (2004)

proposed leaders can influence organizational efficiency, innovation, and human relations, but they must adapt their behaviors to fit the situation.

Situational leadership is comprised of both directive (task) and supportive (relationship) elements; the amount of each applied by the leader toward each employee depends on the situation (Northouse, 2010). These two elements have been given various labels ranging from “autocratic” and “democratic” to “employee oriented” and “production oriented” (Hersey & Blanchard, 1988, p. 145). This leadership approach alters the degree to which the leader participates in task or relationship behaviors (Leithwood et al., 2006).

To determine the amount of each behavior needed, the leader has to be able to assess how capable and dedicated each employee is in performing the assigned task (Northouse, 2010). In certain situations, an employee may be highly skilled and committed; in other situations, the same employee may not be as proficient or dedicated. Consequently, leaders need to adapt the degree to which they are supportive or directive to meet individual needs in given situations. As an employee’s maturity develops, the leader will engage in more relationship behaviors and fewer task behaviors (Hersey & Blanchard, 1988).

Hersey and Blanchard developed a Situational Leadership model in 1988 (see Appendix C), which determines which leadership style is needed in specific situations. The model determines the leadership style that would be most effective in a specific situation based upon the development level of subordinates (Northouse, 2010). Hersey and Blanchard broke the model into four leadership styles: directing, coaching,

supporting, and delegating. Each style varies in the amount of relationship motivated behaviors versus task motivated behaviors needed in a particular situation. Hersey and Blanchard described each type as follows:

- Style one (S1), or directing, is high in task behaviors and low in relationship behaviors. It focuses on the leader giving specific directions about how a task is to be completed then closely supervising the worker.
- Style two (S2), or coaching, is high on task and relationship behaviors. The leader still gives specific directions; however, is also concerned with the worker's needs. According to Northouse (2010), leaders with this style get involved with the worker by getting input and offering encouragement; however, the leader still makes the final decision about completion of the task. Although this style is more relationship minded, the emphasis is still on task completion.
- Style three (S3), or supporting, is high on relationship behaviors but low on task behaviors. Leaders who use the supporting style do not solely concentrate on goal achievement but instead use supportive behaviors to develop the employee's skills needed to complete the task. Northouse (2010) indicated this style includes asking for and giving feedback, listening, and recognizing accomplishments. The leader allows the worker to make decisions for himself, but is available to help with problem solving.
- Style four (S4), or delegating, is low in both relationship and task behaviors. Northouse noted this style is more hands-off. The leader is both task and relationship focused, but allows the worker to have control of task completion and is less involved

in the planning, task details, and goal explanation. Instead of standing alongside the worker and offering encouragement, the leader demonstrates confidence in the employee's ability to complete the task.

With situational leadership, the balance between task and relationship behaviors is dependent upon the situation. More task behaviors are needed in certain situations and more of relationship behaviors are needed in others. The job of the leader is to evaluate the situation and determine the amount needed of each. As noted by Yukl (2006), a weakness of both situational and contingency theories is leaders rarely stop in the middle of a situation and use a model to analyze how they should approach a situation; however, the models provide guidance to leaders to help them reflect on their particular leadership styles and what might be effective for them.

Two Leadership Styles

To illustrate how different leadership styles can incorporate both task and relationship behaviors, two leadership styles were explored. The first is transformational leadership; the second is participative leadership. These two styles share some common features; however, some differences exist when considering emphasis on tasks and relationships.

Transformational leadership. A primary role for principals today is to be change agents (Leone et al., 2009). Northouse (2010) referred to this as transformational leadership and defined it as “a process that changes and transforms people... assessing followers' motives, satisfying their needs, and treating them as full human beings... involves an exceptional form of influence that moves followers to accomplish

more than what is usually expected of them” (p. 171).

Transformational leadership is considered part of the New Leadership approach (Parry & Bryman, 2006). Parry and Bryman contended a transformational leader is one who “raises the aspirations of his or her followers such that the leader’s and follower’s aspirations are fused” (p. 450). Transformational leaders encourage followers to look past immediate self-interests and toward the “achievement, self-actualization, and the well-being of others, the organization, and society” (Bass, 1999, p. 11). They care about their followers and want to see them succeed. They also set high moral standards and work collaboratively with their followers to improve a situation or organization thus motivating the followers to go above and beyond to reach the organization’s goals (Northouse, 2010). Avolio, Walumbwa, and Weber (2009) portrayed transformational leadership as “leaders raise followers’ aspirations and activate their higher-order values (e.g., altruism) such that followers identify with the leader and his or her mission/vision, feel better about their work, and then work to perform beyond simple transactions and base expectations” (p. 428).

Bass (1999) presented four factors as part of transformational leadership: idealized influence or charisma, inspirational motivation, intellectual stimulation, and individualized consideration.

- Idealized influence or charisma is seen in leaders who are strong role models with high moral standards and will do what they say they will do. These individuals set vision and direction in the organization and have followers who trust, respect and want to emulate them.

- Inspirational motivation is found in leaders who express high expectations and motivate followers to be committed to the vision.
- Intellectual stimulation is what encourages followers to take risks, be innovative and to challenge not only their own beliefs and values, but those of the leader and the organization as well.
- Individualized consideration requires leaders to be good listeners and to act as mentors. The goal of the leader is to assist followers to self-actualized.

By instilling these four factors, leaders are able to get results that go beyond expectations.

Transformational leadership emphasizes both task and relationship behaviors that allow leaders to bring about significant changes in an organization. Kouzes and Posner (2007) contended there are five basic practices transformational leaders use to accomplish extraordinary tasks. They described each practice as the following:

- Model the way suggests leaders clearly communicate their own values and philosophies and be able to not only articulate them but also demonstrate them. They set an example for others and follow-through on promises and commitments.

Although relationship based, this practice also includes task behaviors including clear communication and completion of tasks to fulfill commitments made to followers.

- Inspire a shared vision requires leaders to promote a positive future for all and then sell its merits to their followers and help them see the vision can be reached if everyone goes above and beyond for the good of the organization. Again, this could fall into the category of task behaviors since the leader establishes clear goals for the

organization; however, it can also be placed into the relationship category due to the fact the vision is shared which implies including follower input.

- Challenge the process advises leaders challenge the status quo and create a safe environment that allows followers to take risks to improve the organization. Leone et al. (2009) maintained it is essential for school leaders to challenge the status quo. They suggested doing this would enable teachers to see the need for continuous improvement and take an active role in the change process. By “empowering teachers to participate in collaboration with one another, which can result in effectively utilizing differentiated teacher techniques to increase student achievement” (p. 92). Relationships are at the core of this practice because safe environments are those which are trusting; trust is developed through relationships. It is task oriented due to the fact the followers are taking risks to help the organization meet its goals.
- Enable others to act recommends leaders build trusting relationships with their followers and promote collaboration and teamwork, all of which would be relationship behaviors. Leaders value all opinions and create an atmosphere where the followers feel like they are making a difference for the organization as well as the greater community.
- Encourage the heart proposes leaders reward others for their accomplishments by celebrating their good work. Again, relationship behaviors are critical with this practice, but task is important too; rewards for accomplishments would not be possible with quality and timely completion of tasks.

Kouzes and Posner suggested these five practices are behaviors which can be developed by anyone in order to become effective leaders. Transformational leadership demonstrates how task and relationship behaviors can be balanced to improve a leader's effectiveness.

Participative leadership. The second leadership style studied for its incorporation of task and relationship behaviors is participative leadership. Participative, or shared leadership, is part of Parry and Bryman's (2006) Post-Transformational Leadership. It is defined as "joint decision making, or at least shared influence in decision making, by a superior and his or her employees" (Somech & Wenderow, 2006, p. 747). Principals are no longer exclusively responsible for leading instruction; instead, the role of the principal is to provide direction and support to teachers, as instructional experts, to take on this responsibility (Urlick & Bowers, 2013). Harris (2003) described the primary responsibility of the leader in participative leadership is to "hold the pieces of the organisation [*sic*] together in a productive relationship" (p. 11). To accomplish this, the leader puts more emphasis on relationship behaviors. By empowering others to lead and creating a culture of high expectations, the leader uses the skills and abilities of the individuals of the organization "maximising [*sic*] the human capacity within the organisation [*sic*]" (Harris, p. 11).

The focus of the organization's leadership is less about the characteristics of the leader and more about "creating shared contexts for learning and developing leadership capacity" (Harris, 2003, p. 12). Jackson and Marriott (2012) promoted "leadership is not static, but rather all actors in the organization are, at various times, both the subject and

object of leadership. In other words, individuals enter and exit moments of influence and leadership depending on the fleeting confluence of knowledge, needs, and expertise” (p. 233). They believed by transferring the focus from the traditional authoritative power of formal leaders to a shared leadership approach, there is an assumption all employees “possess at least some degree of potential influence over the organization’s decisions and practices” (p. 239). Exhibiting strong relationship behaviors makes this an effective leadership style for principals.

Parry and Bryman (2006) described participative leadership as being entrenched in professional learning, shared leadership in teams, and risk-taking in which individuals can learn from experience and mistakes. Participative leadership promotes “on-the-job leadership development experiences” (Leithwood et al., 2004, p. 29). This concept coincides with the idea of succession planning discussed later.

Shared leadership is emergent; it is something which develops over time and varies depending on “inputs, processes, and outcomes” (Avolio et al., 2009, p. 431). Highly shared leadership is distributed throughout the organization including official and unofficial leaders rather than on a single individual or group; it is considered the whole organization’s property and, therefore, a result of the relationships among the workers rather than the leader (Avolio et al., 2009). Leaders who empowers others “provide employees a great deal of coaching and information designed to help them become more confident and proficient in their work” (Hon & Chan, 2012, p. 200). Teachers who work in participative environments are more innovative and can find ways to pool ideas, supplies, and strategies. They also feel safe to propose new ideas and receive critique

from their peers, which ultimately leads to higher quality instruction (Somech, 2005). Hon and Chan (2012) agreed empowering leaders build positive relationships, nurture trust, and enhance performance by supporting creativity. Urick and Bowers (2013) concluded principals increase their influence over school improvement by sharing leadership with teachers.

Although participative learning is primarily relationship focused, it does promote task motivated behaviors as well. Participative principals seek to “encourage teachers to discover new opportunities and challenges and to learn through acquiring, sharing, and combining knowledge” (Somech, 2005, pp. 780-781). A big advantage to the participative process is it “helps ensure that unanticipated problems which arise during the work can be tackled directly and immediately by those affected by the problem” (Somech, p. 781). In this respect, participative leadership is task motivated; it promotes problem solving for the purpose of task completion. Teachers are encouraged to think outside the box to come up with creative solutions to problems such as lack of resources.

Participative leadership is considered one of the most effective leadership styles used by principals today. With schools struggling to meet the demands for “flexibility, concern for quality, and the requirement for a high degree of commitment by teachers to their work,” allowing teachers to help with making decisions can result in many benefits (Somech, 2010, p. 175). She proposed because the problems schools face are more than any one person can handle, involving teachers in the decision-making process will improve the quality of the decisions, enhance teacher motivation, and ultimately improve the quality of their work. Leithwood et al. (2008) stated, “Highly successful leaders

develop and count on leadership contributions from many others in their organizations” (p. 27). Most recent studies on change and school improvement suggest the form of leadership most often identified is participative leadership (Harris, 2003). Hallinger and Heck (2010) suggested participative leadership has the largest leadership effect on student academic growth.

Upon reviewing four leadership approaches (trait, style, contingency, and situational) as well as two leadership styles (transformational and participative), it becomes apparent that views on leadership have changed over time. Leadership was once considered as an inborn trait only possessed by a few individuals. Now it is viewed as something that can be learned and shared by others. Views have also differed over time on whether leaders should focus on tasks or relationships. Today, researchers agree that leaders should seek a balance between the two (Fisher, 2009; Somech & Wenderow, 2006).

Leadership Effectiveness

Scholars differ in their definitions of leadership effectiveness (Avolio, Sosik, Jung & Berson, 2003; DeRue et al., 2011; Gordon & Yukl, 2004; Ng et al., 2008; Yukl, 2006). Avolio et al. (2003) classified three different sets of measures for leadership effectiveness: (a) perceived or subjective measures, (b) short-term versus long-term measures, and (c) leadership effectiveness measures derived from superiors versus followers.

Effectiveness As Seen in Traits and Behaviors

Leadership effectiveness is in part related to a leader's traits as well as task behaviors, relational behaviors, or a combination of both task and relational behaviors (DeRue et al., 2011). DeRue et al. (2011) found leader traits could be described in terms of task competence or interpersonal attributes. They explained task competence as traits that relate to how a leader approaches the implementation and performance of tasks. These traits typically include intelligence, conscientiousness, openness to experience, and emotional stability. Intelligence relates to cognitive abilities such as verbal, numerical, spatial, and reasoning abilities and "has been established as a consistent predictor of task performance" (DeRue et al., p. 14). Conscientiousness, openness to experience, and emotional stability often refers to how an individual reacts to a work task (DeRue et al.).

Conscientiousness is revealed in individuals who are hard workers with a strong sense of direction; characteristics of these individuals include cautious, self-disciplined, neat, and organized (Bono & Judge, 2004). Conscientious leaders are clear, fair, and consistent in their expectations of employees (Judge et al., 2009). They are "responsible, organized, and willing to work hard should be more confident of the tasks assigned to them because of their will to accomplish the tasks" (Ng et al., 2008, p. 735). Consequently, conscientious leaders are more likely to be efficient in task completion; therefore, they are more likely to be effective (Ng et al.). Lounsbury, Loveland, Sundstrom, Gibson, Drost, and Hamrick (2003) claimed a significant correlation between conscientiousness and career satisfaction of leaders.

Openness to experience refers to a person's tendencies to be creative, innovative, resourceful, and open to new ways of completing a task (Bono & Judge, 2004). The most effective school leaders are "open-minded and ready to learn from others...flexible rather than dogmatic in their thinking within a system of core values, persistent (e.g. in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic" (Leithwood et al., 2008, p. 36). Lounsbury et al. (2003) found a significant correlation between openness to experience and career satisfaction of leaders.

Emotional stability is a person's ability to stay calm when faced with challenges (DeRue et al., 2011). Judge et al. (2009) added emotionally stable leaders are patient with employee development and recover quickly from failures. They regarded emotional stability an essential trait in effective leaders.

Interpersonal attributes are related to how individuals handle social interactions and include personality characteristics such as extraversion and agreeableness (DeRue et al., 2011). Extraverts are individuals who are "assertive, active, talkative, upbeat, energetic, and optimistic" (Bono & Judge, 2004, p. 902). Ng et al. (2008) suggested the outgoing nature of extraverts corresponds with their ability to persuade and motivate others to accomplish goals. "Leaders who are more extraverted are likely to be more confident of their leadership capabilities, a characteristic that is associated with better leader effectiveness" (Ng et al., p. 735). Extraversion has two main components: affiliation and agency. Affiliation is when someone values personal relationship, so could be described as relationship motivated; whereas agency is being authoritative and

influential and more task motivational (DeRue et al.). Lounsbury et al. (2003) asserted extraversion was significantly related to job and career satisfaction of leaders.

Agreeableness is being “cooperative, trusting, gentle, and kind” (Bono & Judge, 2004, p. 903). Like extraverts, individuals who are agreeable value affiliation and avoid conflict (Bono & Judge). Agreeable leaders are usually concerned with individuals’ needs and growth (Bono & Judge), much like Stogdill’s individualized consideration. These leaders also want to recognize employees for their hard work which is similar to contingent reward (Bass, 1999). Rubin et al. (2005) indicated agreeableness was the best predictor of transformational behavior in a leader. A study on the relationship between leadership traits and behaviors and leadership effectiveness found traits related to task competence were strongly related to a leader’s effectiveness in task performance (DeRue et al., 2011). Leaders with high task motivated behaviors ensure their followers have specific goals, clear roles, and transparent measures for determining their performance. In turn, task motivated leaders promote greater task productivity in their followers (DeRue).

Interpersonal attributes have a positive impact on the relational dimensions of leadership effectiveness (DeRue et al., 2011). Leaders with high relationship motivated behaviors are empathetic and capable of sensing the needs of their followers; consequently, they show concern for their followers and appeal to the followers’ emotions. Relationship motivated leaders develop strong interpersonal connections with followers and over time gain higher levels of follower satisfaction. Overall, leader behaviors had a greater impact on leadership effectiveness than did leader traits;

however, leaders who exhibited both strong task and relationship behaviors had a positive association with overall leadership effectiveness (DeRue et al.).

Emery, Calvard, and Pierce (2013) built upon DeRue et al.'s (2011) study on leadership effectiveness, but they looked at effectiveness from the perspective of the followers. Like DeRue's study, they explored the traits of conscientiousness, openness to experience, extraversion, and agreeableness. Emery et al. found followers who were open to experience were more likely to prefer leaders who were relationship motivated. They noted "followers who were open to experience were more likely to endorse leaders that were participatory in style and who focused on developing and empowering followers rather than the more formal structure and direction of the task" (p. 41). Emery et al. also discovered followers who were extraverts did not show a preference for either relationship or task motivated leaders. They speculated the extraverted followers were too busy seeking attraction and status to indicate an inclination for any type of leader. Emery et al. revealed followers who were conscientious preferred leaders who were task motivated. They contended this was due to conscientious individuals being focused on completion of tasks and goals. Emery et al. determined, not surprisingly, agreeable followers were more influenced by relationship motivated leaders and followers less concerned with agreeableness were more attracted to task motivated leaders.

Effectiveness As Seen in Task and Relationship Behaviors

Other researchers have found similar results indicating a combination of task and relationship behaviors are needed. Barnett and McCormick (2004) maintained demonstrating individual concern for followers is a "stable leadership behavior that

influences other leadership behaviors such as vision” (p. 424). They explained in order to get teacher support for a school vision, the principal must have a relationship with them grounded in confidence and trust. “For people to come to share a vision leaders must know them and speak their language. People must believe that leaders understand their needs and have their interests at heart...Leaders is a dialogue not a monologue” (Kouzes & Posner, 2007, p. 11). Leadership is a reciprocal influence process; “Leaders can influence followers, but the behavior of leaders is influenced by followers and the situation” (Gordon & Yukl, 2004, p. 363).

Principals who demonstrate an integrated approach of both transformational and participative instructional leadership are the most effective (Marks & Printy, 2003). They suggested because both of these leadership styles focus on a combination of task and relationship behaviors, the use of both of these styles create a synergy within the school. This synergy is developed through teacher empowerment which leads to school success. It is the result of a focus on instruction that supports innovation and change. Marks and Printy identified five core leadership behaviors: communicate mission, promote professional growth, build sense of community, coordinate the instructional program, and share instructional leadership with teachers. They contended transformational leaders exhibit the first three behaviors while instructional leaders demonstrate the first four. The component added through an integrated approach is the shared instructional leadership with teachers.

Perception and Effectiveness

Often the effectiveness of a leader is affiliated with how he is perceived. DeRue et al. (2011) explored the idea of how leader traits can influence perceptions of leadership effectiveness. If followers perceive the leader is like them, they are more likely to acquiesce with the leader's vision or direction. This likeness could come from physical appearance such as age, attractiveness or gender. "Followers who perceive a leader to be similar to themselves report stronger identification with the leader and grant that leader more favorable evaluations" (DeRue et al., p. 21).

Perceived effectiveness of a leader could be determined by having followers evaluate the leader's orientation toward task and relationship behaviors (Yukl, 2006). Using Yukl's contention, Taberner et al. (2009) performed a study which explored the effectiveness of leaders based upon team members' perceptions of the leader's style approach and whether they were task motivated or relationship motivated. Participants used a 5-point Likert scale to determine the degree to which the leader used task or relationship behaviors and how effective each was in reaching the team's goal. What they found was relationship motivated leaders obtained greater unity among members of the team and were more effective over time. Task motivated leaders provoked great group efficacy and achieved higher levels of task accomplishment over a shorter amount of time. Consequently, either style can be effective depending on the goal to be obtained.

Odhambo and Hii (2012) explored principal effectiveness as perceived by major stakeholders: teachers, parents, and students. They found all groups of stakeholders indicated the need for principals to perform administrative tasks well including student

discipline, school schedules, teacher evaluation, and budget. All stakeholders stressed the importance of the principal ensuring quality teaching and learning by providing adequate space, resources, and facilities as well as monitoring teacher performance and effectiveness. Parents felt school leaders needed to be “innovative and look to the future” (Odhiambo & Hii, p. 237). Students wanted leaders who were good role models who inspired them. Parents and students emphasized principals need to support teachers and motivate them to do their best; however, they felt “this can only happen if the principal has formed a positive working relationship with their staff and highlights the importance and effect principal teacher relationship can have on the quality of teaching and learning for students” (Odhiambo & Hii, p. 238). Teachers consistently mentioned an effective principal’s actions demonstrate a high regard for staff. This can be seen through staff meetings, recognition of efforts, and concern for all staff members. Odhiambo and Hii found “the general satisfaction of teachers, students and parents was greatly influenced by their perceptions of how effective they regarded the principal’s leadership” (p. 244).

Although difficult to define and measure, effectiveness is an important attribute to consider when hiring a school principal. A candidate’s effectiveness could be somewhat determined by the traits he possesses. Research has shown that some traits are connected more closely with task behaviors while others are associated with relationship behaviors (DeRue et al., 2011; Bono & Judge, 2004). Additionally, research indicates effective leaders have a balance between task and relationship behaviors (Marks & Printy, 2003). If a candidate focuses heavily on either tasks or relationships and puts little emphasis on the other, the candidate may not be as effective as someone who finds a balance on both

types of behaviors. Another important consideration is whether the candidate is perceived by others (teachers, parents, and community members) as being effective. Most principals who are perceived as effective have managed to find a balance between focus on tasks and relationships.

The Need for Identifying Quality School Leaders

The United States is facing a tremendous generational turnover of educational leadership (Fink & Brayman, 2006; Hancock et al., 2006; DiPaolo & Tschannen-Moran, 2003; Marzano, Waters, & McNulty, 2005; Simon & Newman, 2004). Principals from the baby boomer generation are leaving and not enough next generation educators are ready to take charge (Hargreaves & Fink, 2006). Fewer teachers are selecting master's degree programs which lead to administration even though there are more principals' jobs available. Part of the problem is the increase of the role and responsibilities being given to administrators; consequently, fewer individuals are willing to take on the additional challenges (Simon & Newman, 2004). Marzano et al. (2005) postulated:

At no time in recent memory has the need for effective and inspired leadership been more pressing than it is today. With increasing needs in our society and in the workplace for knowledgeable, skilled, responsible citizens, the pressure on schools intensifies. The expectations that no child be left behind in a world and in an economy that will require everyone's best is not likely to subside. (p. 123)

Simon and Newman (2004) also found it is not uncommon for school leaders to put in just as many hours after school as during the school day. Ninety-four percent of principals in a national survey reported working more than 50 hours a week; forty-eight

percent declared they worked more than 60 hours a week (Petzko, 2008). Attracting and retaining highly qualified principals is becoming more difficult (Simon & Newman). Petzko reported a 45% to 55% attrition rate of principals in the first three years on the job as principal. In order to alleviate the shortage of qualified candidates, Hancock et al. (2006) suggested as principals look for teachers who will make good leaders they should point out the positive aspects of the job including having the ability to impact the lives of many by improving students' education and futures and the working environment for the teachers and staff.

Succession Planning

With the shortage of quality candidates, schools often find themselves hiring individuals who are not adequately prepared to become principals. Searby (2010) reported new principals feel unprepared for the demand of the position and are often isolated and without guidance. "Traditionally, rookie principals have been left to sink or swim. Having completed a university training program, they are presumed to be prepared, and get little direction beyond bland encouragement or an occasional practical tip" (Lashway, 2003, p. 2). The key to finding and retaining quality principals requires four essential components: "principal standards, high-quality training, selective hiring, and a combination of solid on-the-job support and performance evaluation, especially for new hires" (Mendels, 2012, p. 49).

To ensure quality candidates are available for hire, school districts need to consider a "more systematic approach to leadership development, known as 'succession planning'" (Olson, 2008, p. 20). Mendels (2012) described this notion in terms of

“preservice principal training programs” which “recruit people who show the potential to become effective principals and give them high-quality training that responds to district needs” (p. 50). Succession plans are the means of connecting “the identification, recruitment, preparation, placement, induction, and ongoing in-service education of leaders” (Fink & Brayman, 2006, p. 65). Succession planning is essential to ensure a continued supply of high quality candidates for principalships (Bush, 2009).

Although this approach has been used in other fields like business and the military, schools have not actively engaged in succession planning (Olson, 2008). Frances McLaughlin, a senior director with the Los Angeles-based Broad Foundation indicated many school districts are large organizations and need to consider and plan for replacing principals as they retire or move to other districts. He noted, “Having a plan for the succession of the actual people is a good way to ensure that your cultures, values, and mission stay intact” (p. 20).

Succession plans can help sustain school improvement. Fink and Brayman (2006) conducted a 30-year study in which they examined the succession plans of three schools. The plan they found most effective was one in which future leaders were trained and developed in the buildings they would eventually lead. They found this type of succession plan provided the leader a head start in developing “shared understanding and commitment among faculty through meaningful communication” (p. 85). It also allowed synchronization of “the new principal’s inbound knowledge with the outbound knowledge of the departing principal and his or her concern to maintain and build on what has already been achieved in the school” (Fink & Brayman, p. 85).

