Spencer Foundation Proposal Cover Sheet

Administering Organization Information

Name of Organization: George Mason University
Address: 4400 University Drive
City / State / Zip code / Country: Fairfax, VA 22030-4422, USA
Website: http://www.gmu.edu

Proposal Information

Project Title: Leadership Enhancement and Development Initiative for New Generations (LEADING)
Requested Amount: $46,460.00
Duration: 17 Months
Start date: April 1, 2015
Primary Spencer Area of Inquiry: Organizational Learning in Schools, School Systems, and Higher Education Institutions
Additional Spencer Area(s) of Inquiry: N/A

Principal Investigator Information

Name: XXXX
Title: Assistant Professor
Department/School: Graduate School of Education
Organization: George Mason University
Mailing Address: 4400 University Drive
City / State / Zip code / Country: Fairfax, VA 22030-4422, USA
Office Phone: 703-339-6201, ext. 334
Fax: 703-339-6349
Primary email:
Website: http://www.gmu.edu

If there are Co-Principal Investigators on this project, please include all of their contact information as well.

Submission Instructions: Please send the required numbers of copies of your proposal and attachments to the mailing address below. Your submission should be addressed to the Spencer Area of Inquiry under which your proposal **primarily** falls. (Please do not send your proposal to more than one area.)

Mailing Address
Spencer Foundation
Attn: *(Primary Area of Inquiry)*
625 N. Michigan Avenue
Suite 1600
Chicago, IL 60611

Leadership Enhancement and Development Initiative for New Generations (LEADING)

The National Center for Education Statistics Research (2011, 2012, 2013) identified that two-thirds or more of eighth-graders in the U.S. lack basic proficiency in reading, writing, math, and civics. Teacher preparedness is vital for student achievement, yet teachers regularly enter the profession unprepared. However, developing teaching skills is only part of the solution. A joint study by the Universities of Minnesota and Toronto noted that leadership is second only to teaching among school-related factors in its impact on student learning. A solution is needed that can improve both the effectiveness and efficiency of our educational system. That solution is developmental coaching.

The Leadership Enhancement and Development Initiative for New Generations (LEADING) study extends research that identifies coaching as an effective methodology for developing leadership, enhancing well-being, and facilitating goal attainment within organizational settings. The study aligns with the Spencer inquiry area of Organizational Learning in Schools, School Systems, and Higher Education Institutions. Specific areas addressed include:
- Develop and use evidence to improve school effectiveness over time
- Draw on external scientific evidence.
- Strengthen the capacity to learn from internal experience about how to be increasingly effective.
- Promote the informal exchange of knowledge about effective practices among teachers.
- Develop techniques that permit reliable and meaningful assessment of learning gains.

A cohort of 50 high school teachers and administrators from an urban school in Washington D.C. will be selected to take part in this study. Participants will be randomly assigned to a coaching group (Group 1) and a control group (Group 2). The study will take place over four phases: Phase 1: pre-coaching assessment, Phase 2: developmental coaching, Phase 3: post coaching assessment, and Phase 4: ten-month post-coaching assessment.

Each group will be administered a Multifactor Leadership Questionnaire (MLQ) self-assessment and rater assessment during Phase 1. Participants in Group 1 will use this information to select a personal and professional goal that they would like to work on. During Phase 2, each Group 1 participant will then receive 10 coaching session during a 20 week timeframe. The MLQ self-assessment form will be administered during Phases 1, 3, and 4, while the MLQ rater form will be administered during Phases 1 and 4.

The study will take place from April 1, 2015 to August 31, 2016, for a total of 17 months, and has a budget of $46,460.00. Key personnel include the Primary Investigator (PI), coaches, and school teachers and administrators.

Need

At the national, state, and local levels, our schools are failing to provide children with the education they need to be contributing members of society. According to the National Center for Education Statistics (NCES):

- 33% of eighth-grade students lack basic reading skills (NCES, 2013).

- Nearly 33% of eighth-graders scored below proficient in math (NCES, 2013).

- 75% of eighth- and twelfth graders cannot write proficiently (NCES, 2012).