Several large districts have started to develop their own *talent pipelines*; they are developing methods for identifying future leaders, providing them with training, and giving them opportunities to lead. When openings occur, these districts have individuals who are prepared to step in and take over (Olson, 2008). Myung et al. (2011) called this process *tapping*. Tapping is an informal recruitment process in which principals look for potential leaders in their buildings and approach them to consider pursuing leadership positions. An active recruitment approach would help diminish the shortage of administrators. Myung et al. stated:

Purposeful succession management process enable organization to grow their own leaders by strategically selecting from the already existing talent pool with the organization and grooming those individuals through developmental experiences that will give them the skill they need to meet the future demands of their organization. (p. 699)

Brundrett, Fitzgerald, and Sommefeldt (2006) claimed some method of leadership development is a “strategic necessity” due to the increased responsibilities of principals today (p. 90).

Identifying Quality

Tapping potential leaders is only successful if the principals are skillful at identifying teachers with competencies to be effective leaders (Myung et al., 2011). Ng et al. (2008) suggested personality traits could be used as tools for identifying leadership potential in individuals. They believed extraversion and conscientious specifically were traits affiliated consistently with leadership effectiveness. Specific

behaviors could also assist in identifying future leaders. These behaviors include individuals who “put out more effort than their counterparts who do not venture very far outside the boundaries of their prescribed work assignments” (Rogers, 2005, p. 631). He specifically described those who are willing to speak up, take risks, get involved, stand up to others, and find ways to contribute. Ng et al. discussed the importance of developing future leaders’ self-efficacy. To do this, they proposed allowing future leaders to observe an effective leader, giving them opportunities to practice their leadership skills, and pairing them with a mentor. “The selection of principals should include a process to identify those who have a history of exhibiting the interpersonal skills consistent with individual concern” (Barnett & McCormick, 2004, p. 429).

Petzko (2008) conducted a study on the perceptions of what new principals need to be successful. She developed a survey with a four point Likert-type scale to rate 18 knowledge and skill based domains believed to be important to new principals. Each domain was rated according to new principals’ perceptions about how they related to their initial courses and the level of preparation they had in each area. Survey results indicated the most important domain was human relations and personnel functions, especially in the areas of “communication, collaboration, conflict resolution skills, faculty selection, induction, evaluation, supervision, and development” (p.242). Communication, collaboration, and conflict resolution involved relationship behaviors, whereas faculty selection, induction, evaluation, supervision, and development require task behaviors.

Finding the Right Fit

School district leadership should consider the needs of the school and staff and attempt to pair the style approach of the principal to those needs. Different organizations need different leadership practices (Leithwood et al., 2004). School improvement leadership is “highly contextualized” (Hallinger & Heck, 2010, p. 20). The style of leadership must be linked to the school’s academic profile. They believed every school has “its own unique ‘improvement trajectory’” and finding the right leader who can build capacity of the teachers is essential (p. 20). Seong, Kristof-Brown, Park, Hong, and Shin (2012) examined the importance of leader fit and group performance. They explored the influence of task and relationship motivation on group performance. Overall, they found a positive relationship between the group’s perceptions of good leader fit and group performance outcomes. Additionally, they found a focus on tasks over relationships was more productive for group performance.

Role of regulatory modes. Finding the right fit between the leader and organization can produce better outcomes (Benjamin & Flynn, 2006). Benjamin and Flynn suggested followers will respond more enthusiastically to a particular style of leadership depending on their “regulatory mode – manner in which they pursue goals and value goal attainment” (p. 217). They discussed two functions within self-regulation: assessment and locomotion. Assessment is concerned with making comparisons. Individuals high in assessment carefully evaluate their goals and the different methods of pursuing those goals. These individuals prefer to weigh all possible options and compare them to the values of the organization. They wait before acting then choose the

alternative which seems to be the best for the employees. Assessment directly correlates with individuals who were drafted. They evaluated the option to become an administrator over a course of time before making the final decision to do so.

Locomotion is concerned with movement from the status quo to a future state with a strong desire to get started working toward a desired goal (Benjamin & Flynn, 2006). Individuals with high locomotion would make a quick decision and take action right away. These individuals quickly choose an option by process of elimination to get rid of the alternatives that have the least amount of bearing on the organizational goals until they have a single option left; then, they quickly identify a course of action.

Locomotion correlates with individuals who were driven. They considered career options but quickly chose the administrative pathway and started working toward that goal right away.

Role of style approach. Style approach does not provide steps for becoming an effective leader; however, it can make leaders aware of their behaviors at both the task and relational level and allow them to make adjustments to their actions as needed for the organization (Northouse, 2010). Determining whether or not a principal candidate is more prone to use task behaviors, relationship behaviors, or a combination of both could help district administrators decide which type of candidate is best for their different school environments. Ng et al. (2008) recommended in addition to recruiting individuals who have the characteristics to become effective as leaders, organizations should “enable individuals to work under conditions that will help them maximize the potential for with they were hired” (p. 741).

The United States is faced with the tremendous challenge of identifying quality leaders for today's schools. With increasing responsibilities placed on principals and fewer teachers choosing to go into administration, school districts need to develop internal means of identifying and training future leaders. Succession planning allows current leaders to do on-the-job training for teachers who have shown potential for leadership; however, this system is only as good as the leaders' abilities to identify quality. Being able to recognize traits, skills and behaviors of potential leaders is crucial. Once potential leaders have been identified, finding the right fit between the leader and the school is also important. The traits and style approach of the leader may differ from the needs of the school; consequently, the chance of that leader being successful diminishes. On the other hand, if the school's needs are taken into consideration and a leader who has the traits, skills, and proper balance of task and relationship behaviors to meet those needs is selected, that leader stands a better chance of helping the school be successful.

Career Development

Knowing the factors which influence individuals to become leaders might have an impact on the style approach of the leader and how effective the leader is. Niles and Bowsbey (2012) explained career development theory as the exploration of individual selection of careers as choices are made throughout a person's lifetime. They contended careers transpire from the continuous interactions between the person and the environment including a person's endeavors and interests before entering the workplace and after a formal job has ended. Career development is a lifelong process which

incorporates all of life's roles; consequently, effective management of a career also involves successful integration of personal roles and responsibilities. Niles and Bowlsbey essentially believed careers are the visible representations of individuals trying to make sense of various life experiences. The career development process is a journey reflecting how different people choose to spend their time and share their talents.

Life-span Theory of Career Development

According to Robinson and Betz (2008), Super developed the Life-span Theory of Career Development in 1957. This theory proposed a person's role in life (e.g. child, student, wife/husband, mother/father, worker), affected one's work-related values. Robinson and Betz explained Super contended at different stages in life, individuals experience different needs and set goals to accomplish in order to satisfy those needs. In terms of career development, an individual chooses a career path which will assist him in meeting his needs. Ochs and Roessler (2004) reported Super believed in order to reach career maturity, individuals "must develop adequate self-knowledge in relation to careers and acquire sufficient information on which to base career and education decisions" (p. 225).

Career Choice Theory

Many tools have been developed to help individuals choose their career pathway. One of the most prevalent career theories is Holland's Career Choice Theory, developed in the 1970s. Leung (2008) described Holland's theory as a user-friendly framework of career interests and environments which speculates career interest is an expression of an individual's personality. He explained Holland believed people prefer jobs where they

can be around others who are like them and environments where they can use their skills and abilities and express their attitudes and values. Whitbourne and Whitbourne (2011) noted Holland's career model had six basic types or "codes" which "represent the universe of all possible vocational interests, competencies, and behaviors" (p. 217). Holland (1996) characterized individuals by their likeness to six personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C). He placed teachers and principals as primarily in the S category. He described this category as "helping, teaching, treating, counseling or serving others through personal interaction" (Holland, p. 398). He indicated individuals in this category value promoting the welfare of others. They see themselves as having good interpersonal skills like being patient and empathetic. Others see these individuals as extraverts who are friendly and caring. With the changing role of the principal, Holland's code *Enterprising* is also applicable. Holland claimed individuals in this category have the ability to persuade others to attain personal or organizational goals, which is much like what Northouse (2010) termed as transformational leaders.

Social Cognitive Career Theory

Lent et al. (2002) described their Social Cognitive Career Theory in terms of three models: interest, choice and task performance. As part of the interest model, they explained interests are a combination of self-efficacy beliefs and outcome expectations. Individuals indicate an interest in a particular career if they believe they can perform well in that field and if they think pursuing that career will help them obtain a desired outcome. Lent et al. asserted aptitudes and past experiences are connected to interests

mainly through their roles in developing a person's sense of ability to achieve his desired goals. They clarified this point by stating, "Having positive experiences in career-related activities and the aptitude to do well in specific careers makes it more likely that people will develop robust efficacy expectations and positive outcomes for these career pursuits" (Lent et al., 2002, p. 272). Additionally, Lent et al. maintained individuals will only develop interests in careers for which they are compatible if they are exposed to opportunities and experiences which allow them to see they could be successful in a particular career. This idea can apply to individuals who are drafted. It was only after someone saw leadership potential in them and gave them the opportunity to lead they decided to further explore administration as a career option.

With their choice model, Lent et al. (2002) maintained interests are directly related to the choices individuals make and to the actions they take to execute their choices. Essentially, individuals will choose careers in which they are interested; however, those choices are affected by a variety of influences. If individuals perceive there are significant barriers, like limited opportunities or a non-supportive environment, in the area of career interest, they will be more likely to give up that career choice. Instead they will opt for another career choice which might be less interesting to them, but which they can perform adequately and achieve adequate outcomes. This is more applicable to individuals who are drafted more than those who are driven since drafted individuals are slow to make the decision to pursue a career in administration and have more time to consider possible barriers.

The final model of Lent et al.'s (2002) theory, task performance, as being affected in significantly by “ability, self-efficacy, outcome expectations, and performance goals” (p. 279). Self-efficacy plays a vital part in determining how people engage their skills. Individuals with a strong sense of self-efficacy can be successful in their careers if their skills align with the tasks of the job. Conversely, individuals may be at risk of career failure when their skills do not correspond with the abilities required for the job or when their self-efficacy beliefs either underestimate or overstate their current performance capabilities. This concept compares to the idea of driven. These individuals are confident in their abilities to be able to accomplish their goals of performing well in the role of principal.

Chaos Theory of Careers

Bright and Pryor's (2011) Chaos Theory of Careers (CTC) claimed “reality is viewed in terms of complex dynamical systems in which there is a continual interplay of influences of stability and change” (p. 163). Bright and Pryor (2005) explained this theory presumes career development is “subject to a wide range of different influences, many if not all of which are continually changing at different paces and in different degrees” (p. 293). Pryor (2010) described individuals as *dynamic* because they can instigate change and be impacted by it. He portrayed them as *systematic* not only due to their role in an assortment of complex systems, but also because humans are influenced internally (thinking, speaking, and acting) and externally (relationships and experiences). With the complexity of all of these factors, individuals are limited in their abilities to

control themselves or their lives. Consequently, they “experience order and disorder, stability and change, pattern and unpredictability” (Pryor, p. 33).

Traditional models of career decision like Holland’s Career Choice Theory and Lent, Brown and Hackett’s Social Cognitive Career Theory did not take into account the complex nature of the changing dynamics of today’s world (Bright & Pryor, 2005).

Bland and Roberts-Pittman (2013) contended an individual’s ability to adapt to change is essential:

A generation ago, people could more readily identify themselves by their work, and work roles tended to be characterized by the kinds of people associated with the; today, however, the tables have turned. It is harder for individuals to rely on their job titles as a shield against rapid change. Rather, they must be prepared to change work roles at any time and for their identities and relationships to become modified in turn by their new roles. (p. 2)

Bland and Roberts-Pittman claimed the following factors were not taken into consideration by the traditional models:

(a) people’s interests, attitudes, and abilities may change with experience; (b) rational decision making is not always practical or favorable in the face of life’s complexities and in vocational situations where a range of influences (from the economy to weather to technology) can change at different paces and in different degrees; (c) individuals may not always be happy with their decisions, no matter how much thought they put into them; (d) individuals’ *best fit* career path may not necessarily be available in their community; (e) today individuals are faced with

more choices than ever before; and (f) the current social and economic climate actually may exacerbate anxiety and self-doubt and therefore *contribute* to career indecision. (pp. 3-4)

CTC “involves an organic, evolving process” in which individuals are “invited to reflect on their lived experience to clarify values, to overcome obstacles, and to develop here-and-now sensitivity, tolerance of ambiguity, and awareness of their *possible selves* in the world of work” (Bland & Roberts-Pittman, 2013, p. 3).

CTC emphasizes four cornerstone constructs: complexity, change, chance and construction (Bright & Pryor, 2011). The construct of complexity maintains there are multiple influences in one’s career decision making which are interconnected and can interact in unforeseen ways. Some of these career influences include parents, friends, media, cultural tradition, teachers, politics and health. This construct contradicts Holland’s notion of being able to match career choices by using letter codes.

The second construct contends change, whether minor or dramatic, impacts career choice. Changes which are considered trivial in isolation can over time “cause a person to drift off course or to become stuck in a rut” (Bright & Pryor, 2011, p. 163). Dramatic changes can cause individuals to consider new career possibilities. Change is continuous and inevitable, but most career theories tend to underestimate or ignore the impact of change.

Chance, the third construct, suggests a consequence of change is the “inability to predict precisely and control what happens” (Bright & Pryor, 2011, p. 164). Bright, Pryor, and Harpham (2005) noted chance events have not been recognized in career

development theories. However, they believed there is evidence to indicate chance events are more common than not.

The final construct, construction, is based upon the idea lack of control or predictability gives individuals the opportunity to “become active participants in the creation of their futures rather than pawns in a rigidly deterministic system of cause and effect” (Bright & Pryor, 2011, p. 164). This promotes the concept of looking at positive possibilities throughout one’s career. Loader (2011) suggested resilience is a vital component of dealing with chaos in career development. He speculated most individuals would face several career changes throughout their lifetime. In order to be able to cope with those changes, they would need to appreciate the fact change is neither positive nor negative – “it is just change” (Loader, p. 47).

Careers are complex and adaptive entities. Bloch (2005) contended chaos theory “reveals the underlying order in what otherwise appears to be random” and helps give explanation to the “messiness of life” (pp. 52-53). This theory aligns with the idea of principals who were drafted. These individuals have been influenced by others, have been open to new possibilities over time, and have allowed chance events to help them consider different career options.

Theory of Needs

McClelland’s Theory of Needs (1987) asserts “individuals’ basic human needs are acquired over time, shaped by life experiences, and divided into three categories: achievement, affiliation, and power” (Dittman & Bunton, 2012, p. 403). Ramlall (2004) defined the Need for Achievement (nAch) as “the drive to excel, to achieve in relation to

a set of standards, to strive to succeed” (p. 55). Individuals with high nAch as seeking out challenges and being project driven. They enjoy working with other high achievers and get frustrated by co-workers who are less driven than they are. These individuals need regular feedback in order to monitor their progress toward achieving their goals. They also avoid low-risk situations because they are not challenging enough; however, they also avoid high-risk situations because they do not want the outcome to appear to have occurred out of chance rather than personal effort (Dittman & Bunton, 2012).

McClelland (1987) claimed individuals with high n-ach will outperform those with low n-ach if the task is moderately difficult. They will not outperform low n-ach individuals if the task is too difficult or too easy. The environment plays an important role because there has to be an opportunity to do better than others to increase their motivation to achieve. Furthermore, high n-ach individuals “feel good when thinking about achievement goals and feel bad when thinking about failure” (McClelland, pp. 521-22).

High n-ach leaders tend to struggle when they reach the highest levels in an organization “because they tend to be *doers* rather than effective *delegators*...They quickly become frustrated when they don’t feel like they can immediately get involved in direct problem solving” (Sikora, 2011, pp. 41-42).

The Need for Affiliation (nAff) was defined as the “desire for friendly and close interpersonal relationships” (Ramlall, 2004, p. 55). Individuals with high nAff need harmonious relationships with others and to feel accepted. They prefer jobs which allow significant personal interactions and provide opportunities to have frequent communication with co-workers. They are good team members and collaborators. Most

individuals with a high nAff typically avoid leadership positions because they have difficulty making decisions which might be disliked by others (Dittman & Bunton, 2012).

Need for Power (nPow) has been defined as “the need to make others behave in a way that they would not have behaved otherwise” (Ramlall, 2004, p. 55). Dittman and Bunton (2012) described individuals with high nPow as being driven by either personal power or institutional power. They indicated those who desire personal power “want to direct others”; whereas those with institutional or social power “want to organize the efforts of others to further goals of the organization” (p. 405). They contended leaders with a high need for institutional power are the most effective because their motivation is to attain organizational success instead of personal success.

Principals who are driven display a high need for institutional and/or personal power and a high need for achievement. They often take on challenging jobs to show they can accomplish difficult tasks. Driven individuals probably do not exhibit a high need for affiliation; they are more concerned with completion of a task than making friends. However, leaders who were drafted might be prone to a high nAff since they were not personally driven to become principals, but were selected by others instead.

Examining the different career development theories helps delineate the differences between individuals who are driven versus those who are drafted. Driven leaders are those who had clear career goals and were confident in their abilities early in their career exploration journey. They have a high need to achieve and are determined to meet their goals as soon as possible. Drafted individuals, however, use their experiences

and changing life goals to inform their career decisions. They do not know right away what their overall career goals are, but allow their experiences, circumstances, and influential people in their lives to help develop their goals along the way. Each person arrives at their final career destination in different ways. The question that remains for this study is whether leaders who are driven differ from the way they lead than leaders who were drafted.

Factors for Teachers Becoming Principals

With all of the responsibilities placed upon principals, it is important to determine the factors which motivate teachers to become principals. Hancock et al. (2006) conducted a study about such factors by surveying 329 students enrolled in a Master of School Administration degree program. They discovered one extrinsic motivator (personal gain) and three intrinsic motivators (altruism, challenge, and ability to influence/lead others).

The most common extrinsic reason given for teachers being attracted to becoming principals was an increase in salary (Hancock et al., 2006). Ironically, Myung et al. (2011) and Hancock et al. (2006) indicated a deterrent for individuals becoming or continuing to be principals was insufficient compensation. They expressed the increased paperwork, threats of litigation, stressful and time-consuming responsibilities and difficulties dealing with parents did not counterbalance the increase in pay. Other extrinsic reasons for becoming a school administrator were to improve one's status and provide prestige (Myung et al.).

The most prevalent intrinsic factors for teachers choosing administration include the ability to initiate change, the desire to make a difference, personal and professional challenge, and being a teacher of teachers (Hancock et al., 2006). Other researchers have found the value of relationships to be a primary intrinsic motivator. Principals who have been on the job for several years stay on the job because they find the relationships they have with students, teachers, and parents rewarding. They persist in a job which has become increasingly challenging because they are relationship oriented (DiPaolo & Tschannen-Moran, 2003).

Other motivators for teachers deciding to become principals can be seen through their career development journeys. Did the teacher know from an early age that he wanted to be a principal or did the individual develop an interest over time after a supervisor noted his leadership skills and gave him various opportunities for leadership? For the purpose of this study, the researcher labels these two career development avenues as driven and drafted.

Driven

Individuals who pursue the goal of becoming principals early in their careers are what the researcher calls driven. Ramlall (2004) noted some individuals “who have a compelling drive to succeed are striving for personal achievement rather than the rewards of success... These people have the desire to do something better or more efficiently than it has been done before” (p. 54). They have a goal in mind and they go after it.

The concept of drive is connected to a few of the career development theories discussed earlier. Driven leaders who are driven typically have strong self-concepts, but

unlike Super's theory of developing it over time these leaders discover it quickly. The theory which most closely correlates with the concept of driven is McClelland's (1987) Theory of Needs, particularly the component of Need for Achievement. Driven leaders have ambition and determination to reach challenging, but realistic goals and career advancement (Ramlall, 2004). They look at achieving goals as if they are in a competition; the more opportunity they have to do better than others increases their motivation. They have what Benjamin and Flynn (2006) referred to as a self-regulatory mode of locomotion. This describes leaders who are driven because they set a goal and jump into action to accomplish that goal as soon as possible.

Drafted

Some individuals who become principals never considered this as a career option early in their professional lives. Teachers sometimes overlook the capabilities they have to lead others. It is not until they are given an opportunity to lead or someone points out their talents they consider a career in administration. These individuals are what the researcher calls drafted; these future principals did not conceive of themselves as being leaders until someone else recognized their potential and encouraged them to explore administration as a career possibility.

The concept of drafted aligns with several of the career theories noted earlier. Super's Life-span Theory of Career Development examined how an individual's self-concept changes over time and is affected by biological traits, social roles played, and perceptions of how others react to the individual (Sharf, 2006). Individuals who have been drafted are influenced of others to consider becoming a principal over time. Lent et

al. (2002) Social Cognitive Career Theory also suggested individuals make career goals and choices over time. They claimed self-efficacy occurs through various experiences and learning opportunities (Leung, 2008). Once a potential leader has been drafted, he builds self-efficacy by practicing his leadership skills through various leadership opportunities. Bright and Pryor's (2011) Chaos Theory of Careers maintained career choices are influenced by unplanned and chance events. Drafted individuals have been open to various influences like others recognizing their potential, have allowed themselves to be put into leadership roles in order to grow, and have used chance events to help them consider other career possibilities. Drafted leaders also practice what Benjamin and Flynn (2006) described as the self-regulatory mode of assessment. This mode is slow and methodical. Drafted leaders carefully evaluate their goal and how to pursue them. They weigh all their options and see how they compare to the organization's values. They wait before acting and choose what they deem best for the employees.

The factors for teachers choosing to become principals could be important for district administrators to know before making recommendations for hire. If the individual is solely interested in an increase in salary, chances are he will not be an effective leader. Extrinsic motivators rarely cause individuals to be committed to their work and do not provide long term satisfaction. However, intrinsic motivators are important to consider about principal candidates because they show an interest in making a positive difference in education as a whole or in individual students' lives. Career development journeys could offer significant indicators for selecting principals for

specific schools. Determining the path which brought the individual into leadership provides insight into their motivation and how they will lead the school.

Summary

Researchers have differing opinions about what type of leader is most effective. A variety of leadership approaches are available from which leaders can choose. Trait, style, contingency, and situational approaches each put a different emphasis on task versus relationship behaviors; however, most research indicates a combination of the two is most desirable. Various leadership styles incorporate different levels of task motivated and relationship motivated behaviors. Transformational and participative leadership both incorporate a mixture of both types of behaviors and have proven to be effective leadership styles.

Career development theory explores factors which motivate individuals to become leaders. The Self-Concept Theory of Career Development and Social Cognitive Career Theory both discuss how career decisions are made over time and because of different influences. These correspond with the concept of drafted. Drafted leaders are those who did not consider themselves as potential leaders until someone else influenced them to think about the possibility. They developed their leadership skills over time and carefully contemplated their career decision to go into administration. Theory of Needs promotes certain individuals have a high need for achievement and are highly motivated to set goals and accomplish them as soon as possible. This theory correlates with the concept of driven. These leaders recognized their leadership abilities early as teachers

and decided to pursue a career in administration. They did not deliberate about the decision but set the course in motion right away to accomplish their goal.

Several studies have shown the effectiveness of the principal as a major indicator of a school's success. Others suggest without effective leadership from highly qualified principals, schools may not be able to meet today's challenging expectations. The purpose of this qualitative study is to understand factors which motivate individuals to become principals, the connection of these factors to their leadership style approach (relationship and task behaviors), and their perceived effectiveness as leaders.

Determining whether principal candidates were driven or drafted could have a major impact on the leader's style approach and perceived effectiveness as a leader.

Considering these factors will enable school districts to hire quality candidates and determine which leaders would best fit their schools based on the schools' needs.

Chapter Three describes the design and methodology utilized in this study. It begins by discussing the approach taken with this qualitative study. The chapter also depicts the participants of the study, methods for collecting and analyzing the data, and the role of the researcher.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The job of the school principal is constantly changing and becoming more challenging. Due to the multitude of responsibilities, new accountability measures, and the shortage of highly qualified candidates, hiring and retaining quality principals has become increasingly more difficult (Kafka, 2009; Leone et al., 2009; Lynch, 2012). Rammer (2007) maintained schools are only as effective as their leaders. Consequently, hiring the right person for the right school is crucial. Vroom and Jago (2007) contended placing leaders in situations which match their styles provides the best opportunity for success. During the hiring process, the hiring committee has to make an educated guess about a best fit based upon information gained from resumés and interviews.

To effectively decide which leader to place at a particular building, it might be beneficial to explore the motivational factors which led an individual to become a principal. Was the candidate driven? She always wanted to be a principal and was personally motivated to accomplish the goal as soon as possible. Or, was the candidate drafted? He made the decision to become a principal gradually only after different educational leaders pointed out his ability to lead and encouraged him to investigate a career in administration.

Another consideration for a best fit placement is the leadership style approach principals take with their staffs. Leadership style approach for this study was determined by the amount of emphasis the principal places on building and maintaining relationships

versus the importance of completing tasks. Several studies have been conducted regarding the significance of leadership style approach, specifically between task behaviors and relationship behaviors (Fisher, 2009; Northouse, 2010; Zaccaro et al., 2004). DeRue et al. (2011) asserted leadership development programs should concentrate on developing relationship and task behaviors. In the area of relationship, leaders should be taught how to support and help their followers; while in the area of tasks, effective leaders need to be able to plan and schedule work to be accomplished.

Little research exists which assists practitioners in hiring quality candidates for principals' positions. Several studies have discussed how to better identify and recruit highly qualified candidates (Mendels, 2012; Myung et al., 2011; Olson, 2008; Rogers, 2005). Some studies have even described best practices for hiring principals (Mendels, 2012; Rammer, 2007). However, little research or implications for practice exist on how school districts can best identify quality candidates and choose best fit candidates for specific school buildings.

As a qualitative study, research data consisted of words and images as suggested by Creswell (2009). It was the goal of the researcher to capture the stories of secondary principals—what motivated them to become principals and which leadership style approach they used. The researcher also wanted to know how each principal perceived his own effectiveness as a leader as well as how staff members perceived the effectiveness of their leader. Creswell indicated qualitative studies are completed in the field and use a variety of data collecting instruments. The pseudonym Monrovia Public School District was used to refer to the location of the study. Interviews and focus

groups took place at each of the secondary schools of the principals who agreed to participate. The researcher used questionnaires, interviews, and focus groups for collecting data. Creswell stressed qualitative researchers use inductive data analysis by looking for “patterns, categories and themes” (p. 175) throughout the various data sources. They also make interpretations of what “they hear, see, and understand” in order to “develop a complex picture of the problem or issue under study” (p. 176). The purpose of this study was to explore the motivational factors for teachers to become principals (driven vs. drafted), the leadership style approach (relationships vs. tasks) taken by the principals, and how district administrators can use this information to make best fit placements while hiring principals for their various schools.

Research Questions

1. What is the role of motivational factors in teachers choosing to become principals, specifically:
 - a. Personal drive?
 - b. Encouragement from educational leaders?
2. What leadership style approaches (task vs. relationship) are evident in principals who are:
 - a. Driven?
 - b. Drafted?
3. What connections exist, if any, between the motivational factors (driven vs. drafted) and leadership style approaches (task vs. relationship)?

4. What are the teacher perceptions of leadership effectiveness for principals who are:
 - a. Driven?
 - b. Drafted?

Design for the Study

The approach of this study was to address a problem of practice—hiring the right principal for the right school. The design of this study was a constructivist approach. Mertens (2010) defined the constructivist paradigm as a study of interpretive understanding or *hermeneutics*. Hermeneutics in this study refers to “a way to interpret the meaning of something from a certain standpoint or situation” (Mertens, p. 16). Hatch (2002) indicated the constructivist paradigm allows the researcher to present the findings through “rich narratives that describe the interpretations constructed as part of the research process” (p. 16). These narratives capture the voices of the participants so readers can put themselves into the situation being described. By exploring the motivation for teachers to become administrators as well as their leadership style approaches and perceived effectiveness as leaders, the researcher anticipated finding results which school districts could use to determine which administrative candidates are best fit placements for their schools.

Research Methodology

Creswell (2009) defined research methodology as the process researchers propose for their study. The participants were identified because their perceptions had not adequately been documented in the accessed research. Next, the researcher determined where and how

the data would be collected. Finally, data interpretation methods were used to draw conclusions from the collected data.

Hatch (2002) recommended the context of a qualitative study should be a setting which can provide answers to the research questions and are accessible, feasible, and familiar. For this reason, the context of this study was Monrovia Public Schools, with whom the researcher is employed. Monrovia Public Schools is located in a mid-western state and is the state's largest fully accredited school district. The Monrovia School District has over 24,000 students who attend 36 elementary schools, an intermediate school (grades 5 – 6), nine middle schools, and five high schools. The district is known for its outstanding academic performance and its excellent professional development for teachers and administrators. Monrovia Public Schools seniors consistently score above state and national averages on ACT composite scores. The district has the state's only kindergarten through twelfth grade International Baccalaureate Program. It also ensures quality classroom learning environments by recruiting and retaining highly qualified teachers. Monrovia teachers have an average of 13 years of teaching experience and more than 62% of them have advanced degrees. Among all of the state's public school districts, Monrovia has had the second largest number of schools on state's Top 10 lists.

The primary participants of this study were secondary principals, with whom the researcher works as a fellow secondary principal. The participants were selected using convenience sampling, which Mertens (2010) described as the selection of participants who are easily accessible to the researcher. As suggested by Hatch (2002), the decision about which principals to include in the study are those who are willing to allow the researcher to “talk with them about their actions and intentions” (p. 48). The researcher

invited all 15 secondary principals to participate via an email invitation (see Appendix D for Recruitment Script). The researcher explained the study was voluntary and results would be kept confidential. Principals willing to participate replied to the email indicating their agreement to participate in the study. After receiving notice from principals willing to participate, the researcher sent a follow-up email with the informed consent form and questionnaire. The study was set up in two phases. Phase one was an open-ended questionnaire. At the end of phase one, principals were asked if they would like to continue with the next phase of the study by participating in a face-to-face interview and involving their staff in focus groups.

Additional participants were teachers from each participating principal's school. Krueger and Casey (2009) proposed having five to eight participants in a focus group who can "give you the information you are looking for" (p. 65); therefore, the researcher asked the principals to select five to eight teachers to participate in each focus group. Mertens (2010) suggested including variation of characteristics of participants such as gender, ethnicity and age. The researcher asked the principals to attempt to include individuals with a variety of characteristics including number of years working with the principal and gender. After the principal of each school notified their teachers about the study and being selected to participate in a focus group, the researcher sent an email to selected teacher participants with an overview of the study, an invitation to participate in the focus group, and an informed consent form. Teachers were notified participation was voluntary and confidential. Some teacher participants emailed their agreement to participate to the researcher; others signed the consent form at the time of the interview.

Data Collection

Mertens (2010) maintained the purpose of collecting data is “to learn something about people or things” (p. 351). She asserted one of the biggest challenges for the researcher is to identify what data are needed and how to best collect it. In this qualitative study, the researcher sought answers to the research questions through questionnaires, interviews, and focus groups.

Procedures

Hatch (2002) contended qualitative researchers should be specific about the kind of data to be collected. The researcher collected data in two phases. The first phase involved giving a questionnaire to all secondary principals in Monrovia Public Schools. Completion of the questionnaire was voluntary. The purpose of the questionnaire was to find each principal’s self-perceptions of whether they were driven or drafted and their emphasis on task and relationship behaviors. The second phase involved a face-to-face interview with each principal and focus groups with staff members from each school.

Using Mertens’ (2010) steps for developing a data collection instrument, the researcher constructed the principal’s questionnaire (see Appendix E), which was sent to the participating principals in the district. This questionnaire consisted of two sections. The first was a demographic section that Mertens suggested should include questions about personal characteristics that are relevant to the study. For this study, the demographic questions included such factors as number of years of teaching, number of years in administration, and gender. The second section of the questionnaire involved open-ended questions that explored the reasons these individuals decided to become

principals and their perceptions about their emphasis on task and relationship behaviors with their staffs. Hatch (2002) reasoned questions should be open-ended to give all participants the opportunity to share their viewpoints in their own words. The last question of the questionnaire was whether the principal would be willing to participate in the second phase of the study. As suggested by Mertens, a pilot questionnaire was given to secondary principals not included in the study to determine if questions were clear and precise and to test for instrument validity. Once needed changes were made and the questionnaire was finalized, it was emailed to all participating principals.

Phase two began with face-to-face interviews with the 11 principals who agreed to move forward with the study. Each interview lasted approximately one hour. Hatch (2002) described qualitative interviews as “special kinds of conversations or speech events that are used by researchers to explore the informants’ experiences and interpretations” (p. 91). The purpose of interviewing the principals was to dig deeper into their stories about becoming administrators and to allow them the opportunity to describe their personal motivations or the influential people who encouraged them. An interview protocol was followed. The interview questions (see Appendix F) followed Hatch’s interview strategies using open-ended questions which encouraged the principals to tell their specific stories. Following Hatch’s advice, the interviews were semi-structured; the researcher had pre-designed guiding questions, but additional questions were asked based upon the interviewee’s responses. Interviews were recorded electronically and transcribed by the researcher. Transcriptions were shared with interviewees to ensure accuracy.

Phase two concluded with 11 teacher focus groups, one from each participating principal's school. The researcher chose to use a focus group from each school to get the teachers' perspectives about their principal's leadership style approach and effectiveness as a leader. Krueger and Casey (2009) indicated focus groups should be used when the researcher is trying to understand differences in perspectives. As suggested by Krueger and Casey, the researcher used open-ended questions with a planned questioning route (see Appendix G) to set the direction for the focus group which allowed participants to "think back" (p. 53) as well as pause and probe techniques to draw out additional information from participants. Hatch (2002) asserted it is the interactions of focus group members which creates the data. The researcher also followed Krueger and Casey's recommendation and estimated the time for each question, asked others to review and give feedback about the questions, made necessary revisions to the questions, and then tested the questions. The researcher electronically recorded the approximately one hour interviews of each focus group and transcribed the results.

Human Subjects' Protection and Other Ethical Considerations

The researcher followed the Institutional Review Board's (IRB) procedures for conducting research and gained permission from the school district to conduct research at various school sites by submitting the district's own IRB. In accordance with IRB's guidelines, all participants were notified of the study's rewards and risks, informed participation of the study was voluntary and confidential, and given the opportunity to opt out of the study at any time. All participants either emailed their consent or signed

informed consent forms (see Appendix H for the principal's form & Appendix I for the focus group's form).

Data Analysis

Hatch (2002) defined data analysis as a “systematic search for meaning” (p. 148). It is a process of discovering what was learned from the data and sharing that information with others. Hatch described analysis as “organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves “synthesis, evaluation, interpretations, categorization, hypothesizing, comparisons and pattern finding” (p. 148). Krueger and Casey (2009) recommended keeping the purpose of the study at the forefront of the analysis; they promoted “purpose drives analysis” (p. 114).

The use of the various data collection instruments helped the researcher obtain well-rounded sets of informative data. Research Question One inquired about the motivational factors in teachers choosing to become principals specifically whether the decision was based on (a) personal drive or (b) encouragement from educational leaders. To answer this question, the researcher used information from both the principal questionnaire and the principal interview. Information gained from the questionnaire helped the researcher categorize each principal as driven or drafted. Specific responses and stories related during the principal interviews assisted the researcher in understanding more detailed factors involved with individual principals' decisions to go into administration. Research Question Two asked what leadership style approaches (task vs.

relationship) are evident in principals who are driven or drafted? Again, the researcher used a combination of information gained from both the principal's questionnaire and the principal's interview. The questionnaire helped establish the estimated percentage of time principals spent on task and relationship behaviors. The interview allowed the principals to elaborate on the types of task and relationship behaviors they exhibited as well as explain if they could change the percentage of time on each, how would they change it and why. The third research question examined the following: What connections exist, if any, between motivational factors (driven vs. drafted) and leadership style approaches? To answer this question, the researcher used answers given during the principals' interview and the focus group discussions. Principals and focus group participants were asked if they could see connections between the motivational factors and leadership style approaches. The final question explored answers to the following: What are the teacher perceptions of leadership effectiveness for principals who are driven or drafted? Focus group participants' responses were used to answer this question.

The researcher employed steps in inductive analysis as defined by Hatch (2002). Beginning with an initial read through of all the data, the researcher was able to get a sense of the whole. Next, the researcher read the data a second time and identified and recorded impressions. Following this step, the researcher re-read the data numerous times to reduce it to items pertinent to the study, color-coded the trends, and determined common themes across all the data to answer the research questions. Krueger and Casey (2009) indicated a need for sufficient data to exhibit a "trail of evidence" in order to ensure data analysis is verifiable (p. 115). By sending questionnaires to 15 principals,

interviewing eleven principals face-to-face, and conducting focus groups, the researcher had ample data to create a trail of evidence.

Role of Researcher

Mertens (2010) suggested the role of the researcher in qualitative research is one in which the researcher acknowledges the power of his own position on the influence of knowledge. This fact requires the researcher to be more interactive with participants and seek their multiple views. The researcher did become interactive with each school's principal and teacher participants and sought to hear their different perspectives about the leader's effectiveness. The researcher made every attempt to put biases aside and make certain the process and findings of this study were done with the utmost responsibility. Because the researcher is a secondary principal within Monrovia Public Schools and is familiar with the participants, there was some speculation on which principals might be driven and which could be drafted, but attempted to not allow those speculations to impact the results of the study. The researcher also described herself as *drafted*, but attempted to not sway data results by putting her own beliefs into the study. Credibility, dependability, transferability, and confirmability were deliberate considerations throughout the study.

Trustworthiness

Credibility

Mertens (2010) proposed credibility as an important component of trustworthiness. She indicated in qualitative research the researcher needed "prolonged and persistent engagement" (p. 256). Enough time should be spent on site in order to be able to gain accurate findings. The researcher spent a significant amount of time at each

secondary school represented in the study. All interviews and focus groups were conducted at the participating schools. When additional information was needed, the researcher returned to the particular site to make sure the information was complete. The researcher also did member checks to verify accuracy of information. Mertens described member checks as “verification with the respondent groups about the constructions that are developing as a result of data collected and analyzed” (p. 257). Principals were given the opportunity to read the transcripts of their interviews and at the end of each focus group, the researcher summarized what had been said to ensure accuracy. The researcher also used triangulation to ensure credibility. Mertens contended triangulation includes “checking information that has been collected from different sources or methods for consistency of evidence across sources of data” (p. 258). Using information gained from the principals’ questionnaires, the principals’ interviews, and the teachers’ focus groups, the researcher was purposeful in checking for consistency across the data.

Dependability

Dependability is another concept to consider with trustworthiness. According to Mertens (2010), dependability in qualitative study is “parallel to reliability” (p. 259). The researcher sought to keep the study stable throughout the process by using the same protocol for each principal’s interview and focus group session; however, she was open to changes when appropriate and needed.

Transferability

Transferability, another factor to ponder with trustworthiness, is what Mertens (2010) indicated was “parallel to external validity” (p. 259) for qualitative studies. She

explained transferability requires the researcher to provide readers with enough detail to be able to apply the information to their own situations. The researcher used what Mertens called “thick description” (p. 256) to paint a picture which could be transferred to other school districts.

Confirmability

Confirmability is the final consideration for trustworthiness. Mertens (2010) asserted confirmability is “parallel to objectivity” and “means that the data and their interpretation are not figments of the researcher’s imagination” (p. 260). The researcher of this study can trace data back to their origins and demonstrate the conclusions are supported by the data.

Summary

The purpose of this qualitative study was to determine whether principals’ motivational factors (driven or drafted) for becoming an administrator had any impact on their leadership style approach (relationship and task behaviors), and their perceived effectiveness as leaders. Principals who were driven were ones who were personally motivated to become administrators early in their careers. Those who were drafted were noticed and encouraged by other educational leaders to pursue a career in administration and did so over time. Consideration of these factors should enable school districts to hire quality candidates and determine which leaders would be best fits for their schools depending on the school’s needs.

Participants for this study included both principals and teachers. All Monrovia Public Schools secondary principals were invited to participate. Five to eight teachers from each of the participating schools were also invited to participate.

The instruments used for the study included questionnaires, interviews, and focus groups. The participating principals completed a questionnaire with open-ended questions about their motivations to become administrators as well as how much time they felt they spent doing task and relationship behaviors. They then each participated in a one hour interview to allow them the opportunity to tell more of their stories. The teachers were participants in focus groups from each school. They were asked a variety of questions about their principals' leadership style approach and their perceptions of the principals' effectiveness. The data from all three data sources were analyzed using inductive analysis. Results from this study should help districts hire quality candidates who are best fit for their schools.

Chapter Four described the findings from the study. The analyzed results of the questionnaires, interviews, and focus groups were presented around the five research questions of the study. Chapter Five summarized the findings and provided conclusions from the study.

CHAPTER FOUR
PRESENTATION OF FINDINGS

The purpose of this study was to determine if principals' motivational factors (driven or drafted) were connected to their leadership style approaches (task versus relationship emphasis) and their effectiveness as perceived by their staffs. Data were collected in two phases for this study. During the first phase, all secondary principals from Monrovia Public Schools were invited to participate in the study by completing a short questionnaire. The final question of this instrument asked principals if they would be willing to continue through a second phase which involved a face-to-face interview with the principal and a focus group session with five to eight teachers. The researcher analyzed the data from all three collection tools to determine trends, commonalities, and differences to answer the following research questions:

1. What is the role of motivational factors in teachers choosing to become principals, specifically:
 - a. Personal drive?
 - b. Encouragement from educational leaders?
2. What leadership style approaches (task vs. relationship) are evident in principals? who are:
 - a. Driven?
 - b. Drafted?
3. What connections exist, if any, between the motivational factors (driven vs. drafted) and leadership style approaches (task vs. relationship)?

4. What are the teacher perceptions of leadership effectiveness for principals who are:
 - a. Driven?
 - b. Drafted?

Data Sources

It was the researcher's goal to get answers to the research questions from multiple avenues, but did not want to overburden busy principals and teachers. Since the focus of the research was on principals, the researcher wanted all secondary principals from Monrovia Public Schools to have the opportunity to participate and give them an option about the extent to which they wanted to contribute to the study. Consequently, a brief questionnaire was constructed to get as many initial responses as possible. The principals were then given the option to continue the study which involved more time with interviews and focus groups. The researcher was fortunate to get all but one Monrovia Public Schools secondary principal to respond to the questionnaire and was surprised to learn that 11 of the principals were willing to continue into phase two of the study.

Instruments

Creswell (2009) indicated qualitative studies are completed in the field and use a variety of data collecting instruments. This qualitative study obtained data from three primary sources: a questionnaire with 10 open-ended questions given to the participating principals; a seven question interview with principals who agreed to continue to phase two of the study; and, focus group sessions with teachers from each phase two principals'

site. The questionnaire provided some demographic information which helped provide an overall view of the principal participants. This instrument also helped obtain initial information regarding the principals and whether they considered themselves driven or drafted and the amount of time they dedicated to task and relationship behaviors. The phase two interview, which took place at each site, asked principals to expand on the information shared in the questionnaire concerning driven versus drafted and their leadership style approach as well as their perceptions about whether or not there were connections between their motivation to become a principal (driven or drafted), their leadership style approach (relationships vs. tasks), and if their style approach was connected to their effectiveness as a leader. The focus group discussions, which also took place at each school site, provided information from the teachers' viewpoints concerning the amount of time their principal dedicated to tasks and relationships and if they saw a connection between their leader's use of time and his effectiveness as a leader.

Participants

All 15 secondary principals with Monrovia Public Schools were invited to participate in the study. Of the 15 invited, 14 completed phase one of the study resulting in a 93% return rate for the questionnaires. For phase two, 11 principals agreed to continue the study, which made the participation rate 79%. Nine (64%) of the 14 phase one participants were male and five (36%) were female. Of the 11 phase two participants, six (55%) were male and five (45%) were female. The 14 phase one participants were comprised of five high school principals and nine middle school principals. During phase two, three high school principals and eight middle school

principals continued the study. The experience levels of the principals varied (see Appendix J). The majority of participants were teachers for 6 to 10 years before becoming principals. The length of service as principal by each participant varied with the majority serving 6 to 20 years in administration.

Each phase two principal provided the interviewer with a list of five to eight teachers who could participate in a focus group. Out of the 11 focus groups, the smallest had two individuals (due to absences and conflicts); the largest focus groups contained eight teachers. Of all 52 focus group participants, 35% were male and 65% were female, which was representative of the district's gender distributions at the secondary level. Participants ranged widely in the number of years they had worked directly with their principals. For several of the focus group participants, it was the first year the teachers had worked with the principal due to the school district experiencing a high mobility rate in administrative staff this year. Five of the principals involved in this study were serving their first year in a particular building; however, all had at least four years of administrative service prior to the current school year.

During the collection process, the researcher used codes to ensure confidentiality for participants. Each school was randomly assigned a numerical code (1-14). The principal of each building was given the code P (for principal) and the school's numerical code. The focus group participants were given the code T (for teacher) along with the school's numerical code and a randomly assigned hyphenated number to represent each focus group member. Therefore, the principal from school 3 was referred to as P3 and one of the teachers from school 5 was denoted as T5-3.

Analysis

After transcribing all interviews and focus group discussions, the researcher made meaning of the data collection by following Hatch's (2002) recommendations. The researcher began by reading through all the data to get a sense of the whole. During a second read of the data, the researcher identified and recorded impressions. Throughout several subsequent readings, researcher reduced the data to items which pertained to the study, color coded trends, and determined themes across the data to answer the research questions.

The researcher originally organized the demographic information to make overall observations about the principal participants including the number of years they served in the classroom before going into administration, the number of years served as an administrator, their genders, and how they categorized themselves as driven or drafted. The data were then organized by school to enable the researcher to compare the principal's responses to the teachers' responses to determine if the information shared by the teachers matched the information given by the principal; similarities and differences were noted. Data were then organized by whether the principal considered himself driven or drafted. Trends and patterns were noted regarding similarities and differences in their leadership style approaches. As the data were reviewed numerous times, the researcher was able to identify themes, discover connections, and make interpretations.

Krueger and Casey (2009) suggested collecting ample data to provide sufficient evidence and to ensure data were verifiable. With 13 phase one principals completing the questionnaire, 11 phase two principals sharing information during face-to-face

interviews, and 52 teachers participating in 11 focus groups, the researcher had sufficient data to create a trail of evidence. Themes which surfaced throughout the analysis of multiple sources verified the validity of data collected.

Data Results

The goal of the researcher for this study was to capture the stories of secondary principals about their motivation to become principals, their style approach, and their effectiveness. Principals were asked to do the following: (a) to tell their stories about what motivated them to become principals, (b) estimate the percentage of time they spent on task and relationship behaviors, (c) describe the types of task and relationship behaviors they performed, (d) determine if they felt there was a connection between their motivational factor and their emphasis on task or relationship behaviors, (d) speculate if the amount of time on task versus relationship behaviors made them an effective leader, and, (e) predict if their teachers would consider them effective leaders. Additionally, the researcher wanted to compare the principals' perceptions of their leadership style approach and effectiveness to the perceptions of their teachers. The teachers were asked to do the following: (a) estimate the percentage of time their principal spent on task and relationship behaviors, (b) describe the types of task and relationship behaviors they witnessed their principal doing, (c) speculate if there was a connection between the emphasis on task and relationship behaviors and their principal's effectiveness, (d) determine if their principal was an effective leader, and, (e) provide ways their principal could be more effective. The researcher used data gleaned from questionnaires, interviews, and focus groups to answer the four research questions.

Research Question One

The first research question explored the role of motivational factors in teachers choosing to become principals, specifically personal drive and encouragement from educational leaders. Of the 14 principals who participated in phase one of the study, six (53%) indicated they were driven and eight (57%) revealed they were drafted. Of the women, two were driven and three were drafted. For the men, four were driven and five were drafted. As the researcher explored the various reasons driven and drafted individuals chose to become principals, several sub-themes emerged. Figure 1 presents a Venn diagram which illustrates the sub-themes that emerged exclusively for driven principals, others solely for drafted administrators, and then some which were shared by both.

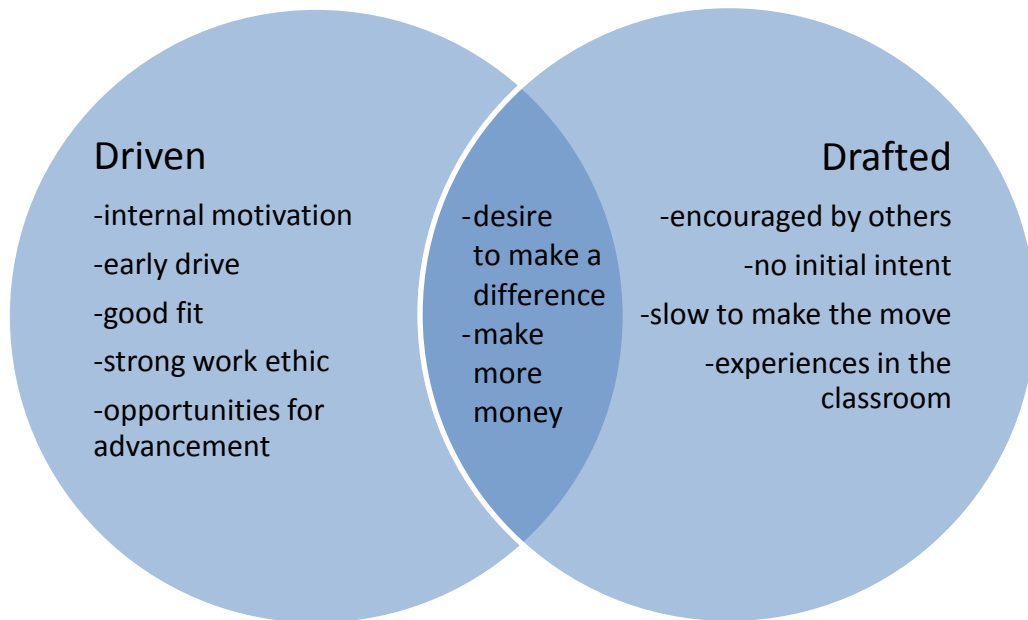


Figure 1. Venn diagram of the reasons given by driven and drafted individuals for becoming principals.