- 75% of students are not proficient in civics (NCES, 2011).

Teacher preparedness is vital for student achievement, yet teachers regularly enter the profession unprepared (Bayar, 2014). Guskey (1994) highlighted that schools cannot be improved without improving the skills and abilities of the teachers within them; however, developing teaching skills is only part of the solution. A joint study by the Universities of Minnesota and Toronto noted that leadership is second only to teaching among school-related factors in its impact on student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004). A solution is required that improves the effectiveness and efficiency of our educational system. That intervention is developmental coaching.

The Leadership Enhancement and Development Initiative for New Generations (LEADING) research study illustrates how the application of developmental coaching contributes to the continued improvement of school leaders at all levels. LEADING provides a means for development along a continuum from self-leadership skills (self-observation, goal-setting, self-reinforcement) to leadership of an enterprise (visioning, strategic planning, managing external stakeholders).

Research on educational and organizational change shows that the change process is characterized by a variety of 'predictable' obstacles, one of the most significant being the absence of leadership (Pettigrew, Woodman, & Cameron, 2002). A review of the literature identifies coaching as an effective methodology for developing leadership skills, enhancing well-being, and facilitating goal attainment within organizational settings (Diedrich, 1996). Grant, Green, & Rynssardt (2010) found that participation in a developmental coaching program was associated with significant reductions in passive/defensive and aggressive/defensive leadership styles and significant improvement in constructive leadership styles.

The LEADING study aligns with following items within the Spencer inquiry area of Organizational Learning in Schools, School Systems, and Higher Education Institutions:

Spencer Grant	LEADING Study Outcome
Develop and use evidence to improve school effectiveness over time; draw on external scientific evidence.	The body of research literature continues to grow and highlights the effectiveness of developmental coaching.
Strengthen the capacity to learn from internal experience about how to be increasingly effective.	The central goal of coaching is to assist the coachee to overcome self-imposed limitations on their continuous improvement.
Promote the informal exchange of knowledge about effective practices among teachers.	Individual developmental coaching transitions to a peer coaching format for sustained practice.
Develop techniques that permit reliable and meaningful assessment of learning gains.	Goal setting and goal accomplishment form the basis of a successful coaching intervention.

School leaders (teachers, principals, & superintendents) typically share a common background of motivation, professional knowledge, and challenges through their respective careers as classroom teachers. For some, making the transition from teacher to leader can seem like they abandoned their children and their chose profession (Dyer & Renn, 2010). The LEADING study will introduce a set of skills that transcends position, and will create a shared vision of exemplary means for continued improvement of the educational system.

Research Methods

Research Questions.

The LEADING study will explore the impact of developmental coaching in an educational setting using a sample of high school teachers and administrators. Research questions are:

1. What impact does developmental coaching have on improving the self-leadership abilities of high school teachers and administrators?

2. What impact does developmental coaching have on improving leadership capability of high school teachers and administrators to lead others?

The skills and strategies acquired at the first two levels of this framework will provide a firm foundation for the continued development and application of skills at the more complex levels of leading a function and leading an enterprise. The conceptual framework for this study is illustrated below:
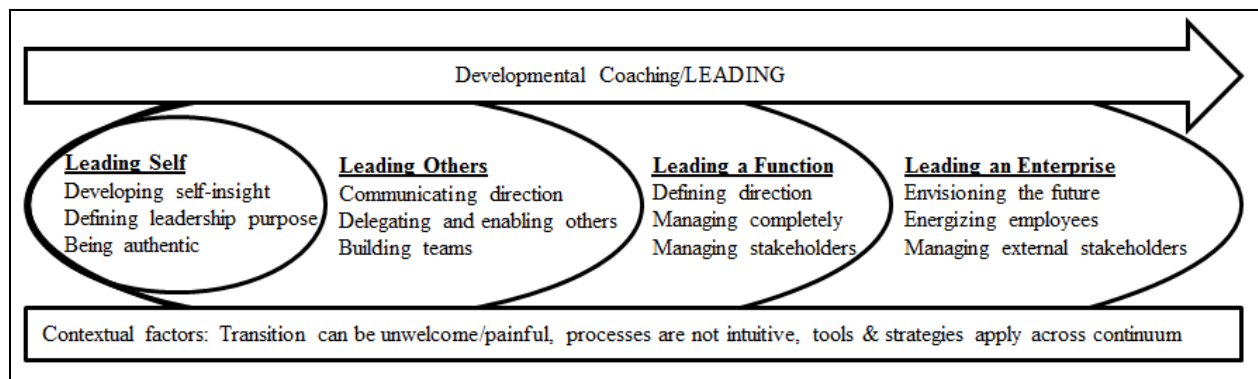
Participants