Driven. In the questionnaire and during the interviews, the researcher described driven as individuals with high personal drive and who entered the field of education knowing early in their careers they wanted to become administrators. Principals from schools 1, 2, 4, 9, 13, and 14, described themselves as driven, and gave several reasons for choosing this descriptor: internal motivation, early drive, good fit with skill set, strong work ethic, and opportunities for advancement.

Internal motivation. Internal motivation was a key trait for driven principals. P1, P2, P4, and P14 discussed how they were internally motivated; they had a strong desire to be a principal. P1 and P2 also referred to themselves as being very goal oriented. P4's dream of being a teacher was delayed by a stint in the military; however, once he achieved that dream he said he was intrinsically motivated to take the next step into administration. During the principal interviews, the researcher asked the phase two participants if driven was an adequate description of their motivation. Of the four driven principals who continued with the study, 100% indicated that driven did accurately reflect their motivation for becoming a principal. When asked why, P1 stated, "When you think of driven, you are really, really motivated to do it." P2 recalled the "idea and motivation started from an internal feeling of I think I can make a difference if I pursue administration."

Early drive. All driven principals indicated they realized their drive to become administrators early in their lives. P4 described it as "I just grew up that way." He shared he was driven to go into education at an early age, but got sidetracked by the military for several years. All six driven principals indicated they knew early in their teaching

careers they wanted to become administrators. P2 shared that early in her career different leadership opportunities came her way; she liked those experiences and decided, “Oh, I want to do that” in reference to administration. A similar viewpoint was shared by P13; he stated that being a principal “has been a goal of mine from the beginning years in teaching. I enjoy leading.” According to P9, he would consider himself driven from the standpoint of making the decision early in his career; however, he also admitted he was encouraged by his father who was a principal. P1’s drive to become a principal had an interesting twist. She started her master’s degree in administration her first year of teaching and she shared the following experience:

I was actually driven by a person within one of my classes...A gentleman said that I was too young...and didn’t really have what it took to be a principal. So, I thought, he doesn’t really know me. So, I was even more driven.

Both P1 and P2 acknowledged they have always loved a good challenge. Both expressed that the principalship has provided them with those challenges on many occasions.

Good fit. P9, P13, and P14 shared how administration was a good fit for their skills and abilities. P9 said, “I viewed it as something I would be a good fit for and it met my skill set.” According to P14, “After teaching for a couple of years, I wanted to fully utilize my organizational, management and interpersonal skills to make the school a caring and nurturing environment for students.” P13 stated, “It seemed to be the right path for my strengths.”

Strong work ethic. A strong work ethic was mentioned by principals as being a factor for becoming an administrator. Three principals (P2, P5, & P9) mentioned an

important reason was their upbringing and the example their parents set for them. P2 talked about her parents being hard workers and instilling the importance of a strong work ethic in her.

Opportunities for advancement. Other opportunities made possible through the administrative position were more options for advancement and a better salary. P1 shared she took administrative classes so she could diversify her career options. She indicated she really wanted to be an administrator “because of the influence the role would provide.” P9 mentioned one reason he was drawn to administration was a desire to improve his salary.

Drafted. For the term drafted, the researcher described individuals who had no motivation to become administrators when they started their careers in education. They made the move into administration only after other educational leaders saw their potential as leaders and encouraged them to consider it. Four sub-themes emerged around the reasons drafted principals gave for choosing administration: encouraged by others, no initial intent; slow to make the move, and experiences in the classroom.

Encouraged by others. All eight drafted principals (P3, P5, P6, P7, P8, P10, P11, & P12) indicated they went into administration because they were encouraged to do so. P5, P10, and P12 were encouraged by one or more of their principals to consider becoming a building leader. An assistant principal urged P8 to look into getting an administrative degree while several educational leaders convinced P11 to give leadership a try. P6 described being asked if he ever considered becoming a principal. At the time, he had not given that option consideration, but he eventually took the needed

administrative classes to become a principal. He commented, “It just took one administrator to see that it would be a good idea.”

No intent. Several principals (P7, P10, P11, & P12) indicated they never intended to become an administrator. P10 stated, “I had no intention of becoming an administrator. I was teaching and planned to teach forever.” According to P12, “I was content in the classroom and with my coaching. My name was given to an administrator ... to become a middle school assistant principal/athletic director. I was not looking for this type of position at the time.” P5 shared, “The principal just asked me if I would be interested, then I was presented to the Board. So, I would say I was drafted at that point.” Having no desire to be a principal, P3 noted she “never saw an administrator enjoy his or her job. My perception was that they were stressed and unhappy. Only when I had a principal who enjoyed her job did I consider making the move to administration.” P6 indicated the descriptor drafted was accurate for him, “I really did not have it [an administrative career] on my radar at that point.” It was not in P5’s future plans either; he was recruited by his principal during his second year of teaching. He stated, “As I was starting out as a teacher, I really didn’t know what I was going to do. I was probably more drafted because I was not pursuing a job [as an administrator] at that moment.” P10 and P11 now see their decision to become administrators as their “calling” to serve students and the community.

Slow to make the move. Four of the principals (P3, P7, P10, & P12), who described themselves as drafted, took a while even after being encouraged by a leader to decide to pursue a career in administration. When asked why drafted was the descriptor

she chose, P3 described how over time two different principals had encouraged her to become an administrator, but she had no initial interest. Once she left the classroom and started a technology job at the school, she was able to see the bigger picture: “I could see everything on a bigger scale, but there was only so far I could go in technology...the only way to be a leader on the bigger scale was to go back and do administration, so that is what I did.” P10 discussed the struggle he went through to make the final decision. His principal encouraged him in his first years of teaching to get involved with a Masters in Administration cohort and pursue his administrative degree, but he was not certain that was the career route he wanted to take. Two years later, another cohort was starting and again he was urged to start. He signed up, but then withdrew his name from the program. A year later, he decided it was time to get started and enrolled in classes to begin his administrative journey.

Experiences in the classroom. Three principals cited experiences in the classroom as motivational factors for becoming building leaders. P6 noted that his positive experiences as a teacher drove him to continue his education and personal learning. Conversely, P10 disclosed he was growing a little discontent and bored in the classroom and felt he could be doing more. P7 revealed during her last few years in the classroom, several faculty members complained about the administration. So, she thought she should “be part of the solution instead of just complaining about the situation.”

Driven and Drafted. After analyzing reasons for teachers to become principals, two sub-themes were shared by both driven and drafted administrators. The first sub-

theme was the desire to make a difference for others. Four driven and four drafted leaders shared this altruistic goal. The other sub-theme was the ability to make more money. Two drafted and one driven principal cited this as one of the reasons they chose to go into administration.

Desire to make a difference. Education is a service field. Several principals share their desires to make a difference. P4 indicated it was the opportunity to serve teachers in helping them become better educators to students and guiding them to “build their futures.” P14 wanted to “be able to influence and impact the entire education system for students, parents, and the community.” P9 desired to “cast a broader influence – both students and staff...serve others...and to be a decision maker.” P4 shared the reason he enjoyed administration was “it allows you to spread yourself out over the whole school community not just students.” P6 shared he wanted to impact more students and the school community. P11 stated, “I love children...the more the better! Administration puts me in touch with more students.” Besides impacting students, P12 wanted to help teachers in making decisions in the classroom.

Make more money. In addition to altruistic goals, three principals indicated the external motivator of making more money also played a part in their decision making process. According to P5 and P13, the opportunity to make more money was a factor for becoming administrators. P11 disclosed, “Administration was the only degree in education that would allow me to move up [on the pay scale] rather than sideways.”

To answer Research Question One, there are differences in the motivational factors for principals who were driven and those who were drafted. One hundred percent

of the principals interviewed felt the descriptors driven and drafted accurately described their reasons for getting into administration; however, they shared different motivational factors which impacted their reasons for becoming administrators. Driven motivators were primarily those involving internal factors including an internal drive early in life, a specific skill set which made them a good fit, and a strong work ethic. Drafted leaders were motivated by more external factors including being encouraged by others and experiences in the classroom. They did not show an early intent to become principals and were slow to make the move to get into administration. What the two types of leaders did have in common were their desire to make a difference for others and to improve their salaries.

Research Question Two

The second research question addressed the leadership style approaches (task vs. relationship) that were evident in principals who were driven or drafted. The researcher attempted to answer this question by using principals' estimates of time spent on task and relationship behaviors to determine their style approach, getting teachers' perceptions of how their principals spent their time, and examining the types of task and relationship behaviors being exhibited. During phase one of the study, principals estimated their percentage of time spent on task and relationship behaviors and gave examples of specific task and relationship behaviors. In phase two of the study, principals were allowed to reassess their percentage of time spent on tasks and relationships and discuss their examples in order for the researcher to most adequately describe their style approach. Also in phase two, teachers were asked to estimate how much time their

principals were devoting to task and relationship behaviors and to share examples of the behaviors they saw (see Appendix K for time estimations). Five themes emerged from the data: visibility, high expectations, trust, value, and balance. The findings for Question Two are divided into four parts: time estimations, task behaviors (visibility and high expectations), relationship behaviors (trust and value), and the need for balance.

Time Estimations. The principals' estimated time on task and relationship behaviors reveal the principals' style approaches. These approaches varied with driven and drafted leaders. Of the six driven principals, there was an even split of style approaches. P1, P2, and P13 estimated they spent more time on task behaviors; P4, P9, and P14 indicated they put more emphasis on relationship behaviors. There appeared to be more consistency between style approach and the motivational factor of drafted. Of the eight drafted principals, three (P3, P6, & P12) indicated they dedicated 50% of their time to each behavior. P7, P8, and P10 expressed they spend the bulk of their time on relationship behaviors. Only one drafted leader (P5) felt he spent a larger amount of time on task behaviors. More consistent emphasis on relationship behaviors was seen in drafted leaders.

The researcher also examined if the principals' perception of their style approaches matched the perceptions of their teachers' estimates of how much time their principals exhibited task and relationship behaviors. The researcher speculated that if the time estimates of the principals and teachers were fairly close, then the style approach of the principal was more evident and accurate. If the time estimates varied greatly, it was assumed that principals' perceived style approach was not being clearly exhibited to the

teachers and could be inaccurate. The researcher also examined whether the principals' designated style approach matched the teachers' perception of their principal's style approach.

Of the 11 phase two principals and focus groups, five principal/teacher groups (schools 2, 4, 5, 6, & 11) were within 10% of each other's estimates of time spent on task versus relationship behaviors. Principals from these schools were more accurate in their assessment of time on task and relationship behaviors; two were driven (P2 & P4) and three were drafted (P5, P6, & P11). Teachers at these schools saw evidence of these behaviors as reflected in the small variance of time estimates of principals and teachers.

The other six leaders and focus groups (schools 1, 3, 7, 8, 9, & 10) had wider variances in estimations ranging from 48% to 25%. Of these leaders, P1 and P9 were driven. P1 estimated she spent the bulk of her time on tasks; P9 expressed the majority of his time was spent on relationships. The remaining four principals were drafted (P3, P7, P8, and P10). P3 felt she split her time 50/50 on tasks and relationships, whereas P7, P8, and P10 thought they spent significantly more time on relationships.

Teachers from schools 3 and 7 had the widest discrepancies on their perception of their principals' time devoted to tasks and relationships. School 3 teachers estimated 98% of their principals' time was spent on tasks; school 7 estimated their principal spent 80% of her time on tasks. However, each of the principals from these schools indicated they spent 50% to 60% of their time on relationships. Although these discrepancies do indicate a gap in how the principals feel they are spending their time and what the teachers are seeing, teachers from both of these schools were very quick to point out this

was not a reflection of how much their principals valued tasks over relationships, but rather how their time had to be spent. Both sets of teachers felt their principals were very relational, but had limited time to actually spend on those relationship behaviors.

Although there were discrepancies between the principals' and teachers' estimated times, the researcher discovered the percentages of time placed on tasks and relationship behaviors did not adequately measure the emphasis each principal placed on each. Almost every group of teachers struggled with making the estimates of time on task and relationship behaviors. They explained they were not always aware of what the principal did during the course of the day while they were in classes teaching. During the focus group sessions, teachers from schools 1 and 11 changed their estimated percent of what behaviors they had seen from their principals based on their discussions of behaviors they had witnessed. Other teachers (schools 2, 6, 7, 8) debated over the percentages until they came to an agreement on what percentages they believed were accurate.

Three principals (P2, P3, & P11) also expressed their difficulty in differentiating task and relationship behaviors. They felt relationship and task behaviors were intertwined. P2 shared, "There are just certain things that have to be done and a lot of those managerial, nuts and bolts kinds of things have to be completed first ... in order to be a relational person." This driven principal indicated that if teachers perceive you are not getting the managerial tasks done, then that affects the relationship you have with those individuals. P3 agreed about not being able to divide the two behaviors; however, she had a different impression about why. This drafted principal suggested, "I cannot

separate the two as they are so closely related. You can't set goals without building relationship and team building.”

Task Behaviors. Principals and teachers gave several examples of task behaviors used by the principals (see Appendix L). The task behaviors most consistently mentioned by the principals and teachers were planning and attending meetings, communicating via email and newsletters, and analyzing data. However, what stood out in the data was that driven and drafted principals viewed task behaviors differently. This section will examine how driven and drafted principals regarded task behaviors and two particular tasks (visibility and high expectations) which emerged as themes.

Driven. Driven principals considered tasks as a means to accomplish goals. P1 described herself as task driven. She stated, “I always have a list. I look at projects and determine what I need to do to reach a goal ...I like to be able to accomplish things; that is the reason I like tasks...relationships are never finished.” One of P1’s teachers (T1-1) confirmed P1’s attention to tasks. She commented that her principal was “well prepared for meetings, set good agendas, and has data prepared to analyze.” Being goal-centered was also mentioned by P2. She stated, “I am just very goal oriented. I set a goal and want to achieve it and then re-evaluate, set another goal, and want to achieve it.” Although P4 also admitted to being goal-oriented, he shared, “I think there is a lot more paperwork than there needs to be...we make things hard...if it got to be more than half of what you did...it would be terrible.”

Some teachers (schools 1 & 2) indicated their driven leaders’ focus on tasks was negatively impacting relationships. P2 estimated 60% of her time was spent on tasks.

Her teachers talked about having flipped staff meetings in which the principal prepares the staff meeting, uses a Power Point presentation with voice over, and electronically sends the PowerPoint to staff to review at their convenience. “At the beginning of the year we wanted flipped meetings because we were so busy, but now we want it to be a face-to-face meeting because we would like to be more relational” (T2-4). P1 indicated she spent 75% of her time on tasks. Consequently, T1-3 perceived her as “so busy all the time that ...we don’t see her as much...The relationship has not been developed to the point where we really get her.”

Teachers from school 9 believed their principal spend the majority of his time on tasks, but made efforts to demonstrate relationship behaviors. They estimated P9 spent 80% of his time on tasks, but he only estimated 40% of time dedicated to tasks. T9-2 said, “He ...has a million things to do.” T9-4 remarked, “I don’t really see him that often. T9-4 further noted, “He is so busy and he has all these meetings and all these other tasks and jobs to do.” However, teachers did indicate P9 tries to incorporate relational behaviors into his tasks. T9-1 shared that P9 “does a wonderful job of personalizing tasks. As he is doing the tasks...he checks in and sees if everything is okay.”

Drafted. Drafted principals indicated they spent more time on tasks out of need, not by choice. P5 estimated he had to spend 80% of his time on tasks. He discussed how as middle managers in the district, principals are given more tasks each year. He recalled a conversation with a former assistant superintendent about whether the emphasis for running a school should be on people or process. The assistant superintendent promoted process, but P5 thought there should be a balance with “a lot more emphasis on people.”

However, with the added task responsibilities, the relationship focus just could not happen like he desired. P5's teachers described him as "controlled" by tasks. They cited they "get a lot of email" from him. They also shared he analyzes data several different ways including at the "student level, department level, and grade level," and did "a lot of research too." P11 estimated 40% of her time was spent on tasks, but she said, "I never get done with my tasks, so I think I should spend more time on them, but...I hate the tasks...give me less tasks." Teachers from school 11 described their principal as "task oriented...a lot of what she does is tasks" including emails, discipline, and meetings. Although P6 felt his split of time on tasks and relationships was 50/50, he commented, "I get very bogged down if I think I am more task oriented than relationship. It doesn't become fun anymore, so I try to keep it fun and ...get out in the classrooms and work on the relationships."

Teachers of drafted leaders (schools 3, 6, 7, & 11) understood that less time was spent on relationships due to the number of tasks that must be completed. P3's teachers indicated they felt 98% of their principal's time was spent on task behaviors; however, according to T3-4, "She is going to spend 98% of her time on tasks, but how she uses her 2% of the time is going to look very different." T3-8 added, "What we are trying to say is that we feel very valued by her...that 2% is 98% in our book because ...she has been a champion for us. That is huge." P6's teachers estimated 60% of their principal's time was spent on tasks; however, they discussed how spending more time on tasks was not by choice, but by need. T6-4 stated, "He will probably transition more in the relational direction once ...the construction project is complete. He does listen to input ... as he

evolves he will lessen tasks and get more relational.” Focus group members from school 7 estimated that she spent 80% of her time on tasks, but P7 estimated only 40% of her time was spent on tasks. According to T7-5, “I don’t see her very much...I don’t know what she is doing, so I am assuming she is doing task behaviors, but when I do see her, it is 100% relational.” P11’s teachers noted, “She is good at coupling them [task and relational behaviors] to save us time at school.” For example, for their last professional development meeting, they met at a local restaurant for lunch; the meeting consisted of both task and relationship behaviors.

Task behavior themes. The two themes found with the most connection to task behaviors were visibility and high expectations. Visibility relates to how often the teachers physically saw their principals in the building, in the hallways, and/or leading the school in some capacity. High expectations refers to the goals principals set for their teachers and students in an attempt to get better.

Visibility. Visibility was most noted by teachers who did not feel they saw their principals very often because of the amount of tasks they had to complete. Teachers from schools 1, 2, 3, 7, 8, and 9 all indicated a lack of visibility of their principals. This theme was related to task behaviors because in all cases the principal and/or the teachers perceived the bulk of the principal’s time was spent on task behaviors. Interestingly, there was a 50/50 split of principals who considered themselves driven or drafted: 1, 2, and 9 chose the descriptor driven and 3, 7, and 8 chose drafted. The differences arose in how the teachers perceived their principals’ emphasis or value on tasks. Even though the teachers from schools 3, 7, and 9 perceived that the majority of their principals’ time was

spent on tasks, they felt their principals valued relationships more than tasks and made every relational minute meaningful. Adversely, teachers from schools 1, 2 and 8 felt their principals' focus was on tasks and that focus was having negative impacts on the staff. School 2's focus group teachers thought their principal was had made some good decisions; however, they felt other staff members were still unsure about her leadership because of her lack of visibility. All principals who were perceived as emphasizing task behaviors and were not highly visible were driven; whereas, the majority of the principals who lacked visibility but perceived as highly relational were drafted.

Teachers from schools 6 and 10 commented on how highly visible their principals were. Teachers reported how these principals came around to every classroom at least two or three times a week to say good morning to staff and students. Both of these principals are new to their schools and indicated they needed to establish a prominent presence in their schools. Both principals considered themselves drafted.

High expectations. Setting high expectations was the second task theme and was placed in this category due to its connection to goal setting. Seven principals (P1, P2, P3, P4, P5, P7, & P11) indicated they set high standards for their staff members. P1, P2, and P5 spoke specifically about being hard workers and setting a good example of work ethic for their staffs; they modeled what they wanted to see from their staffs. Teachers from schools 3, 4, 7, and 11 indicated their principals encouraged them to think outside the box and find creative ways to solve problems or engage students. P4 and P5 pushed their teachers to try new initiatives, almost too much according to the teachers. From this group of principals who set high expectations for their staff, three were driven

and four were drafted. However, it is important to note that only four principals in phase two considered themselves driven, making it 75% of the driven principals who set high expectations for staff. Additionally, four of the seven principals (57%) who set high expectations were drafted. Overall, the majority of principals placed importance on setting high expectations.

Relationship Behaviors. Principals and teachers reported several examples of relationship behaviors used by the principals (see Appendix M). The relationship behaviors most commonly mentioned by principals and teachers were meeting with teachers one-on-one or in small groups and getting/giving feedback. However, what stood out was that even though the amount of time given to relationships varied between both driven and drafted leaders, all principals acknowledged the importance of relationship behaviors.

Relationship behavior themes. Two prominent themes emerged from both driven and drafted principals concerning relationship behaviors: trust and value. Trust dealt with the ability to place confidence in the principals and for principals to have faith in the teachers. Value referred to the teachers' belief that the principal found significance in their opinions and could be relied upon for support.

Trust. Trust was a theme mainly revealed by the teachers while describing their relationships with their principals. Trust was seen as reciprocal; if the principal demonstrated she trusted her teachers, the teachers, in turn, trusted the principal. Teachers from schools 6, 7 and 8 all expressed appreciation for being treated as professionals. They indicated this treatment was a sign of the principal's confidence in

them to do their job and do it well. Honesty was another important concept related to trust. Teachers from schools 3, 5, 9, 10 and 11 believed their principals were honest and open. Teachers from schools 4, 5, and 10 mentioned they could be honest with their principals and did not feel like they would receive any retribution for their honesty even if the principals did not like what they were telling them.

Two principals also discussed the importance of trust. P7 and P10 shared how, as new head principals, building trust with their staffs was imperative. They believed until they had established trust, their staffs would not buy into their goals for their schools. For P7, building positive relationships with teachers was about developing trust. Once trust has been developed, P7 purported the teachers will know “I have the best interest at heart for them and the kids.”

Lack of trust was also mentioned as negatively impacting two principals' effectiveness. Teachers from schools 1 and 2 expressed they were having some level of difficulty trusting their principal. P1's teachers felt P1 lacked appreciation for their professionalism because she was not open to their input. They also shared they really did not know her well because she did not spend much time building relationships with them. Once P1 started working more on developing relationships with her teachers, they admitted they were more comfortable with her and a little more willing to communicate with her. The teachers from school 2 did not openly say they did not trust P2, but implied there were questions about where she was getting her input and if teachers were really having a say in the decisions being made.

Within the theme of trust, teachers believed eight of the 11 principals (P3, P5, P6, P7, P8, P9, P10, & P11) built trust within their staffs. Of these eight principals, only one described himself as driven; the others chose drafted as their descriptors. The principals of the two sets of teachers who were having difficulty building trust, both considered themselves driven.

Value. Value was the second theme within the relationship category. This specifically addressed the teachers feeling valued by their principals. Teachers felt valued when principals exhibited the following relationship behaviors: allowing teachers to have input into decision making, giving support, and showing empathy and concern.

Several principals discussed their attempts to get input from their teachers and using that input in their decision making. P3 indicated she thought asking the teachers' opinions and listening to those opinions showed that she valued them. She stated, "Anything new we try to do, I try to get lots of input. I will tell people to try to talk me out it...if you think bad things are going to happen." P8 used surveys to obtain staff feedback about what the school could do better and how he as a leader could improve then used that feedback to make changes in the school and in himself. Using surveys and listening to input was one of the ways P9 responded to his staff's needs. He stated, "Instead of telling, I am always asking...when I talk to a teacher, I don't want to dominate the conversation; I want to be listening more than talking."

From the teachers' perspectives, what they valued most about having input into decision making was that the principal was listening. Teachers from schools 3, 5, 6, 9, 10 and 11 indicated their drafted principals listened. They not only sought their input, but

listened to them, valued their opinions, and used those opinions in making decisions for their schools. Teachers from schools 1 and 2 did not feel their driven principals were listening as much as they would like. P1's teachers felt, at times, she did not listen at all; however, she was starting to listen. P2's teachers expressed they thought she was listening, but they were not sure to whom; they did not feel like they were having any input directly.

Teachers also felt valued when they were being supported by their principals. Teachers from schools 3, 4, 5, 6, 7, 9, 10 and 11 shared they were supported by their principals. This support ranged from getting help with discipline issues or parental concerns to obtaining needed resources. P10 indicated relationships allowed teachers to know "I am on their side and I am going to be supportive of them." Teachers felt supportive behaviors made the atmosphere more comfortable and provided a great climate for the school. Of the eight principals who showed their teachers support, two were driven (50% of the total number of driven principals) and six were drafted (86% of the total number of drafted principals).

Teachers appreciated principals who valued their time. The teachers from P7's school indicated they were appreciative of her valuing their time by having targeted meetings that were brief and concise. T11-4 expressed that P11 was good at honoring the teachers' personal time and encouraged them to spend that time with their families.

The final component of the value category was care and concern. Teachers from schools 3, 4, 5, 7, and 11 expressed that their principals showed genuine concern and care for their staffs. The teachers primarily shared how the principals took time to care for

them personally whether that was helping them with personal struggles, making them feel appreciated, or taking time to meet with them individually. T9-2 noted that regardless of the percentages of tasks versus relationships, P9 “is always there” when he needs him. T5-1 reported that P5 “really cares.” He stated, “There have been times in my life that he was there and always asking was there anything he could do.” T4-2 recalled a time that she was very frustrated and P4 wrote her a handwritten note and delivered it to her before she left for the weekend. In the note the principal told her how much she was valued as a teacher and to not let her frustrations ruin her weekend. Of the five principals who demonstrated support, one was driven (25% of all driven principals) and four were drafted (57% of drafted principals).

Need for Balance. The final theme uncovered through data analysis to answer Research Question Two was the importance of principals finding a balance between task and relationship behaviors. P2, P3, and P11 felt it was very difficult to separate the two behaviors. They discussed the dichotomy of deciding whether the tasks needed to be completed first in order to build relationships or if the relationships had to be built first in order to accomplish goals.

Teachers shared their perceptions about the amount of time their principals spent on tasks versus relationships. Teachers from schools 1, 2, 4, and 11 perceived that their principals were balanced with 50% of their attention on tasks and 50% on relationships. Of these four principals, two were driven (50% of the principals who considered themselves driven) and two were drafted (29% of the total number of drafted principals).

From the principals' perspectives, P3 and P6, both drafted leaders, indicated they spent 50% of their time on tasks and 50% of their time on relationships; however, their teachers estimated they spent more time on tasks. Drafted principals P5 and P6 shared they felt guilty about the need to spend so much time on tasks and less time on relationships; P5 estimated 70% of his time was spent on tasks and P6 approximated 50% on tasks. P8 expressed regret for not having a balance and spending so much time on tasks his first two years as a principal and was now trying to gain balance between the two. He indicated he originally spent 75% of his time on tasks and now he estimates he spends 25% on tasks. P2 discussed in order to achieve a balance, she had to learn to turn some tasks over to her other administrators. As a task oriented person, she admitted that was hard. All principals agreed there was a connection between their emphasis on task or relationship behaviors and whether they were driven or drafted. However, not all of them indicated they had achieved a balance between the task and relationship behaviors.

To answer Question Two, both driven and drafted leaders performed a multitude of task and relationship behaviors. The style approach exhibited by the amount of time spent on each type of behavior varied with both driven and drafted leaders; however, there was more consistent evidence of relationship behaviors seen in drafted leaders. An interesting finding was how driven and drafted leaders viewed tasks differently. Driven principals saw tasks as a means to accomplish goals, but drafted leaders regarded them as necessities to conquer instead of as choices. Another important finding was some teachers' perceptions that the emphasis on valuing relationships was more important than the time spent on relationship behaviors. However, this perception was seen with

teachers who had spent several years with their principals. For new principals, time was a more important factor. Teachers who felt they had not spent enough time with their principals to get to know them were more critical of their behaviors.

Five important themes surfaced related to style approach. Visibility and high expectations were found to be significant task behaviors. Teachers wanted to see their principals and know that they have high expectations for the school. There was no difference in the percentage of principals who were driven or drafted and their visibility; however, the teachers' perceptions of which type of behavior they valued more did matter. Teachers wanted to build relationships with their principals even if more of the principals' time was required on tasks. Trust and value emerged concerning relationship behaviors. Teachers wanted to be trusted to do their jobs well and they wanted to know their principals valued them as individuals and cared for them. Trust and value appear to be more evident in the staffs of principals who were drafted. The need for balance between task and relationship behaviors was the final theme. When principals find the right balance in their style approach, the teachers recognize that and are more willing to follow their leaders' direction.

Research Question Three

The third research question sought to find what connections exist, if any, between the motivational factors (driven vs. drafted) and leadership style approaches (task vs. relationship). To answer this question, the researcher looked for connections between the two in regard to time spent on each behavior and the stories the principals shared of how they were either driven or drafted. During the interviews, the researcher asked the

principals if they felt there was a connection between being driven or drafted and the emphasis on task or relationship behaviors. All 11 phase two principals expressed they believed there was a connection. This section was divided into the two motivational factors: driven and drafted.

Driven. Of the six principals who described themselves as driven, half (P1, P2, & P13) believed they placed more emphasis on task behaviors and half (P4, P9, & P14) estimated they spent more time on relationship behaviors. Of those who indicated they placed more emphasis on tasks, two (P1 and P2) participated in phase two and discussed the connections they saw between being driven and spending more time on task behaviors. P1 shared how her focus on tasks helped her deal with difficult situations:

I can honestly set myself aside from relationships at times ... Sometimes, for instance, when I have ... a teacher who is not academically good – that she is not what the kids need – I can set that relationship aside and, although it is difficult – she may be a very nice person, a delight, and I love her and enjoy being around her, but if she is not getting the job done, I do have it within myself to do something about this. So, I do think that's helpful.

When P2 was asked if she saw a connection between being driven and task oriented, she stated:

Oh, I'm sure, yeah. I can't stand for anything to be undone. Personally for me that has been a challenge. The higher up I have gone in my administrative career, I have to turn those types of tasks over to subordinates. For me, that's hard. In

my head, I want things done two days before the due date and not everybody works that way. And so, that is something that has been an area of growth for me. Of the three participants who were driven, but felt they gave more time to relationship behaviors, only two (P4 & P9) continued with phase two of the study and commented on the connections they observed. P4 admitted some of his driven traits included being a “workaholic” and “task oriented;” however, he stressed that “the school is really run on the teachers. So, I think being driven and working the relationships is all the same.” P9 reflected that his drive to become an administrator “was the relationship not the task;” however, I do want to “check the boxes” too.

Drafted. Of the eight principals who described themselves as drafted, three felt they split their time 50/50 on tasks and relationships (P3, P6, & P12); four thought they spent the majority of their time on relationship behaviors (P7, P8, P10, & P11); and, one expressed he only spent 20% of his time on relationships (P5). Of the eight principals who considered themselves drafted, only one did not participate in phase two (P12); he estimated his time was split 50/50. The other two participants, who said they split their time 50/50 (P3 & P6), thought tasks and relationships were too connected to be able to distinguish one from the other. When P6 was asked how being drafted was connected to his balance of time on tasks and relationships, he stated, “Because...I looked at how can I...schedule my day so that there is a good balance of building relationships and getting task work done as well.” When P3 was asked if she saw a connection between how she split her time 50/50 and being drafted, she replied:

I don't see how there couldn't, because that...is my personality...when I make a decision, I always try to weigh what could go wrong with this and how many people would I lose doing this? In terms of the big picture, how many people would I make mad? Is it best for kids and how can I present it in the way people can see the real intent and that I am not just doing it to them?

Four of the principals (P7, P8, P10, & P11) shared how they felt being drafted and spending the majority of their time on relationships were connected. P7 indicated the reason she became a principal was to build relationships. She commented:

If I felt driven to do this job, I probably would have come into this job with a distinct or focused vision or focus for the leader I would want to be and I probably would be a more task oriented person. It stands to reason to me that driven people are more task oriented and drafted individuals are more relationship motivated.

P10 shared, "I definitely feel the drafted approach for me reminds me of my love for the classroom and my desire to try to protect that and support them [the teachers] and get as much out of them as possible." Also seeing a connection between being drafted and a focus on relationships, P11 commented, "Relationships is why I got in the business." Her move to administration was through others investing time in her and encouraging her to become a principal. She noted, "Because somebody took the time to take me aside and say that to me I thought was great. Now I am a leader who could do that for others and bring out their leadership skills." P8 admitted that when he first started as a principal, he put more emphasis on tasks. He shared he was "probably the complete opposite" with 75% of his time spent on tasks "and that hurt me in my first couple of years here; that

hurt me tremendously.” Over the past couple of years, he attempted to flip that percentage to 75% spent on relationships. He admitted that did not happen every day, but he was working on it. Because of this change, he thought there was now a connection between being drafted and focusing on relationships. He believed he was building stronger relationships with his staff and it was helping the school overall. He stated, “It has taken time to figure myself out and my leadership style. I wish I had done things differently. It took me a while to figure things out.”

P5 indicated he spent 20% of his time on relationships and 80% on tasks. When asked about a connection between being drafted and focusing on tasks, he shared about when he was first approached about being an administrator:

My first principal saw me as someone who was...driven by principle or character...He saw that I had pretty good relations with kids...He saw me as pretty much wanting kids to learn and do what they needed to do and having expectations. I think he thought I would carry that over to discipline with the school, and I think I did.

P5 ended his story with the following statement: “I just want to do the best job and have a good school.” To do his best, he shared he felt the tasks had to be completed, but he wished he could spend more time on relationships.

Although these findings did not provide specific answers to Research Question Three, the connections that were found involved the importance of relationship building for both driven and drafted principals. Even if the principals could not split their time evenly between the two behaviors, making relationship behaviors intentional made

teachers feel more valued and supported. It appeared principals who were drafted had an easier time doing this than those who were driven.

Research Question Four

The fourth, and final, research question explored teacher perceptions of leadership effectiveness for principals who are driven and drafted. During focus group sessions, teachers were asked about their leader's effectiveness and what the leader could do to be more effective. Principals' responses to whether they thought their teachers would consider them effective were also included. The researcher divided the responses by whether the principals considered themselves driven or drafted. Overall, most teachers thought their principals were effective.

Driven. Of the 11 principals who participated in phase two of the study, four considered themselves driven: P1, P2, P4 and P9. These principals had an internal yearning to go into administration at an early age.

P1. This veteran principal was serving her first year as an administrator at school 1; however, she had served as an administrator for 21 to 25 years at various schools in the area. Many of her staff members were long-time teachers at this site. P1's teacher focus group described how the start of the school year with a new principal was challenging. T1-3 indicated she did not know P1 yet. According to T1-1, "We just do not see enough of her. There are weeks that go by without us seeing her." The focus group shared how their previous administrative team was very visible and friendly to both students and staff. T1-2 commented, we are "going from that to basically nothing, so we are still getting used to that. But, I would love to see more of her presence."

The teachers indicated they were having difficulty trusting P1. T1-1 said she was “really apprehensive about going to her about anything.” The teachers shared an incident that happened within the first week of school. They went to her to see if she was okay with a weekly incentive they offered students for good behavior that involved going outside for 30 minutes. P1 told them it was not okay without any discussion. They tried several more times throughout the year to discuss the issue, but P1 was not willing to discuss it or negotiate a compromise. T1-2 stated, “That was not a good way to start because there was no debate, nothing, no listening to reasoning. Nope, that was it.” T1-2 shared another incident which affected the teachers’ trust. During the first few weeks of school, P1 told another team of teachers, “This is the most loosely run school I have ever been in.” To this, T1-1 commented, “Not a good thing to say in your first few weeks.” T1-2 continued by saying:

Besides that, it was great that it was loosely run. Truly, it doesn’t need a policeman. As professional teachers dealing with a pretty tough group of kids, we feel like we need support and need to be recognized for the amount of running that we do. Because we run this and we seldom, seldom have any really big behavior issues. Almost never.

T1-1 and T-3 agreed, “This is far from loose.” T1-1 commented further, “If everything has to be perfect, she [P1] will drive herself crazy being task oriented.” T1-3 replied, “We have to get over that... that is the only way we are going to get her to respond to us.” Then T1-2 stated, “If I were to guess, she sees herself as much more being task oriented and she is having a very difficult time making these relationships.”

The teachers described P1 as “very driven.” They believed her task oriented behaviors were causing her to be ineffective through the first half of the year. However, as the year progressed, P1 became more relational and started opening up to the staff. T1-2 stated that she felt P1 was becoming more effective “especially with her increased personal relationships and more communication which wasn’t happening at all ... we are feeling more comfortable with her and we are a little more willing to communicate with her.” T1-1 said, “She is going to have to continue feeling comfortable opening up to us and allow us to be more comfortable opening up to her. I would love to see her more.” Asked if their leader was effective, T1-2 replied, “It’s not a definite yes or no. She is getting there. She is obviously getting there, but she isn’t there yet.” T1-1 reflected:

I think she is trying...however, she needs to work harder. Here’s an example:

We take turns standing at the end of the hall before school directing traffic. There have been several mornings when I have been standing there and she walks right past me and there is never a good morning or even eye contact.

When P1 was asked if she thought her teachers would think she was an effective leader, she replied, “I don’t know because I have only been here this year. I think there are probably times they would and I think there are things they think that I could do to be more effective.” She reflected:

Relationships are the most important thing. I don’t think I have poor relationships, I just think I could have better relationships. So, I think that if I looked at building relationships like I do on accomplishing tasks...my school would be that much stronger.

P1 contended her focus on task behaviors positively impacted her effectiveness.

“Teachers know I am a hard worker ... I have strong expectations ... I think it sets the expectation for how serious our jobs are...we only have a set amount of time to work with kids and help them.”

P2. P2 was also a veteran principal who was in a school new to her. P2 had served as an administrator for 16 to 20 years in various schools throughout the district. Many of her staff members have served at this site for several years. When asked if P2 was an effective principal, the focus group teachers indicated even though it had not been a full year with her, they did see her as effective. T2-1 indicated the start of the year was probably one of the smoothest he had ever experienced: “It seems like there is a lot less upheaval...we know where we are headed and ...have a pretty clear understanding of what is going on.” Another teacher, T2-2 felt the principal had made “some right decisions” to eliminate some programs and tweak others. T2-4 noted, “When people come up to her...she always stops what she is doing and gives them her attention. They may not like the answer. She is going to listen intently and be intentional about that and then make the decision.”

There was also quite a bit of discussion about her lack of focus on relationships. The majority of the teachers did express concern about not really getting to know P2. T2-2 indicated he had only spoken with her personally one time. Others (T2-2 & T2-3) expressed concerns about the flipped faculty meetings which were no longer face-to-face meetings. They believed that was having a negative impact on their relationship with P2 as well as other staff members. T2-1 thought the flipped meetings were giving staff

members the impression that P2 “really doesn’t want to talk to me.” However, T2-1 shared the following thoughts on the issue:

Some people would prefer to have the flipped faculty meeting where you are given the information and you get to it when you have a convenient time. If you have questions, then I can go and ask her because her door is open. Other people would rather not have to do that because they would rather be told what it is and sit down and listen and then be able to address it. I think some of that is just personal preference.

T2-2 added, “But it [flipped staff meetings] hurts relational; it doesn’t help relational.”

The majority of the focus group teachers (T2-1, T2-3, & T2-4) indicated they felt her door was open and she was approachable. T2-1 stated, “If there is anything you want to talk about, her door is always open and she is always available either in her office or she will be available soon.” T2-3 expressed, “I know she is very busy and when you knock on the door, all of the focus comes on you...so that is really nice.” However, the group was unsure if all staff felt as comfortable about approaching P2 as they did.

Even though the focus group members thought P2 was an effective leader, they implied that some of their colleagues did not feel the same way. T2-3 purported that other staff members feel they “don’t see her and think she is closed off...because they feel like they may be missing out on that connection. We might feel like P2 is busy, but other people may not feel like we do.” A solution to this perception was suggested by T2-1: “Communicate in different ways...knowing what the perception is and making yourself available in many different forms that people are comfortable with would help.”

T2-1 shared another staff perception about P2 not seeking their input before making decisions. Even he was not sure where P2 was getting her feedback: “It seems like there is input, regardless of where it is coming from...whether it is personal observation, administrative input, or leadership team.” T2-1 continued by indicating he thought this was also a perception issue: “Where is that feedback coming from? We don’t know unless you are part of the feedback...So, that is a communication thing. We had feedback from this and this and this and this is where that is coming from.”

When asked if she thought her staff would define her as effective, P2 commented: I think for the most part they see me as someone who knows what they are talking about...I am able to bring something different and new ideas...I have been able to come in and make some positive steps forward and following a really good leader who already had lots of things going in a positive direction. My goal is to hopefully go from good to great. I feel like I have a really quality staff and I can achieve that, so I think they perceive me as effective.

P2 believed her task behaviors had helped her to be more effective:

I think it is about modeling expectations and that’s really important to me. If I am going to tell a teacher that they have to have something done on time, then I better not be turning anything in late. I really believe it is connected. And so, I try really hard to model what I expect to see. So, I would to think my focus on tasks does make me an effective leader.

P4. Veteran leader P4 had served in the same building for several years and had a total of 11 to 15 years of experience as an administrator in and out of the district. Focus

group members indicated they have worked with him for at least six years. When focus group members were asked if he were an effective leader, all agreed. T5-2 shared, “I would be very disappointed if he were to leave...I feel very comfortable here. There are weeks I don’t talk to him, but that is because things run pretty well and I don’t need to talk to him.” T4-1 agreed, “I can’t imagine myself at any other school.”

Focus group members believed P4 displayed a good mix of both relationship and task behaviors. T4-1 stated, “He really likes tasks, he would never get rid of them;” however, “he is more effective because of his ability to build relationships and because of the balance” between tasks and relationships. She continued by pointing out that P4 was very concerned with “Is my staff happy? Are people content? Are they happy to come to work?” T4-2 expressed that P4 always applies “a little pressure and...wants us to try new things...but he is responsive to our feedback.” T4-1 agreed and shared that he would back off of an idea “if we see it is not helping the students in some way.” T4-2 indicated P4 would love to see student achievement numbers improve, but with his emphasis on relationships, “He doesn’t want to do anything that would push somebody out of the building because they are going nuts with all the tasks.”

When the focus group asked how P4 could be a more effective leader, T4-1 shared, “Sometimes I feel like we [staff] have too much input.” T4-2 agreed, “Sometimes we wish he would just make a decision.” The teachers shared an example of a recent situation. P4 was working on next year’s master schedule and one grade level decided they did not want their conference period at the beginning of the day. So, they asked P4 to rearrange the schedule and make it rotating so that each year the teams would

change their conference periods. P4 decided to have the staff vote on the issue. P4-2 stated, “A lot of us felt like just make a decision...we knew what the realities were and I think he did too, but it was his way of giving people input.” T4-1 approached P4 and asked:

Why can't you just make the decision? And he said, “I see it as a teacher workplace issue. It's not going to affect me or the kids. It is going to affect the teachers, so I think the teachers should have a say.” And I thought, darn it, it does make sense.

The teachers also discussed how they felt sometimes he “put the cart before the horse” (T4-2) by throwing several initiatives at the staff before really considering how overwhelmed they felt. T4-2 called it the “shiny object syndrome” where principals hear something new, grab at it, and think “Oh, cool. Let's do that.” However, they did mention that recently, he found a new program he thought would be effective for the students. Instead of telling the whole staff about it and asking them to give it a try, he asked for volunteers to pilot it and then they will make a determination about whether the whole staff should do it next year. T4-2 shared, “I really think that was good acknowledgement on his part...good self-actualization” about this being a better approach to trying something new. T4-1 agreed, “I think if he did that more, he would be more effective.”

When P4 was asked if his staff would consider him effective, he commented:

I like to consider myself successful and effective, but it is more important to me that the people at this school are working in a harmonious way and they feel

effective and comfortable in their jobs...I just shift the focus from it being about me to being about the family at the school here.

P9. Another veteran leader, P9, had been at the same school for the past several years. He had a total of 16 to 20 years of experience in various buildings throughout the district. His focus group consisted of teachers who had worked with him from two to nine years; all considered him an effective leader. T9-4 shared, “What makes him effective to me is that he is real...he does not sugar coat things...He is honest with you about the expectations and what your job is supposed to be and how things are going.” T9-1 expressed he felt P9 was “fair, thoughtful, has a plan, and stays on task.” According to T9-2, “He is very democratic...there is at least some consideration about what you want to teach and do.” T9-3 expressed, “He finds a good balance between giving us room to breathe and doing our own thing, but also when it comes to enforcing policies he thinks are important to how the school functions.”

Several of the teachers indicated that P9 was effective, even though he was not always visible. P9-2 explained it like this:

The thing about P9 is...he is like the Emperor of Japan. He’s there, but you never see him...You don’t see P9 that often, but you just know that everything is okay...There is a sense of togetherness at this school whether student, teacher, faculty, administration. I think that points to P9’s leadership...a sense that he knows what he is doing and is really good at what he is doing.

P9-1 had a slightly different perspective:

What is working for him is that he has a sort of management structure that works well. His assistant principals seem to carry his philosophy around. There is not a lot of micromanaging around what we do in the classroom. There are suggestions...ideas...to try, but it's not like you have to do it like this or exactly like this, which I think everyone appreciates...Part of the reason it works is that even though he spends 20% on relationships, he has developed a community of trust. We all know we can walk in there at any time and sit down and say, "I've got this problem" and he will listen to you. And that is priceless. But, we also know if it is a little problem, you could go to your department chair or an assistant principal first; but, if you have a big problem, go here. I think that is completely by design.

The focus group could only think of one thing that would make P9 a more effective leader. P9-1 shared that some staff members would like to know about decisions that directly impacted them before they were made and publicized. For example, someone on staff had been teaching a particular class for several years, but when the schedule came out, this teacher was no longer slated to teach that class. The teacher was upset and felt a conversation about the decision should have happened prior to the change.

When P9 was asked if his staff would consider him effective, he responded:

I hope so. I think it would be based upon ...the climate. School 9 is a place where people enjoy working; they want to work here. It has an emphasis on the positive and embracing the idea of helping each other, helping students...I feel

like my emphasis is on human relations...trying to meet the needs of staff...I have done a pretty good job of putting good people in place. You put good people in place and you give them some direction and vision and then get out of the way and let them do their thing.

These driven leaders were considered effective or had the potential to be effective by their teachers. Part of their effectiveness was related to their focus on task behaviors. Teachers commented on their principals' organizational skills and their abilities to set goals and provide the structure needed to accomplish those goals. Some teachers felt their principals' focus on task behaviors was a detriment to their effectiveness. Other factors concerning the principals' effectiveness were related to the relationship behaviors themes mentioned earlier: trust and value. Some teachers felt their leaders were effective by being honesty, allowing teachers to give input, and demonstrating care and concern.

Drafted. Seven of the 11 phase two principal participants believed they were drafted: P3, P5, P6, P7, P8, P10, and P11. These individuals did not go into education thinking they might someday be a principal. It was only after different educational leaders pointed out their leadership potential that they considered the possibility of going into administration.

P3. P3 was a principal who had served as an administrator at two different schools in the district for the last six to 10 years. She had been the principal at her current site for the majority of her years of service as an administrator. Most of the teachers in the focus group had been teaching under P3's direction her whole tenure.

Only two individuals worked with her a year or less. When focus group members were asked if they thought P3 was an effective leader, the majority of them agreed. T3-5 stated, “Our school is way better now than it used to be”; others agreed. T3-4 indicated the principal before P3 was “extremely good, but she [P3] has taken it to another level” He continued, “We don’t teach in the easiest facility with our clientele, but we are not allowed to use that as an excuse...the expectations are, hey, the students are here; let’s get it done.” T3-2 added, “She really champions our kids...she believes they should have every bit of opportunity that other students in town have and there is no excuse for it...She will go after that for the kids.” The teachers also indicated she set high expectations for them and she was respected for that. According to T3-8, “She always thinks outside the box and expects us to do the same.” T3-4 added, “That leads back to the respect issue. It makes you want to please her. She’s the boss. We feel comfortable doing that.” Teachers indicated part of that comfort and respect comes from her willingness to listen to input. T3-5 expressed, “We get included in a lot of her decision making, which is vital. That goes back to the trust issue.” The combination of task focus behaviors and relationships behaviors shared by staff members demonstrates that P was balanced in her style approach.

When asked how P3 could be more effective, T3-5 replied, “It’s really simple – clone her.” T3-3 suggested the only way to make her more effective was to “get more support from the district...to make the changes that she knows need to be changed.”

Only one teacher participant shared a different perspective because she had not spent as many years in the building: “I wish I could see more of her...I don’t really feel like I know her that well since I don’t see her...or interact with her.”

P3 indicated she thought most of her staff would consider her effective. She said she attempted to show the staff “we are all in it together... People know I am listening and rely on their feedback to make decisions as we go forward.” She illustrated this with a big writing effort the school has taken on across all disciplines:

We talk about it all the time. It is uncomfortable and I get it. I know it is uncomfortable for everybody, and they say it is. They know that I know that what they are doing is uncomfortable for them. I am not just up there saying this is what we’ve got to do and it doesn’t matter that you are uncomfortable. I value the fact that they are out of their comfort zone and it will get better as we go. But, I just say this is what is best for kids, that kind of works; but I think it is better on the buy-in end if you actually give value to the fact they it is out of their comfort zones.

Recently, P3 gave the staff a survey about what was going well and what could be better. She revealed that on what the school was doing well she received several comments about how “the writing is the way to go even though we are suffering through it...So, that lets me know, okay, they get the *why*. The *how* frustrates them, but they understand.” When asked what she thought she could be doing better, P3 answered, “I think I can always get better in communicating...and personal feedback to teachers. They want

personal feedback, but it is so hard to get in there and write positive notes to them...I wish I was better.”

P5. P5 was a veteran secondary administrator who had served as a principal at several schools in the area over the past 26 to 30 years. He had been the principal at school 5 for several years. All focus group members had worked for P5 for nine years or longer, although they indicated there were several new teachers in their building this year. The focus group teachers described him as “relentless” and “tenacious” in his approach to making the school better. However, they also used the words “genuine,” “caring,” and “trustworthy” in his relationships with his staff. All focus group teachers thought he was an effective leader. T5-3 reflected, “I feel like he may only have 30% of his time to spend on building relationships, but it is so genuine and powerful that it makes him an effective leader.” According to T5-1, P5 “always phrases things as ‘we’ so it makes it seem like he is one of us...He is establishing that connection so he can bolster support.” He never says, “This is how you will do it,” but “How can we do things? It makes it feel like he is right there with you and he has your best interest at heart.” T5-3 added, “There are a lot of people in other buildings if they were asked to give an interview about their principal, they would have said, ‘No, thank you’...We can be honest...I am comfortable talking about his effectiveness.” T5-4 stated:

You know where he stands. He truly cares. When you have a personal issue, he wouldn’t say, “Well, are your lesson plans done?” He would say, “You need to go on and do it and we will get you covered.” He is just a good person.

The focus group considered part of what made P5 effective was his attention to details. T5-1 stated, “To keep us where we are with our changing demographics, he seems to keep us ahead of the game.” Group members felt much of P5’s attention was spent on analyzing data. “We are a data driven school. Everything is about numbers” (T5-1). T5-2 shared:

I thought a couple of weeks ago, if he sends me one more data paper on one more class, I am going to explode. But you do it and he uses the data. He is forcing us to look at our data and that makes him an effective leader.

In addition to data, P5 did a “lot of research” (T5-3). According to T5-3, from that research came “a lot of initiatives.” T5-1 agreed, “A lot of initiatives at once.” However, the teachers indicated P5 would eventually back off of his push for a new strategy or method if the staff did not feel it was a good fit for their school. One example they gave, which also demonstrated P5’s tenaciousness, involved making school 5 a Continuous Quality Improvement (CQI) school. T5-2 shared:

He wanted to be a CQI school. We did take initial steps and changed a lot of what we were doing. He came to the staff and asked, “Are we going to be a total buy-in or are we not?” We met in our small groups...discussed it and said, “No, we’re not.”

T5-3 added, “And we literally voted and...you could see him melting down. He didn’t say anything.” T5-2 continued the story: a few days later, “He sent a group of us that he felt ...could lead the others...to spend some time with them [another district school that was employing CQI] because he knew that would convince us. We came back and said,

‘No.’” T5-1 continued, “Because he wasn’t ready to quit. He still talked about it all year...maybe we’ll change our minds. We gave him an answer and he dropped it.”

The focus group teachers also talked about what a hard worker P5 was and how he set a high bar for his staff. T5-1 commented, “It’s hard to slack off when you see him working that hard.” They reflected that P5 expects hard work from everyone for the sake of the students. T5-2 purported, “He will push you...If you are on the edge, you are doing a better job. If you are too comfortable, you are not doing your best. He keeps people there.” To elaborate on that point, T5-1 shared, “He tries to load you until just enough to where you don’t break, but enough to keep you in perpetual motion...That is why a lot of us will do a lot of things...I know he cares about kids.” T5-3 agreed, “You know he cares, so okay I will help you out because you care.”

When the teachers were asked how P5 could be more effective, they had two suggestions. The first, shared by T5-2, was to “let some tangents go...There are things...you are not going...to change...This might free up some of his time...make his life easier.” The second was to tell teachers they are doing a good job. T5-2 stated, “P5 has a really hard time saying, “Wow, you all did great!” T5-1 and T5-4 said in unison, “But.” They elaborated, “We told him to quit saying the *but*. Just tell them you did a great job” (T5-1). “And just stop there” (T5-4). T5-2 added, “Some teachers really need to hear that...They are not interested in where do we need to go next. They need to hear, ‘Wow’ and let it go.”

When asked if he thought his teachers would say he was effective, P5 commented:

I think to some point. I think it has changed somewhat in this school because the strain of dealing with a different clientele. I think the strain has fallen on people. The tasks have become much harder. So, I think the balance has shifted and I think I need to be giving people more kudos and building those relationships more than I have done...That is something I continually have to work on...I do really appreciate that everyone...cares about kids...and we are trying real hard. Why would you not appreciate them to the max? We are asking our workers to do a hard job and not appreciating them enough and that includes me.

P6. Another veteran administrator who was in a new school was P6. P6 had served the district for the past 16 to 20 years as an administrator. He too was working in a building in which many staff members have taught for a number of years. When asked if he was an effective leader, all focus group participants expressed he was so far. T6-4 said, "Yes, especially for his first year." T6-3 shared, "Teachers are very happy from what I sense." T6-2 stated, "He does a good job of balancing; he is well respected by the staff. The overall climate is very positive." "We see him as comfortable and confident in what he is doing," explained T6-1. T6-4 expanded on this idea: "He is confident. He is not one of those people that has to say, 'Listen to me because I am your principal.' He doesn't have to say, 'This is how it is.' He doesn't demand it; he just leads." T6-3 was somewhat leery of how well P6 would handle demanding parents. He recalled the first meeting he attended at which parents were asking some hard questions and pushing for an answer: "I didn't know if he would have the pesto to stand up to them, but he did. I was very pleased."

T6-2 indicated she appreciated being “treated like a professional.” Several of the teachers shared that when they come to him with an idea, he says, “Whatever you think.” He trusts their judgment. T6-4 shared a situation in which some schedule changes were needed at the start of second semester. P6 came to her to ask her opinion about the changes. She shared her thoughts; he indicated he thought her ideas were reasonable and adjusted the schedule accordingly. T6-5 stated, “He knows what we do as teachers; he understands it. He uses common sense and moves on.” To elaborate on this point, T6-4 pointed out:

I think he gets it that everybody has their part and if everyone does their part, he doesn't have to do it...If I am a teacher, allow me to be a teacher...He gives you what you need to get it done...If he tries to do it all, it won't go well.

When asked what P6 could do to be more effective, the teachers shared they would like to give him more time. They sensed he would like to spend more time on relationship behaviors, but currently he had to spend a lot of time on tasks. T6-5 expressed, “I think in a year from now, he will be more of what he wants. He just hasn't had enough time yet.” Some of the teachers indicated there were a few situations they wished he would address this year, but thought that he might be waiting until his second year. T6-1 thought the remainder of this year would be a test for P3:

As the construction project takes place...a lot of people will judge him on how well he deals with decisions about the construction and how he smooths things over because feathers will be ruffled and not everyone will be happy when they are displaced or with other issues with construction.

When P6 was asked if he thought his teachers considered him effective, he replied:

Well, I am not sure what they have been used to. I am spending a lot more time task oriented than relationship because of the monster of the job, but I guess it would be a comparison to what they had in the past. I get good feedback from them. I feel like they communicate with me and that I am visible. They like that I am in the classrooms and trying to make some connection with them every week if not every day. But, it's hard to gauge.

In regards to how he could improve as a leader, P6 reflected on his desire to increase the amount of time spent doing relationship behaviors: "Some days I can spend more time in the classrooms and some days I can't. But, I really know when I need to get out of the office more. I can really sense that need to get of here and go see people."

P7. Although P7 had served 6 to 10 years as an assistant principal, this was her first year to serve as a building principal and was new to school 7. Her focus group consisted of three teachers who had taught in the building for several years and two who were fairly new to the school. When this focus group of teachers was asked if P7 was effective, every person responded affirmatively. T7-5 stated, "She has had a good first year as principal." Even though they felt the majority of her time was spent on tasks, they felt strongly that what has made her effective are her relational behaviors. The focus group participants like that they meet in small groups rather than having whole staff meetings. They considered the smaller settings beneficial for getting to know each other. T7-2 shared:

She cares about what we feel about what she is talking about; she is very connected with us. I think we all feel very comfortable. If we had a problem, I don't think any of us would hesitate taking it to her. In the 11 years I have taught here, this is the best year I have ever had...I feel much more relaxed. I feel like I can do the job I have been hired to do and that is what I want. I want an administrator that supports me in what I do every day in the classroom.

T7-1 agreed that P7 was supportive: "She is good at picking out people's strengths and ...at encouraging them to go for it. So, we have some new things going that the teachers came up with that she supported."

T7-3 expressed P7 was reflective: "As a teacher you are ingrained to be reflective, moving into administration even more so. You are a mirror reflecting not only yourself but everyone else. So, you have to be reflective in your thinking all the time."

T7-1 believed that was due to her time in the classroom. She stated:

I think she understands what we go through. So many administrators don't have that feeling that they know what you are going through. They know that Johnny is constantly annoying you and that he knows what buttons to push. When he goes down there [principal's office], she already knows that she has dealt with these kids herself. So, when he tries to lie about it, she sees through that. So, that is helpful that someone who has been so in touch with students, you don't have to explain it or defend it.

The focus group participants mentioned several times how much they appreciated P7. T7-4 said, "It is nice to be treated as a professional. She recognizes

when you have spent a lot of time working on things.” On several occasions they also mentioned how much she valued their time and kept meetings concise and brief. T7-4 described it as “it is nice to know that she is intentional with our meetings and with us.” T7-5 expressed his appreciation for P7’s respect for the school’s culture and history: “There have been some changes here and there that were necessary. They were not very painful, so I mean the way she has handled that [the culture and history] has been impressive.”

When focus group teachers were asked what P7 could do differently to be more effective, they talked about wanting to see her more often. T7-1 stated, “We don’t know her very well.” They also mentioned that P7 was learning as she went along. T7-4 described an incident when P7 let a parent go into a classroom who had a history of not being trustworthy, but that she “learned it on her own, even though it was the hard way.” T7-2 pointed out, however, that “She dealt with it immediately. She counted the parent as an intruder...which is how you have to deal with every situation. You never know what a parent who is upset about something is capable of doing.” T7-4 also mentioned that, as a new teacher, she would like more feedback from P7: “I need more direction – you need to do this or you don’t need to do this. I don’t know if I did a good job or a bad job...I am not 100% sure where I stand.”

When P7 was asked if she thought the teachers would think she was effective, she laughed and said, “I have no idea. I would say that some would and some probably want a more task oriented person because they are more task oriented...time will tell.” She added:

I think my gifts and talents are building relationships with people. I'm probably not the most organized person – just look at my desk and you can tell that. I am one of those people who believes in playing to your strengths...as a new building administrator, the first thing I want to do is to build trust with these people and have them trust me...I think if they know me and trust me and they know I have the best interest at heart for them and the kids, I think it will be harder for them to be nasty towards me. Now, it is still going to happen but I think they are going to, hopefully, think first...wait a minute, there is a reason she is doing that because she has proven to be trustworthy.

P8. P8 had served as a principal with the district for 6 to 10 years; the majority of that time he had been at school 8. The focus group from school 8 consisted of teachers who had taught 1 to 27 years at this site. When the focus group members were asked if they thought P8 was effective, it took a while for the group to express their true opinions. T8-8 thought he was an effective leader “in certain areas like technology, his chosen area of expertise,...helping others get on board with new technology... or encouraging trying new things with technology.” Most of the teachers shared P8 was out of the building a lot. P8-6 indicated he was involved in several district initiatives, especially those involving technology: “I really appreciate him as a leader, but he is almost like a representative of our district for our school instead of a representative of our school to the district.” A benefit to P8 being out of the building often was noted by T8-7: “He doesn't have the time to micromanage us. We are free to take care of things the way we can and on our time and own speed.” T8-3 stated, “He trusts us as professionals.” T8-2 added:

It feels like he is doing his job and he is letting us do our job. I guess that is where the comfort is. I mean I feel like he has the data; he is driving it. He is letting us know what we need to know. He is taking care of things he needs to take care of so we can do what we need to do...If there is a problem, he will let me know.

P8-4's reaction to this conversation was as follows:

I might be going out on a limb here, but I feel like it is a well-functioning machine that's a little cold and not warm and fuzzy. It's like you are in a family and everything is running smoothly but you don't feel the gel there.

Several of the teachers spoke about the changes they have seen in P8 over the past two years. Out of all the principals she had worked with, T8-8 thought P8 had "evolved the most." She talked about how he followed a popular leader and several staff members had a hard time accepting P8 as their new leader. She shared that during his first year, "He was very black and white, not very personable, very tense, nervous about a lot of decision-making." About P8's first year, T8-2 added: "He was more like a teacher in charge of a bunch of teachers. When we didn't do what he wanted us to do or got his feelings hurt, he would get upset at us." T8-8 felt that if P8 has spent his first year "just listening, watching and learning would have been the best approach instead of trying to come in and be the leader...I think he learned a lot." T8-2 commented:

I think he has evolved into where he has learned a leadership style...because it is different being a teacher and being a leader...I think that is something P8 has

really worked on. Instead of being a teacher in charge of teachers, he is now a leader in charge of teachers.

When P8 was asked if he thought his teachers saw him as effective, he stated: It depends on who you ask. Some of the feedback I get is...I am effective because I don't micromanage...I treat them as professionals... I think 75-85% of the staff think I am effective...That's why I send out feedback, there are things...I can do better and I know that.

P8 shared a story from his first year as principal. He and a teacher had "buted heads" on several occasions. Over the summer, they were able to talk and she told P8, "I hear the words coming from your mouth, but your body language is not matching what you are saying." P8 said that was an "ah ha moment" for him. He reflected on how when he interacted with students their body language said so much. He realized the teacher was right and told her so. Since then, their relationship has improved. P8 admitted he did not spend nearly enough time his first year as principal building relationships with his staff and was trying to make it up to them for the past two years.

P10. P10 was another principal who was new to the head principal position and in a new school. He had been an administrator with the district for four years. His staff was a mix of teachers who have taught in the building for several years and several new staff members. His focus group was representative of both veteran and new teachers. When the focus group from school 10 was asked if P10 was an effective leader, overall the teachers thought so. They were able to point out some real positives about P10's leadership, but were not willing to say with certainty that he was an effective leader.

T10-3 stated, “We don’t know some things yet...Next year we are going to change to a seven period day. Will he have long-term follow-through? I guess we will have to see.”

T10-5 added, “We don’t exactly know where we are headed.” However, T10-1 argued, “To most of us, it seems like he is on top of it. I am not seeing things left undone...He does not seem rushed. He does not seem to be trying to cram things together.”

The focus group teachers felt P10 was fitting well into their school’s climate.

T10-4 shared she thought P10 had done a good job of adapting to the school. In the beginning, he “wasn’t quite sure what he was getting into...now he is realizing what this school needs in comparison to the other schools he came from. He is so adaptive. Figuring out where he is at has really helped.” The teachers indicated they were grateful he did not come into the school with an agenda. T10-4 commented:

He does have awesome goals for this school, but he waited to see what we were all about before he implemented those. He didn’t come in from this other school with a plan of this is how we did it. He figured out the climate and community here and then figured out the goals for the school.

T10-2 added: “You can’t come in and will things to happen. You have to create an environment which can grow from bottom up instead of ordering from top down. He does a good job of making common sense decisions.” Also in agreement, T10-5 shared, “He has done a good job of that. He understands our kids. Having taught a school similar to ours, he probably understands where we’re at based on his own experiences.”

The teachers also thought P10’s emphasis on relationships had helped them grow to trust him. T10-1 commented, “Because he is relational, I can trust him more. He

is genuine about the job...It is not a job he gets up, comes to, goes home, and forgets about. It...is important to him and...that shows in the relationship part.” Another benefit for stressing relationships was shared by T10-2:

I think he is able to make better informed decisions because you can speak candidly about things and not have to present something a certain way where you may not feel comfortable. He makes people feel more comfortable by being personable. And that way you get better input...People are not afraid to approach him.

T10-5 added: “He is supportive. He makes you feel like you can tell him the truth...you don’t have to be defensive. He won’t turn something back around on you.” Only one teacher indicated she had not developed the same type of relationship with P10. T10-4 shared:

I guess we have not found our little niche yet. I mean I trust him completely as a leader, but I don’t have a personal relationship with him like I see others have with him in the hallways...inside jokes, laughing with him, commonalities...but that is something I am trying to personally work on.

P10 shared the following when asked if he thought his teachers would think he was an effective leader:

I feel like when you establish a relationship, the biggest piece is that people trust you ... I am honest and open with people. That has been a strength for me relationally and greatly affects the way I lead... I think the staff does right now...but we are really early and, quite honestly, at some point I am going to ask

people to start doing things that are going to push them. We just are not there yet...I think that whenever we start to increase the intensity, it will really show if I have been an effective leader...So, right now, for the most part, I think people would say I am effective, but I just wonder how that will be perceived three years from now.

P11. P11 had served as an administrator for the past 11 to 15 years with the district and had been at school 11 for several years. All of the focus group participants had worked with her for four or more years and all considered her an effective principal. They indicated she demonstrated a good balance of task and relationship behaviors. T11-3 felt she was “very task oriented” and “her goals are very clear cut. That helps us drive our goals.” However, she also indicated that due to relationships, “we are all willing to try new and innovative things, so if she brings that to us...we say okay...that drives us to be a little more progressive.” T11-4 stated:

For her they [tasks and relationships] are very intertwined. As far as tasks, her decisions, her flexibility on what we want to do with students, she wants to see data. So, you need to come equipped with it. If you have it, she is willing to cooperate and do whatever you need.

The teachers shared P11 also encouraged them to be innovative and she supported risk taking. T11-2 shared about a time that the team wanted to do a cross-curricular unit, but it required changing the science curriculum’s scope and sequence. P11 was supportive of that as long as the district curriculum leader approved it. T11-2 continued

by stating, “She let us build our own schedule...she let us move specialties and lunch” to accommodate the flex schedule.

P11’s teachers also felt P11 valued their input. T11-2 shared, “We get a lot of say in how the building is run. We get a lot of decisions that other principals just make and say, ‘Do it because I said so’...but it is only because she trusts us.” T11-4 added, “She listens to everyone.” Because the teachers feel their opinions matter, T11-4 stated, “If she asked me to do something...I would do it because she asked me. I would do it for her. That is a sign of a good boss.”

Focus group teachers also discussed P11’s desire to have teachers put family first. T11-4 said, “She is very good at honoring non-contract time. She calls it family time.” T11-3 shared she had a son who was chronically ill and had to go for a doctor’s appointment every afternoon for a couple of weeks. P11 rearranged the team’s collaborative time so T11-3 could attend the appointments. T11-3 said, “She thinks about things like that.” T11-4 reflected that P11’s “tasks and relationship are linked. I think in her mind, she thinks how do I care for my teachers and how do I make their lives productive and happy at school.”

When P11 was asked if she thought her teachers considered her effective, she responded:

It depends on the day...it depends on what they are judging me by...it depends on the person...we all judge from our own set of glasses. So, people who are relational might not think I am relational. People who are organized may not think I am organized. I do my best and I think they think I do my best...As I get

more years down the road, I evolved as a leader. Some things I was anal about were tasks. I think as I get older, I get more relational because I see the importance of it...I go back to the old saying “They don’t care how much you know until they know how much you care”...I don’t think you can be a good leader until people know you care in a school setting. It’s the whole trust factor...I just don’t think you can do this job effectively if you are not a relationship person or willing to invest in relationships.

These drafted leaders were all considered effective to some degree. Some were regarded as highly effective and others were getting there. Several of these principals were balanced in their style approaches. Their teachers spoke of their principals’ emphases on both task and relationship behaviors. The task behaviors they exhibited included goal setting, decision making, and having high expectations. The relationship behaviors were reflective of the relationship behavior themes of trust and value and included treating the teachers as professionals, listening to input, and caring for their teachers.

To answer Research Question Four, all the principals were considered effective to varying degrees. These results were not connected directly to whether the principals were driven or drafted, but more directly related to their style approaches. As pointed out earlier, drafted principals were better at building relationships due to their emphasis on exhibiting relationship behaviors. Driven leaders who intentionally worked at their relationships were also considered effective. One factor which impacted teachers’ perceptions of effectiveness was how long they had been at their schools. Principals new

to school buildings and had not taken the time to develop relationships with staff members were not considered as effective as those who put relationships above tasks. Principals who had been in buildings for several years did not have to spend as much time on relationships and still maintain their effectiveness. Principals who had a balance between their emphasis on tasks and relationships appeared to be the most effective.

Summary

The researcher reviewed that data from questionnaires, interviews, and focus group sessions and chose stories, comments and descriptions which not only helped answer the questions, but also assisted in telling the stories about the different principals' motivations for become administrators, the style approach, and their effectiveness as perceived by their teachers. Although the findings did not provide clear answers to all the research questions, some insights were gained.

For Research Question One, the data supported differences in the motivational factors for principals who were driven and those who were drafted. Driven principals were primarily motivated by internal factors including an internal drive early in life, a specific skill set which made them a good fit, and a strong work ethic. Drafted leaders were motivated more by external factors including being encouraged by others and experiences in the classroom. They did not show an early intent to become principals and were slow to make the move to get into administration. What the two types of leaders did have in common were their desire to make a difference for others and to improve their salaries.

For Research Question Two, the data indicated driven and drafted leaders performed a variety of task and relationship behaviors. The style approach exhibited by the amount of time spent on each type of behavior varied with both driven and drafted leaders; however, there was more consistent evidence of relationship behaviors seen in drafted leaders. Teachers' revealed it was more important for principals to put emphasis on valuing relationships than actually spending the time performing relationship behaviors. Driven and drafted leaders had different views of task behaviors. Driven principals saw tasks as a means to accomplish goals, but drafted leaders regarded them as necessities to conquer instead of as choices. The themes of visibility, high expectations, trust and value surfaced as important factors related to style approach. Visibility and high expectations were found to be significant task behaviors; trust and value were recognized as vital relationship behaviors. There was no difference in the percentage of principals who were driven or drafted and their visibility; however, the teachers' perceptions of which type of behavior they valued more did matter. Teachers wanted to build relationships with their principals even if more of the principals' time was required on tasks. They also wanted to be trusted to do their jobs well and know their principals valued and cared for them. Trust and value appeared to be more evident in the staffs of principals who were drafted.

In regards to Research Question Three, the connections between motivational factors and style approach were limited. The most important connection stressed the importance of relationship building for both driven and drafted principals. Even if the principals could not split their time evenly between the two behaviors, making

relationship behaviors intentional made teachers feel more valued and supported. It appeared principals who were drafted had an easier time doing this than those who were driven.

The data to answer Research Question Four indicated all the principals were considered effective to varying degrees. Although these results were not connected directly to whether the principals were driven or drafted, they too pointed out drafted principals were better at building relationships due to their emphasis on exhibiting relationship behaviors. Driven leaders who intentionally worked at their relationships were also considered effective. Principals who had a balance between their emphasis on tasks and relationships, appeared to be the most effective. In Chapter Five, the researcher described the research findings from this study, implications for practice, and recommendations for future research.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

School leaders are faced with more challenging and complex responsibilities each year (Kafka, 2009; Leone et al., 2009; Lynch, 2012). Additionally, Race to the Top, Common Core State Standards, and Smarter Balanced Assessments have increased the accountability measures principals must try to meet. With the increased difficulty of administrative jobs, attracting and retaining highly qualified principals have become more challenging (Hancock et al., 2006; Hargreaves & Fink, 2006; Rousmaniere, 2007; Simon & Newman, 2004). According to the United States Bureau of Labor Statistics (2010), fewer teachers are choosing to go into administration. The need for school districts to find and hire quality principals who can tackle today's educational challenges and effectively lead their schools is imperative. Finding the right leader for a particular school could have a definite impact on the school's success (Vroom & Jago, 2007).

The purpose of this study was to look at what motivated teachers to become principals. Were they driven-they always knew they wanted to be a principal and were personally motivated to accomplish the goal as soon as possible? Or, were they drafted-they made the decision to become principals gradually only after different educational leaders pointed out their abilities to lead and encouraged them to investigate careers in administration? This qualitative study explored the differences between principals who were driven versus those who were drafted to determine if there were connections between what motivated them to become principals, their leadership style approach, and their teachers' perceptions of their effectiveness as leaders.

The study was divided into two phases. Phase one included sending 15 secondary principals a questionnaire to determine how many years they served as teachers and administrators, whether they thought they were driven or drafted, and an estimate of the percentage of time spent on task and relationship behaviors as an administrator. The last question of the questionnaire asked if the principals would be willing to continue into phase two of the study. Phase two involved a face-to-face interview with each principal who agreed to continue the study and a focus group session with a group of teachers from each participating principal's school. The purpose of the interview was to capture the story behind the motivational factor (driven or drafted) for becoming a principal, a more detailed look at the leader's style approach and the types of task and relationship behaviors they used, and whether there was a connection between the motivational factor and style approach. Principals were also asked if they thought their teachers would consider them effective and why or why not. The purpose of conducting focus groups was to get teachers' perceptions about how much time their principal spent on task and relationship behaviors, if they thought their leader effective, and if there was a connection between the emphasis on tasks or relationships and the principal's effectiveness.

This chapter was divided into five sections. Section one presented Summary of Findings organized by thematic strands. The Discussion section drew connections between philosophical underpinnings and academic literature as related to the thematic strands. The third section discussed Limitations of the Study while the fourth section

presented Implications for Leadership Practices. Finally, the fifth section offered Recommendations for Future Research.

Summary of Findings

As the data were analyzed, the four research questions were answered. Figure 2 represents a summary of the answers to each research question.

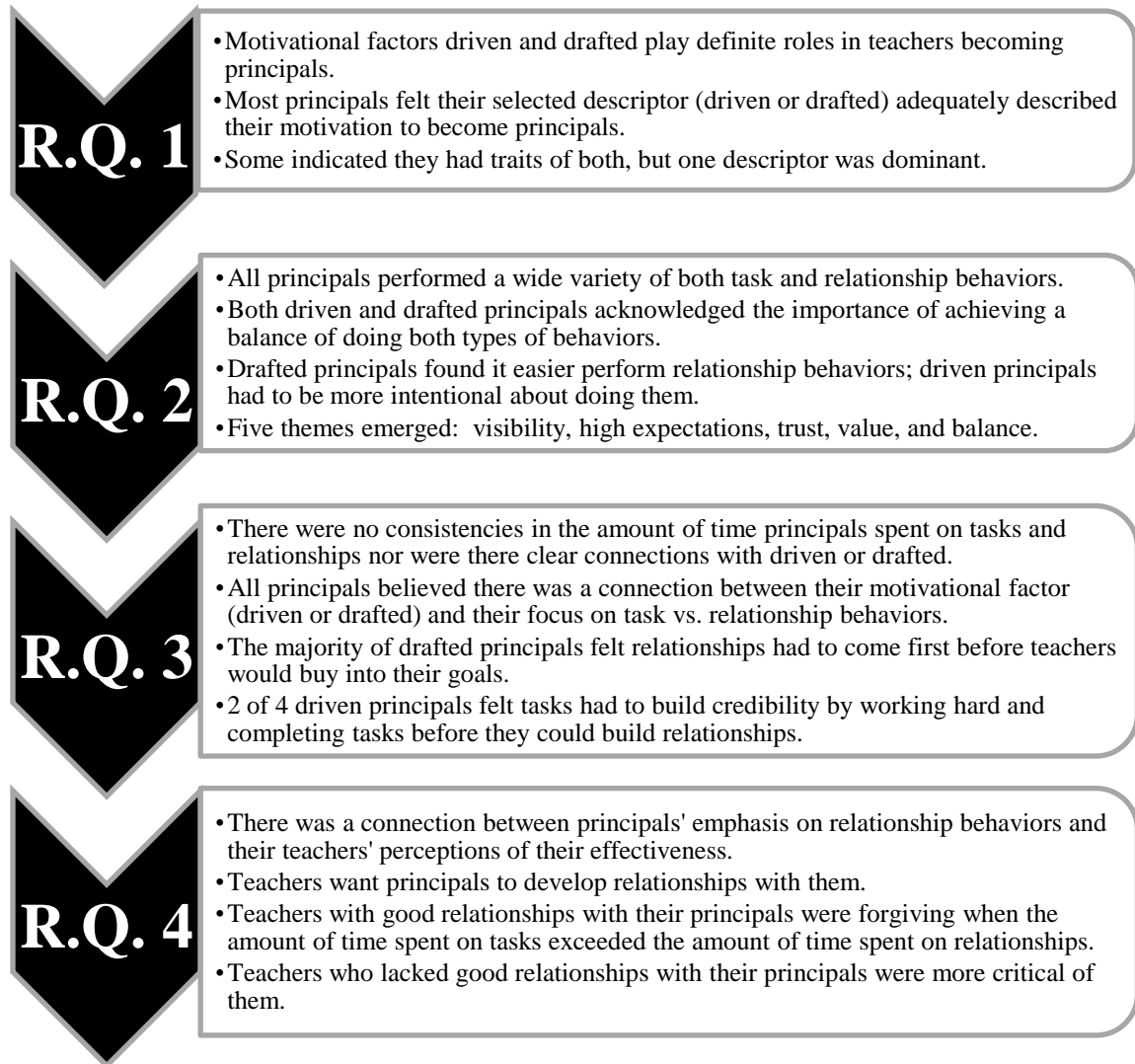


Figure 2. Answers to the Research Questions

Research Question One

For Research Question One, the principals believed the motivational factors of driven and drafted played definite roles in their choices to become principals. Most principals felt their selected descriptor (driven or drafted) adequately described their motivation to become principals. A few principals felt they had traits of both driven or drafted, but they thought their chosen descriptor was dominant.

Research Question Two

In regards to Question Two, all principals indicated they performed a large assortment of both task and relationship behaviors. Many of the same tasks were performed by both driven and drafted principals. Both driven and drafted principals acknowledged the importance of doing both types of behaviors; however, teachers stressed the importance of principals having positive relationships with them. Drafted principals performed relationship behaviors more easily; driven leaders had to intentionally set out to perform these behaviors. While answering this research question, five themes emerged: visibility, high expectations, trust, value, and balance. The themes have been divided into those primarily involved with task behaviors, those related mainly to relationship behaviors, and how balance was needed between relationship and task behaviors. Figure 3 is a diagram of the five themes discovered through the data analysis. All themes were derived from data obtained from all phase two participants since all three data instruments were used with these participants.

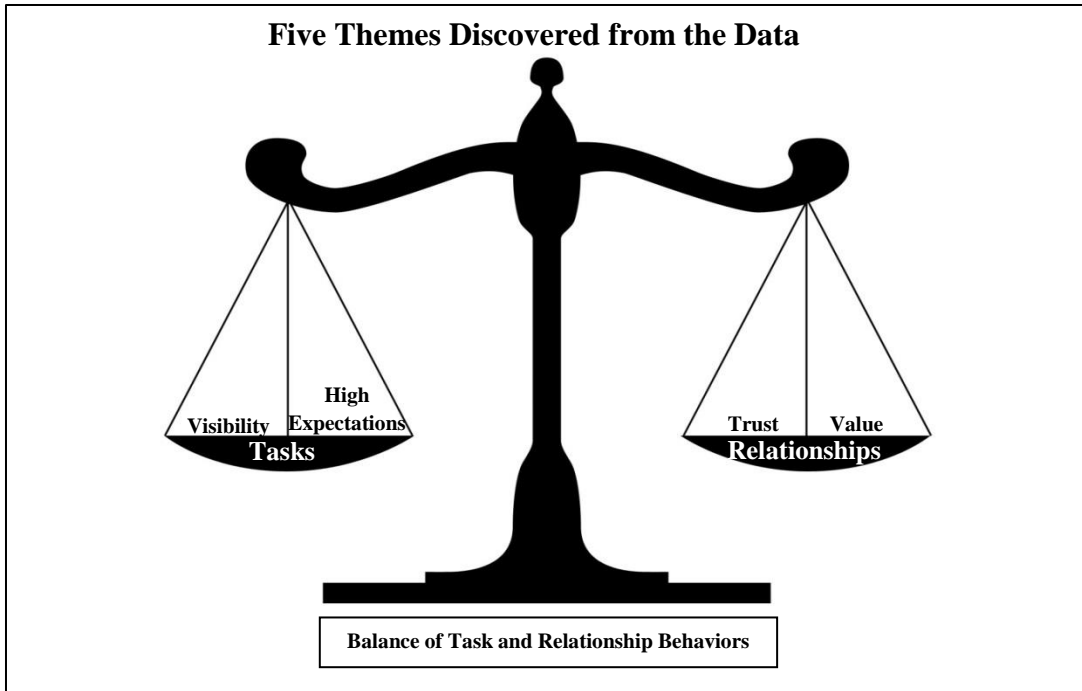


Figure 3. Five Themes Discovered from the Data

Themes related to task behaviors. Visibility and high expectations were themes related directly to task behaviors. Visibility pertained to the teachers physically seeing the principal out and about in the building and performing visible leadership activities like conducting professional development sessions or leading staff meetings. Teachers recognized and respected principals who set high expectations for them and the students. They credited principals who set high expectations for the improvements in learning taking place in the schools.

Themes related to relationship behaviors. Trust and value were themes connected with relationship behaviors. Trust played a significant role in how teachers perceived their principals. Trust was reciprocal; if the principal trusted the teachers, then the teachers, in turn, trusted the principal. Trust was evidenced in the principals treating teachers as professionals and the principals' perceived honesty. The lack of trust

negatively impacted two principals' effectiveness. Of the eight principals teachers believed exuded trust, only one was driven. Value was also seen as an important trait. Teachers expressed they were valued when they were allowed to have input into decision making, were supported by their principals, and knew their principals cared for them. The majority of drafted principals exhibited behaviors in all three areas; however, driven principals who displayed these behaviors were in the minority.

Theme related to balance of task and relationship behaviors. This final theme revealed the importance of principals finding a balance between task and relationship behaviors. Principals were perceived as more effective when they were able to achieve a balance in their style approach. However, teachers did not feel it was necessary for principals to dedicate equal amounts of their time to each type of behavior. Teachers shared an understanding that principals were busy and were plagued by many tasks that must be completed. They appreciated when principals had goals and structures in place to accomplish those goals. However, they also wanted principals' relationship behaviors to be meaningful and demonstrate that the principals were trustworthy and that they valued the teachers. Principals recognized the need for balance and often felt guilty when they did not have the time to share their appreciation for the teachers. Driven principals admitted it was harder for them to achieve balance because they were so goal oriented; drafted principals seemed to be more naturally inclined to find ways to establish meaningful relationships.

Research Question Three

Question Three used responses from both principals and teachers to determine if and what connections existed between motivational factors and leadership style approach. There were no consistencies in the amount of time principals spent on task versus relationship behaviors nor were there clear connections between their motivational factors (driven or drafted). Even the teachers' estimations of time spent on each behavior were not consistent with the two motivational factors. However, all principals believed there was a connection between their motivational factor and their style approach. The majority of drafted principals indicated they felt relationships had to come first before staff members would buy into and work toward achieving goals. Two of the four driven principals thought completing tasks in a timely fashion and setting direction had to come before relationships. They felt they had to develop credibility with the teachers by being good role models and demonstrating hard work before they could build relationships with their staff.

Research Question Four

For Question Four, what became evident was there was a connection between the principals' *emphasis* on relationship behaviors and the teachers' perceptions of their effectiveness. Teachers made it clear they wanted their principals to develop relationships with them. Even if the principal did not have a significant amount of time to dedicate to relationship activities, teachers desired quality interactions with their principals and wanted to know their principals cared about them. None of the teachers discussed how they wished their principals would be better at completing tasks or even

praised their principals' attention to tasks. Instead, it was all about the relationships. If the teachers had good relationships with their principals, they were forgiving toward principals who were more task oriented. If they were not connected personally with their principals, they were more critical of the principals' behaviors, decisions, and effectiveness.

As the study progressed, it became clear good principal-teacher relationships are essential and need to be built prior to the principal setting out to accomplish specific goals or visions. Teachers would be more willing to follow the principal's leadership if and when they believed they could trust the leader, were valued by the leader, and their input was being heard. Although all teachers thought their principals were effective in varying degrees, the principals perceived as most effective were drafted. The researcher contended this was due to the teachers perceiving drafted leaders as putting more emphasis on relationships.

Discussion

This section presented the connections between the conceptual underpinnings and review literature of the study with the following: (a) the five themes (visibility, high expectations, trust, value, climate, and balance) with leadership theory; and, (b) the two motivational factors (driven and drafted) with career development theory. The researcher divided this section into the two primary conceptual underpinnings: leadership theory and career development theory.

Leadership Theory

As the overarching theory of this study, leadership theory applied to many of the findings of this study. Principals, as leaders of their buildings, displayed a variety of leadership approaches and styles. In this study, the style approach of each principal's motivation for becoming a principal, his style approach, and effectiveness as a leader were examined. Many leadership theories were evident in the findings' five themes: visibility, high expectations, trust, value, and balance.

Visibility. The theme of visibility related to principals who were so busy completing tasks, their teachers reported they did not see them often. Bolman and Deal (2008) postulated leadership exists through the relationships a leader builds and how his followers perceive him as a leader. If the leader was not visible, he could not build relationships. Consequently, driven principals who were new to a setting seemed to struggle more if they spent the majority of their time on task behaviors. New drafted principals who were more intentional about building relationships appeared to be accepted by their teachers more quickly.

High Expectations. The theme of high expectations related closely to the concept of leadership effectiveness. Researchers indicated leaders with the trait of conscientiousness often set high expectations for their employees (Bono & Judge, 2004; DeRue et al., 2011). Bono and Judge described conscientious leaders as hard workers with a strong sense of direction. Because these leaders were willing to work hard and are confident in their abilities to complete tasks, they were more likely to be considered effective (Ng et al., 2008). In this study, the principals who were perceived as most

effective by the teachers were those who set high expectations for teachers and students. The majority of these principals were drafted. Two driven principals described themselves as hard workers; however, both were new to their schools neither were considered highly effective by the teachers yet.

Transformational leadership was also connected to leaders who have high expectations. Northouse (2010) purported leaders who exhibit inspirational motivation express high expectations and motivate followers to be committed to the organization's vision. Although establishing vision and setting high expectations are task motivated behaviors in leaders, inspiring followers only comes with strong relationships between leaders and followers. Establishing strong relationships requires time for most leaders. Perhaps that was part of the reason why principals who had served their schools for 8 or more years were considered effective by their teachers. According to DiPaolo and Tschannen-Moran (2003), principals who have been on the job for several years stay on the job because they find the relationships they have with students, teachers, and parents rewarding. They persist in a job which has become increasingly challenging because they are relationship oriented.

Another aspect of high expectations was the push by principals for thinking outside the box, solving problems creatively, and trying new initiatives. This concept was affiliated with participative leadership. Somech (2005) suggested participative leadership in this circumstance was task motivated; it promoted problem solving for the purpose of task completion. Several teachers indicated their principals encouraged them to think creatively and try new educational methods; these principals could be considered

participative leaders. Most of these leaders were drafted and were considered effective by their teachers.

Trust. Trust was divided into three components: treatment as professionals, honesty, and lack of trust. Within the style approach, task behaviors were referred to as *initiating structure*; relationship behaviors were called *consideration*. Northouse (2010) said leaders who demonstrated consideration were trusted by their subordinates. Kouzes and Posner (2007) maintained transformational leaders enable others to act by building trusting relationships with their followers. This connected with the idea of treating teachers as professionals. Principals cannot control every part of the school; consequently, they have to learn to trust their teachers to do their jobs without micromanaging (as long as the teacher is being effective). Teachers of some of the drafted leaders expressed true appreciation for the trust their principals exhibited by treating them as professionals.

Honesty, another component of trust, is connected to integrity, which Northouse (2010) believed was one of the five major traits in leaders. Integrity is being honest and trustworthy. Principals with this trait have strong, personal principles and inspire loyalty from their followers. Teachers from several schools commented on how their principals were honest. Some of these leaders were driven and some were drafted.

As suggested earlier by Northouse (2010) and Kouzes and Posner (2007), trust is an integral ingredient for good leadership. Consequently, lack of trust is destructive. Northouse indicated subordinates who do not trust their leaders are not responsive to them. One particular set of teachers admitted they were only willing to really open up

and communicate with their principal once a relationship was established. Kouzes and Posner explained that principals can only achieve their vision if they have a trusting relationship with their teachers. Although a few teachers shared some lack of trust issues with their principals, most believed their principals were working on changing their behaviors to correct the perceptions. The majority of principals who had issues with teachers trusting them were driven.

Value. Value includes using teacher input to make decisions, supporting teachers, and showing concern. Allowing teachers to make decisions is a big part of participative leadership. Somech and Wenderow (2006) described participative leadership as leaders and followers having shared influence. The leader allows followers to lead and make decisions to maximize individuals' skills and abilities (Harris, 2003). An essential component for seeking input from teachers is for the principal to listen to their input and use it in the decision making process. Somech (2005) suggested involving teachers in the decision making process improves the quality of decisions.

Support was another concept related to value. Northouse (2012) described supportive behaviors as assisting employees to feel at ease with themselves, their coworkers and the situation. Praising, sharing information about oneself, and assisting with solving problems are types of behaviors associated with support. Hersey and Blanchard (1988) believed leaders needed to adapt the amount of support given to meet the needs of the individuals in given situations.

Concern was also related to the concept of consideration as mentioned earlier. According to Parry and Bryman (2006), leaders who use consideration are concerned for

their subordinates as people. Northouse indicated individuals with the trait of sociability demonstrate empathy toward others and seek to build strong relationships. Kouzes and Posner (2007) contended followers “must believe that leaders understand their needs and have their interests at heart” (p. 11).

The majority of teachers interviewed felt valued by their principals. They expressed that they felt some degree of value in at least one of the three areas: joint decision making, support, and concern. The majority of principals who made teachers feel valued were drafted.

Balance. Several different leadership approaches discussed the levels of balance needed between task and relationship behaviors. Within the concept of style approach, leaders were examined by the amount of time spent on tasks versus relationships. Blake and Mouton’s Leadership Grid (1981) was designed to help leaders decide how to help organizations meet their goals by looking at leaders’ concern for tasks and relationships (Northouse, 2010). What researchers have found was in most situations, a balance of the two was needed in order to be the most effective (Fisher, 2009; Somech & Wenderow, 2006). The contingency approach suggested there is no single leadership model that is ideal for all workers in all organizations in all situations. In order for leaders to be deemed effective, they have to determine which leadership style to use based upon the balance between task and relationship behaviors needed for the specific situation (Somech & Wenderow, 2006). In other words, different leadership styles can be effective if they meet the needs of the situation and achieve a balance between tasks and relationships. With situational leadership, the balance between task and relationship

behaviors is dependent on the situation. Hersey and Blanchard (1988) developed the Situational Leadership Model. The model determines the leadership style that would be most effective in a specific situation based on the skills of the workers. Some situations call for more relational behaviors while others necessitate more task behaviors.

Regardless of the approach, task and relationship behaviors are needed in various degrees. This was seen throughout this study with each individual school. Depending on the school's needs, the principals had to determine how much time they needed to spend with relationships versus tasks. In schools where the principals had been in charge for several years, the amount of time dedicated to relationships did not appear to be as crucial to the teachers. They knew their principals and how many tasks they had to complete. They understood if they needed the principal's assistance with anything, the principal would drop what they were doing to help with the situation. On the other hand, for principals new to their schools, time spent on relationship was important. For new drafted principals, their emphasis on relationships was paying off. Their teachers were already developing a sense of trust with them. It did not seem to matter the actual percentage of time the principal spent on tasks or relationships but rather on the quality of time spent on relationships. For new driven principals, it was clear their teachers wanted them to spend more time and put more emphasis on developing relationships. They stressed the need to get to know their principals so they could build those trusting relationships.

Career Development Theory

As the principals uncovered their motivations for becoming administrators, glimpses of various career theories were evident in each story. The theme that overlapped both driven and drafted principals was Holland's Career Choice Theory. Holland (1996) believed people preferred jobs where they can use their skill and abilities and express their attitudes and values. Some principals mentioned the job was a good fit with their skill sets. Others discussed their desires to serve others and/or make a difference. Some felt it was their calling. The remainder of this section was divided by the two motivational factors: driven and drafted and how they related to the sub-themes found within each.

Driven. Individuals who are driven recognize their desire to become administrators early in their careers. Once they make the decision to pursue that career choice, they are compelled to complete the needed education for the job and seek employment as a principal as soon as possible. The primary theories related to the concept of driven are Lent et al.'s Social Cognitive Career Theory (SCCT) (2002) and McClelland's Theory of Need (1987). Benjamin and Flynn's (2006) concepts of self-regulatory mode of locomotion also applied.

With SCCT, Lent et al. (2002) contended individuals choose careers in which they can see themselves successful. These individuals feel confident in their skills and abilities to get the job done. Individuals with a strong sense of self-efficacy, set goals and are determined to accomplish them. This theory was connected to the sub-themes of good fit, internal motivation, and early drive. Driven principals had a strong sense of

having the skills to do the job of principal early in their careers and accomplished their goals within their first few years of teaching. This idea also corresponds with Benjamin and Flynn's (2006) self-regulatory mode of locomotion. This concept describes individuals who are concerned with movement from the current state to a future state with a strong desire to get started working toward a desired goal as soon as possible.

McClelland's Theory of Need (1987) was the theory directly related to the concept of driven, particularly the component of Need for Achievement (nAch). Ramlall (2004) defined nAch as "the drive to excel, to achieve in relation to a set of standards to strive to succeed" (p. 55). This captures the essence of driven. These principals, with high internal motivation, set their minds on becoming principals early in their careers and accomplished the tasks needed to reach their goals as quickly as possible. Individuals with high nAch seek out challenges. Driven principals, as noted in the subtheme of early drive, love challenges.

Drafted. Individuals who are drafted became motivated to become principals gradually and only after different educational leaders pointed out their abilities to lead. Career development theories which relate to this concept are Super's Life-span Theory of Career Development (Sharf, 2006), Lent et al.'s SCTT, and Bright and Pryor's (2011) Chaos Theory of Careers. Benjamin and Flynn's (2006) concept of self-regulatory mode of assessment also applied to drafted.

The Life-span Theory of Career Development examined how an individual's self-concept changes over time and is affected by biological traits, social roles played, and perceptions of how others react to individuals (Sharf, 2006). This was true for drafted

principals; only after various individuals influenced them over time did they consider becoming an administrator. This relates to the drafted sub-themes of being encouraged and slow to make the move into administration. It was only after others influenced them, that the drafted leaders decided to explore administrative careers.

Lent et al. (2002) contended individuals make career goals and decisions over time. They claimed self-efficacy occurs through various experiences and learning opportunities (Leung, 2008). Drafted leaders take time to build self-efficacy by participating in various leadership opportunities. This was reflective of the drafted sub-theme slow to make the move. Drafted principals indicated their experiences in the classroom and opportunities to lead as teachers helped give them the confidence to pursue a career in administration. This idea was connected with sub-themes experiences in the classroom and slow to make the move as well as Benjamin and Flynn's (2006) self-regulatory mode of assessment. This mode is slow and methodical. Drafted leaders carefully evaluated the situation, weighed all their options, and waited until they believed the time was right.

The Chaos Theory of Careers (Bright & Pryor, 2011) suggested that career choices are influenced by unplanned and chance events. All of the drafted principals acknowledged they were influenced by others who recognized their leadership potential. Several drafted principals mentioned they gained confidence in being able to handle the job of a principal after they allowed themselves to be placed in leadership roles and were able to develop their leadership skills. All of these principals used the chance events of

being influenced and accepting leadership roles to help them consider a new career possibility.

Limitations of Study

The researcher found three clear limitations in the study with participants, instruments, and personal biases. The participants of the study were all from one district and involved only middle and high school principals, which caused concern for the application of findings to other settings. Additionally, although the participation rate was 79%, there were only 11 secondary principals who participated in the full study. Of those 11, only four considered themselves driven, which only allowed limited insight into the concept of driven. Because the instruments were designed by the researcher and have not been tested through other studies, their reliability and validity could be questioned. Although participants indicated they felt the terms driven and drafted were adequate descriptors of their motivational factors for becoming principals, the constructs of driven and drafted have not been tested and could be more clearly defined. The researcher attempted to put all personal biases aside when interviewing the participants and writing the results; however, there were times the interviewer internally questioned if the participants' chosen descriptor of driven or drafted was accurate. The researcher accepted their descriptors and tried to reveal the participants' true viewpoints in the findings.

Implications for Practice

As districts face a shortage of principals (DiPaolo & Tschannen-Moran, 2003; Fink & Brayman, 2006; Hancock et al., 2006; Marzano, Waters, & McNulty, 2005;

Simon & Newman, 2004), district administrators could use some strategies for determining the type of principal that is needed for each school, finding the best candidates for the job, and retaining quality principals. Finding the right fit between the leader and organization can produce better outcomes (Benjamin & Flynn, 2006; Vroom & Jago, 2007). To determine the type of candidate needed, district administrators need to assess the schools and establish if the school needs a leader who is task oriented or one who is relationship focused. It will be important to keep in mind that all candidates must be capable of building relationships first in order to build the trust needed to move the school forward. Barnett and McCormick (2004) explained in order to get teacher support for a school vision, the principal must have a relationship with them grounded in confidence and trust. Using an instrument to measure a candidate's tendency to be more task or relationship oriented would be beneficial. Ng et al. (2008) recommended in addition to recruiting individuals who have the characteristics to become effective as leaders, organizations should match the individuals to work conditions that will allow them to reach their potential. Finding a best fit placement will allow the new principal to maximize her strengths and move the school forward.

It would also be wise for districts to start succession planning within their own districts. Mendels (2012) described this process as recruiting teachers who show leadership potential and giving them opportunities and training that specifically addresses the need of the district. This was especially true for drafted leaders. They will require time to consider the option and increase their self-confidence about handling the position. By providing them with leadership opportunities, they will develop their leadership

abilities over time. With adequate preparation of potential candidates, retention of quality principals should improve.

Principals should develop an awareness of their actual and/or perceived emphasis on tasks and relationships. Fisher (2009) suggested leaders put equal importance on tasks and relationship behaviors. By consciously balancing the two types of behaviors, principals will be more effective; however, they need to understand that certain situations will call for more relationship behaviors while others will require more task behaviors. Somech and Wenderow (2006) suggested for leaders to be deemed effective, they must carefully select the style approach that best fits the situation at hand.

Building relationships with staff members is important and powerful. Principals are more effective when teachers feel like they have a strong relationship with their leader. They are able to accomplish goals for the school once the teachers have confidence in the leader. Principals are able to encourage innovation and risk-taking because the teachers know the leader will support them. Components which strengthen the relationship building process are being visible, setting high expectations, developing trust with staff members, and demonstrating value for them.

Recommendations for Future Research

No strong conclusions were reached through this study in determining if driven or drafted principals were more prone to perform task or relationship behaviors; however, there were indications that teachers perceived drafted principals as more effective due to their emphasis on relationships. Although the scope of this study was limited with only one district and 11 principal/teacher groups, there were enough links in the data gathered

to recommend further research on the topic. More clearly defined constructs for driven or drafted would also enhance the data collected. Developing a continuum for driven and a continuum for drafted could assist in making better determinations of whether an individual is driven or drafted. Additional research is needed to clarify the connections between the constructs of driven and drafted and task versus relationship behaviors. A larger sample of participants and multiple settings would allow for better application of the findings.

Additional research is also needed on the factors that cause drafted individuals to be better at achieving balance in their style approach. Identifying the factors that allow drafted leaders to build relationships with teachers more easily would be beneficial. Exploring those factors could help in the development of training programs to help future leaders to develop those skills prior to becoming building administrators.

Future studies might also explore similarities and differences between different population types. Investigating comparisons and contrasts on the style approaches of female and male leaders who are drafted and those who are driven could lead to some interesting insights. Additionally, differentiating the effectiveness of new and veteran leaders might uncover further opportunities for research.

Another area for further research is identifying the factors of why teachers choose to become principals. Limited academic research materials were available to the researcher in this area. Additional exploration could also be completed on how the constructs of driven and drafted align with traditional motivational factors for teachers becoming principals.

Further research is also needed on how to make best fit placements of principals at schools. In particular, a data collection tool should be developed and tested to help districts determine their schools' needs and what characteristics are needed in a leader for a specific school. District leaders could use this tool to determine which principals would be most effective in their various school sites. Although quantitative tools are available for style approach, additional research is needed to determine whether the motivational factor (driven or drafted) and/or the style approach (emphasis on tasks vs. relationships) impacts a principal's effectiveness. This information would also be useful to district leaders as they hire principals to lead specific schools.

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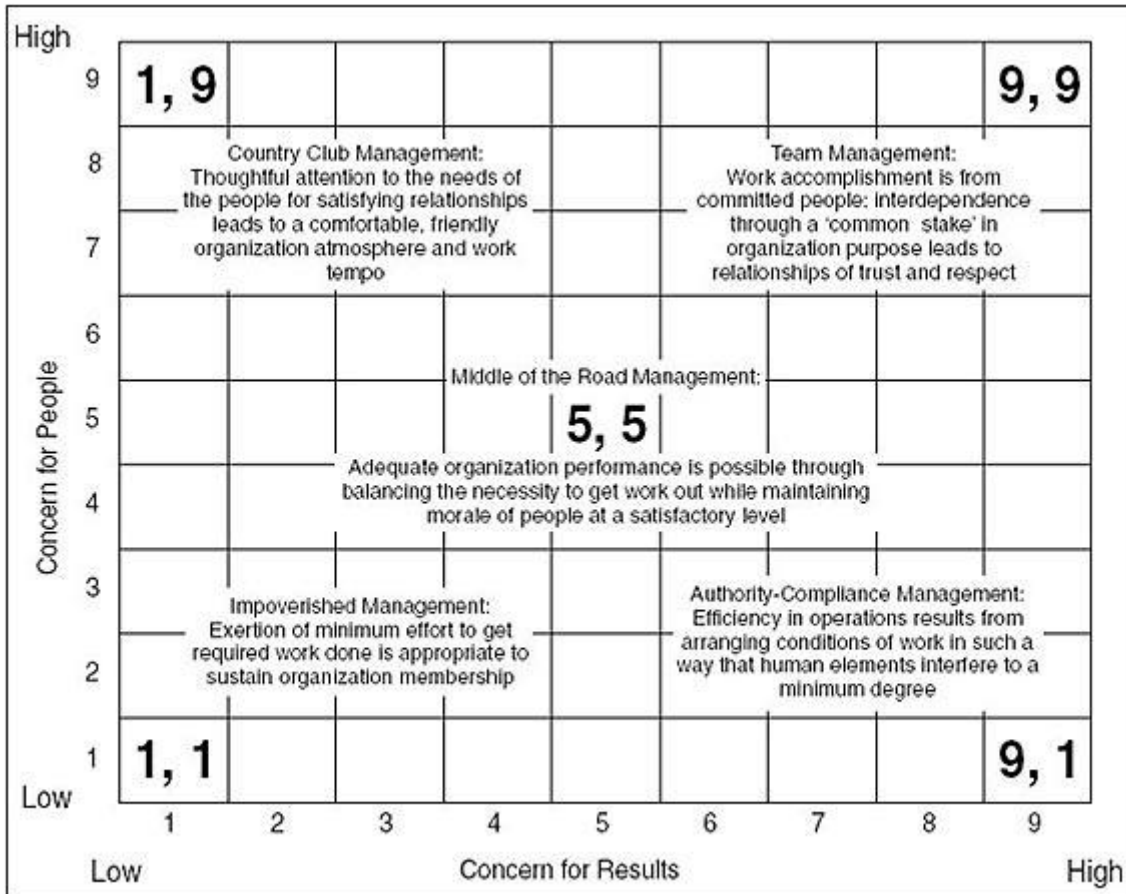
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Appendix A

Blake and Mouton's Managerial/Leadership Grid



Source: Blake, R. R., & Mouton, J. S. (1981). Management by grid® principles or situationalism: Which? *Group and Organization Management*, 6, 439-455.

Appendix B

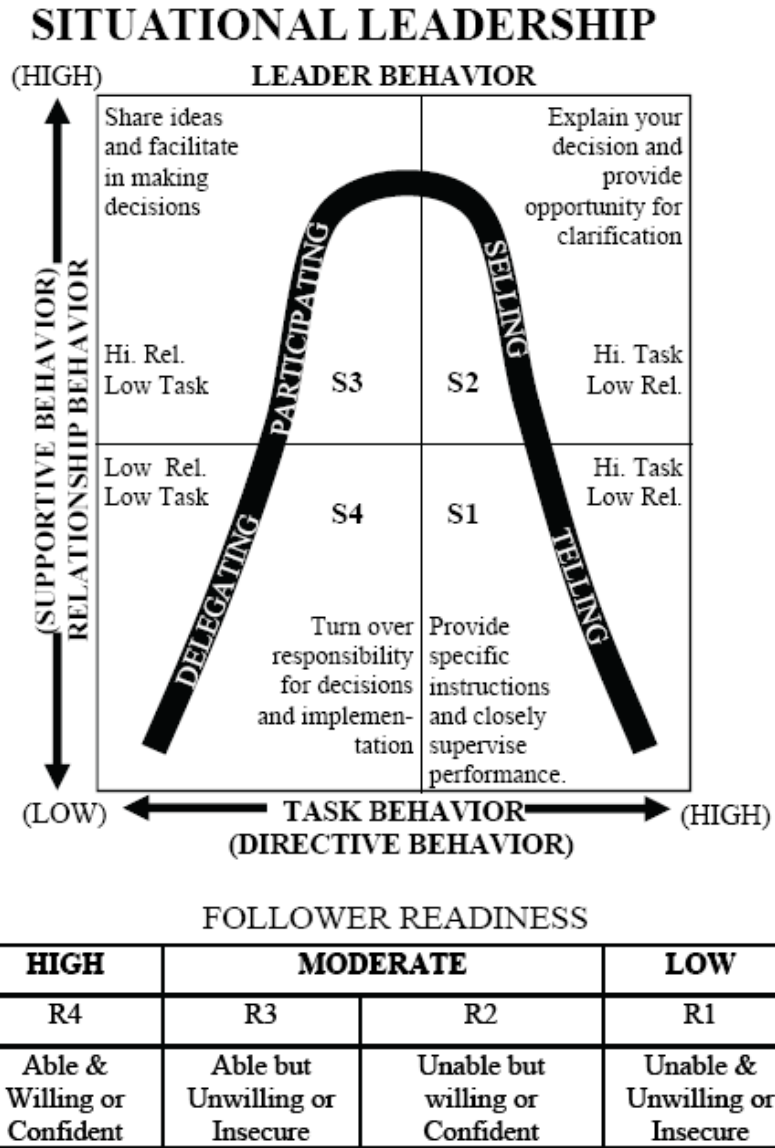
Fielder's Contingency Theory Model

Leader–Member Relations	GOOD				POOR			
Task Structure	High Structure		Low Structure		High Structure		Low Structure	
Position Power	Strong Power	Weak Power	Strong Power	Weak Power	Strong Power	Weak Power	Strong Power	Weak Power
Preferred Leadership Style	1	2	3	4	5	6	7	8
	Low LPCs Middle LPCs				High LPCs			Low LPCs

Source: Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). Los Angeles, CA: Sage.

Appendix C

Hersey and Blanchard's Situational Leadership Model



Source: Hersey, P., & Blanchard, K. H. (1988). *Management of organization behavior: Utilizing human resources*. Englewood Cliffs, NJ: Prentice Hall.

Appendix D

Recruitment Email for Principals

Dear Principal,

I am conducting a study within the Monrovia Public Schools to complete my doctoral degree in Educational Leadership and Policy Analysis at University of Missouri – Columbia and I would like for you to consider being a participant. The study is called “Driven or Drafted: Is There a Connection between Principals’ Motivational Factors, Leadership Style Approaches, and Perceived Effectiveness?” The purpose of this qualitative study is to determine whether principals’ motivational factors (*driven* or *drafted*) for becoming an administrator have any impact on their leadership style approach (relationship and task behaviors), and their perceived effectiveness as leaders. Principals who are *driven* are ones who were personally motivated to become administrators early in their careers. Those who are *drafted* are those who were noticed and encouraged by other educational leaders to pursue a career in administration and did so over time.

I am asking all secondary principals within the school district to participate; however, participation is completely voluntary. I will follow IRB guidelines throughout the study. If you choose to participate, you will be asked to complete 10 open-ended questions, which should take 20-30 minutes to complete. The questionnaire includes questions about your number of years of experience in teaching and administration as well as your motivation to become a principal and your leadership style approach. The final question of the questionnaire asks if you would like to continue participating in the research study.

If you agree to continue with the study, you will also participate in a one hour interview, which will be audio recorded and transcribed. Your answers will be kept confidential. Results will be presented to others in summary form only, without names or other identifying information. Additionally, I will ask you to select 5-8 members of your staff to participate in a focus group during which they will share their perceptions about your leadership style approach and your effectiveness as a leader. Comments by participants in the focus groups will remain confidential.

The benefit of participating in this study is you will be contributing to the knowledge of research about motivations for teachers becoming principals and the connection of motivation to leadership style approach and perceived effectiveness.

If you are willing to participate in the study, simply hit reply your agreement to participate in Phase I of the study. I will email you the link to the survey. Thank you for considering participation in this study.

Sincerely,

Donna Aldrich

Appendix E

Driven or Drafted? Principal Questionnaire

Part I – Demographic Information

1. Which school type do you oversee? (Check all that apply)

- Elementary
- Middle School
- High School
- Alternative School

2. How many years were you a classroom teacher?

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- 31+ years

3. How many years have you been an administrator?

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- 26-30 years
- 31+ years

4. What is your gender?

- Male
- Female

Part II – Open-ended Responses

In this study, one of the factors the researcher will explore is the motivational influences for individuals becoming principals. The study will be using the terms *driven* and *drafted* to distinguish two primary motivators. *Driven* individuals are those who entered the profession of education knowing early in their career they wanted to become administrators. *Drafted* individuals are those who entered the profession of education with no motivation of becoming an administrator. It was only after other educational

Appendix E (Cont.)

leaders saw their potential as principals and influenced them to consider a move into administration.

5. Considering the descriptions above, do you believe you were *driven* or *drafted*? Why did you select this descriptor?
6. Please describe the factors which *initiated* your motivation to consider a career as a principal.
7. Please describe the factors which *finalized* your decision to become a principal.

Another factor explored in this study is principals' leadership style approach. Style approach helps determine how leaders use a combination of task motivated behaviors and relationship motivated behaviors to lead their staff. Task motivated behaviors are those who are concerned with reaching a goal; these behaviors can include setting goals, defining tasks, developing action plans, setting timelines, etc. Relationship motivated behaviors are those most concerned with building interpersonal relationships; they can include team building, resolving conflict, demonstrating empathy, and listening to staff feedback.

8. In your job as a principal, what percentage of your time is dedicated to task motivated behaviors? Briefly describe your typical task behaviors.
9. In your job as a principal, what percentage of your time is dedicated to relationship motivated behaviors? Briefly describe your typical relationship behaviors.

This completes Phase one of the study. Thank you for your participation. Phase two includes a face-to-face interview with you (which should last approximately one hour) and a focus group interview with a six to eight of your staff members (which should also last about an hour).

10. Would you be willing to continue your participation in Phase two of the study and be willing to allow me to include five to eight of your staff members for a focus group?

- Yes
- No

Again, thank you for your participation!

Appendix F

Principal Interview Questions

Interview Protocol

Project: Driven or Drafted: Is There a Connection between Principals' Motivational Factors, Leadership Style Approaches, and Perceived Effectiveness?

Date:

Place:

Interviewer: Donna Aldrich

Interviewee:

Position of Interviewee: Principal

(Briefly describe the project and remind interviewee of informed consent)

Questions:

1. From the questionnaire, you described your motivational factor for becoming a principal as _____ (driven or drafted). What led you to choose that particular descriptor?
2. Does the descriptor (driven or drafted) adequately describe your motivational factor? Why or why not?
3. From the questionnaire, you indicated you spent _____% of your time on task behaviors and _____% on relationship behaviors. If you could change these percentages, what would they be and why?
4. In a typical day, what task behaviors and relationship behaviors do you exhibit?
5. Do you think your motivational factor (driven or drafted) is connected to your leadership style approach (task vs. relationship behaviors)? Why or why not?
6. In what ways do you think your leadership style approach is connected to your effectiveness as a leader?
7. Do you think your staff would describe you as an effective leader? Why or why not?

Appendix G

Focus Group Questions

Focus Group Protocol

Project: Driven or Drafted: Is There a Connection between Principals' Motivational Factors, Leadership Style Approaches, and Perceived Effectiveness?

Date:

Place:

Interviewer: Donna Aldrich

Interviewees/Positions:

(Briefly describe the project and remind participants of informed consent)

Questions:

1. Tell me your name, what you teach, and how long you have been working with your principal?
2. Does your principal spend more time in his/her day doing task-related behaviors or relationship-related behaviors (define both terms)? Please provide a percentage of how much time you think is spent on each and why you feel this way.
3. What are some examples of task behaviors and relationship behaviors your principal spends time doing?
4. What connections do you see between the types of behaviors and the amount of time given to both and your principal's effectiveness as a leader?
5. Overall, is your principal an effective leader of your school? Why or why not?
6. In what ways could your leader be more effective?
7. Is there anything I did not ask you would like to add to this discussion?

Appendix H

Informed Consent Form for Principals

Dear Research Participant:

Thank you for considering participation in the study “Driven or Drafted: Is There a Connection between Principals’ Motivational Factors, Leadership Style Approaches, and Perceived Effectiveness?” This study is being conducted to complete my doctoral degree in Educational Leadership and Policy Analysis at University of Missouri – Columbia.

Purpose of the Study:

The purpose of this qualitative study is to determine whether principals’ motivational factors (*driven* or *drafted*) for becoming an administrator have any impact on their leadership style approach (relationship and task behaviors), and their perceived effectiveness as leaders. Principals who are *driven* are ones who were personally motivated to become administrators early in their careers. Those who are *drafted* are those who were noticed and encouraged by other educational leaders to pursue a career in administration and did so over time.

Participation in the Study:

Before you make a final decision about participation, please read the following about how your input will be used and how your rights as a participant will be protected.

- Participation in this study is completely voluntary. You may stop participating at any time without penalty.
- You will be asked to complete 10 open-ended questions, which should take 20-30 minutes to complete. The questionnaire includes questions about your number of years of experience in teaching and administration as well as your motivation to become a principal and your leadership style approach. The final question of the questionnaire asks if you would like to continue participating in the research study.
- If you agree to continue with the study, you will also participate in a one hour interview, which will be audio recorded and transcribed. A copy of the transcription will be made available to you to review for accuracy. The transcription and audio recording will be placed in a secure location with no participant identifying information. Both recording and transcription will be destroyed after completion of the project. Additionally, I will ask you to select 5-8 members of your staff to participate in a focus group during which they will share their perceptions about your leadership style approach and your effectiveness as a leader. Comments by participants in the focus groups will remain confidential.
- You do not have to answer all of the questions of the questionnaire or the interview.
- Your answers will be kept confidential. Results will be presented to others in summary form only, without names or other identifying information.
- The benefit of participating in this study is you will be contributing to the knowledge of research about motivations for teachers becoming principals and the connection of

Appendix H (Cont.)

motivation to leadership style approach and perceived effectiveness.

- There are no risks or discomforts anticipated from taking part in this study. If you feel uncomfortable with a question, you can skip that question or withdraw from the study altogether. You are free to quit at any time before you have finished the questionnaire or interview.
- As a leader in Monrovia Public Schools, your participation will not have an effect (positive or adverse) on your employment.

This project has been reviewed by the University of Missouri – Columbia Campus Institutional Review Board. The committee believes the research procedures adequately safeguard the subject’s privacy, welfare, civil liberties, and rights. The project is being supervised by Dr. Robert Watson, Professor, Educational Administration, Missouri State University (417-836-5177 or RobertWatson@MissouriState.edu).

If at this point you are still interested in participating and assisting with this important research project, please read the information below and reply to this email as your consent to participate.

I agree to participate in the study of “Driven or Drafted: Is There a Connection between Principals’ Motivational Factors, Leadership Style Approaches, and Perceived Effectiveness?” conducted by Donna Aldrich. I understand that:

- My answers will be used for educational research.
- My participation is voluntary.
- I may stop participating at any time without penalty.
- I need not answer all questions.
- My answers and identity will be kept confidential.
- My participation will not have an effect (positive or adverse) on my employment.

I have read the information above and any question I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

You can contact me at 417-299-2853 if you have questions or concerns about your participation. In addition, you can contact the University of Missouri Campus Institutional Review Board by calling 573-882-9585 or by going online at <http://research.missouri.edu/cirb>. Thank you very much for your time and consideration.

Sincerely,
Donna Aldrich
Doctoral Student, University of Missouri – Columbia

Appendix I

Informed Consent for Focus Group Participants

Dear Research Participant:

Thank you for considering participation in the study “Driven or Drafted: Is There a Connection between Principals’ Motivational Factors, Leadership Style Approaches, and Perceived Effectiveness?” This study is being conducted to complete my doctoral degree in Educational Leadership and Policy Analysis at University of Missouri – Columbia.

Purpose of the Study:

The purpose of this qualitative study is to determine whether principals’ motivational factors (*driven* or *drafted*) for becoming an administrator have any impact on their leadership style approach (relationship and task behaviors), and their perceived effectiveness as leaders. Principals who are *driven* are ones who were personally motivated to become administrators early in their careers. Those who are *drafted* are those who were noticed and encouraged by other educational leaders to pursue a career in administration and did so over time.

Participation in the Study:

Before you make a final decision about participation, please read the following about how your input will be used and how your rights as a participant will be protected.

- Participation in this study is completely voluntary. You may stop participating at any time without penalty.
- You will be asked to participate in a one-hour focus group discussion. The focus group discussion will include questions about your principal’s leadership style approach and his/her effectiveness as a leader. The focus group discussion will be audio recorded and transcribed. The transcription and audio recording will be placed in a secure location with no participant identifying information. Both recording and transcription will be destroyed after completion of the project. You do not have to answer all of the questions of the focus group discussion.
- Your answers will be kept confidential. Results will be presented to others in summary form only, without names or other identifying information.
- The benefit of participating in this study is you will be contributing to the knowledge of research about motivations for teachers becoming principals and the connection of motivation to leadership style approach and perceived effectiveness.
- There are no risks or discomforts anticipated from taking part in this study. If you feel uncomfortable with a question, you can skip that question or withdraw from the study altogether. You are free to quit at any time before you have finished the questionnaire or interview.
- As a teacher in Monrovia Public Schools, your participation will not have an effect (positive or adverse) on your employment.

Appendix I (Cont.)

This project has been reviewed by the University of Missouri – Columbia Campus Institutional Review Board. The committee believes the research procedures adequately safeguard the subject’s privacy, welfare, civil liberties, and rights. The project is being supervised by Dr. Robert Watson, Professor, Educational Administration, Missouri State University (417-836-5177 or RobertWatson@MissouriState.edu).

If at this point you are still interested in participating and assisting with this important research project, please read the information below and reply to this email as your consent to participate.

I agree to participate in the study of “Driven or Drafted: Is There Connection between Principals’ Motivational Factors, Leadership Style Approaches, and Perceived Effectiveness?” conducted by Donna Aldrich. I understand that:

- My answers will be used for educational research.
- My participation is voluntary.
- I may stop participating at any time without penalty.
- I need not answer all questions.
- My answers and identity will be kept confidential.
- My participation will not have an effect (positive or adverse) on my employment.

I have read the information above and any question I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

You can contact me at 417-299-2853 if you have questions or concerns about your participation. In addition, you can contact the University of Missouri Campus Institutional Review Board by calling 573-882-9585 or by going online at <http://research.missouri.edu/cirb>. Thank you very much for your time and consideration.

Sincerely,
Donna Aldrich
Doctoral Student, University of Missouri – Columbia

Appendix J

Principals' Selected Descriptors and Number of Years as Teacher and Principal

Principal	Driven or Drafted?	Range of Years as Classroom Teacher before Becoming a Principal	Range of Years as Administrator
1	Driven	1-5	21-25*
2	Driven	6-10	16-20*
3	Drafted	6-10	6-10
4	Driven	11-15	11-15
5	Drafted	1-5	26-30
6	Drafted	6-10	16-20*
7	Drafted	6-10	6-10*
8	Drafted	6-10	6-10
9	Driven	6-10	16-20
10	Drafted	6-10	1-5*
11	Drafted	6-10	11-15
12	Drafted	16-20	11-15
13	Driven	6-10	11-15
14	Driven	6-10	16-20

*Note: 1st year as principal at this school

Appendix K

Principals' Selected Descriptors and Estimates of Time on Task and Relationships

Principal	Driven or Drafted?	Principal's Estimate		Teachers' Estimate	
		Tasks	Relationships	Tasks	Relationships
P1	Driven	75%	25%	50%	50%
P2	Driven	60%	40%	50%	50%
P3	Drafted	50%	50%	98%	2%
P4	Driven	40%	60%	50%	50%
P5	Drafted	80%	20%	70%	30%
P6	Drafted	50%	50%	60%	40%
P7	Drafted	40%	60%	80%	20%
P8	Drafted	25%	75%	85%	15%
P9	Driven	40%	60%	80%	20%
P10	Drafted	10%	90%	35%	65%
P11	Drafted	40%	60%	50%	50%
P12	Drafted	50%	50%	N/A*	N/A*
P13	Driven	85%	15%	N/A*	N/A*
P14	Driven	30%	70%	N/A*	N/A*

Note: *Teacher estimates were not available for these phase one participants.

Appendix L

Task Behaviors Reported by Principals and Teachers

Task Behaviors	Number of Times Response Given by Principals	Number of Times Response Given by Teachers
Attending/leading/preparing meetings	9	7
Communicating/emailing	9	6
Evaluations/Performance Improvement Plans	7	1
Setting goals	7	1
Scheduling	7	2
Analyzing data	5	4
Developing agendas	4	0
Classroom walk-throughs	3	3
Planning professional development	3	2
Developing action plans	3	1
Hiring	3	0
Dealing w/ discipline issues	3	1
Budgeting	2	0
Supervising students	2	0
Writing grants	2	1
Delegating tasks	1	2
Making decisions	1	3
Research	1	1
Setting policy/streamlining processes	0	3

Appendix M

Relationship Behaviors Reported by Principals and Teachers

Relationship Behaviors	Number of Times Response Given by Principals	Number of Times Response Given by Teachers
Building relationships with staff (small group; one-to-one interactions)	11	8
Giving/getting feedback	10	6
Allowing joint decision making	5	3
Problem solving/resolving conflict	5	0
Trusting the teachers	4	5
Demonstrating concern/empathy	3	4
Encouraging teachers	3	4
Visiting classrooms	3	1
Recognizing teachers	3	4
Being visible	2	4
Having an open door policy	2	4
Listening to teachers	2	4
Supporting teachers	1	5
Valuing teachers' time	1	6
Being open to new ideas/innovations	0	3
Being approachable	0	3
Being genuine/real	0	2
Treating teachers as professionals	0	3

VITA

Donna Aldrich graduated from Southwest Missouri State University in 1981 with a Bachelors of Science in Secondary Education and a major in English. She taught high school English for 14 years primarily in Springfield Public Schools. In 1997, she earned her Master's in Education degree from Drury University. That same year she became the A+ Coordinator for Parkview High School and served in that capacity for 10 years. In 2008, Donna earned a second Master's degree in Administration from Missouri State University. She became an Assistant Principal at Kickapoo High School, her high school alma mater, in 2008 and served there for three years. In 2010, she took the position of Coordinator of Operations of High Schools with Springfield Public Schools and performed that role for one year before taking the job of principal at Pleasant View School in 2012 where she continues to serve. In 2014, she earned her Doctorate in Education from University of Missouri in Columbia. Donna hopes to teach at the collegiate level after retiring from her service in the public school setting.