A group of 50 participants will be selected from an urban high school in Washington D.C. The study will be coordinated with the School Turnaround AmeriCorps initiative, a collaborative effort by the Corporation for National and Community Service and the U.S. Department of Education, to ensure the most effective use of resources.

Procedures

This study will use a quasi-experimental design consisting of pre- and post-test leadership surveys. After an initial introduction and explanation of the program, all participants will complete the Multifactor Leadership Questionnaire (MLQ) (Antonakis, J., Avolio, B., & Sivasubramaniam, N., 2003; Avolio, B. & Bass, B., 1999; Tepper, B. & Percy, P., 1994). The MLQ measures a broad range of leadership characteristics extending from passive leaders, to transactional leaders who manage through the use of contingent rewards, to transformational leaders who are able to transform followers into becoming leaders themselves. The MLQ includes both a self-assessment form, designed to measure the self-perception of leadership behaviors, and a rater form, designed to measure leadership as perceived by superiors, peers, and subordinates.

After completing the pre-test MLQ, participants will be randomly assigned to a coaching group (Group 1) or a control group (Group 2). Group 2 will be waitlisted and have the opportunity to complete a similar coaching program (at the school's expense) after completion of the LEADING study. The study will take place over four phases: Phase 1: pre-coaching assessment, Phase 2: developmental coaching, Phase 3: post coaching assessment, and Phase 4: ten-month post-coaching assessment. The MLQ self-assessment form will be administered during Phases 1, 3, and 4; the MLQ rater form will be administered during Phases 1 and 4.

The coaching sessions will be based on a cognitive–behavioral, solution-focused framework (Grant, 2003). This framework suggests that goal attainment is best facilitated by understanding the relationships between one's thoughts, feelings, behavior, and the environment, and purposefully organizing these so as to best support goal achievement. Incorporating a

solution-focused perspective into a cognitive– behavioral framework helps ensure that the coaching is orientated toward the development of personal strengths and goal attainment.

The coaching intervention used for this study in known as the GROW model. GROW is acronym for Goals, Reality, Options/Obstacles, and Will/Way Forward, and is a process that is easily understood, thorough, and straightforward to apply. By working through each stage of this model, an individual gains clarity about their true goals and ambitions, develops a greater understanding of their current reality, identifies and evaluates the possibilities that are available to them, and creates action plans to achieve their personal and professional goals (Whitmore, 2002).

10 coaching sessions will be conducted over a 20-week period, scheduled at one to two week intervals. Coaching will be conducted by 10 experienced professional coaches who will be randomly assigned to 2-3 coachees each. Coaches have completed a coach training program accredited by the International Coach Federation (ICF) and each has achieved an ICF rating of Professional Certified Coach indicating a minimum of 750 hours of professional coaching experience.

During the initial coaching session, the designated coach will debrief the MLQ self and rater assessments, and will explain the methodology for the program. During this session, specific goals will be established based on assessment feedback. Coaches will contact participants within 48 hours of the initial session to ensure any negative feedback disclosed during the rater assessment debrief is not having an adverse impact on the mental state of the participant. Coaches will maintain a detailed journal of each coaching session indicating what worked, what needed improvement, and whether or not there were any difficulties with the sessions that needed to be addressed by the participants' supervisor. These notes will be

reviewed in formal supervision sessions with the PI who is a certified and experienced leadership and developmental coach.

Measures

Following the administration of the MLQ assessments, participants will identify one personal and one work-related goal that they want to work on. Participants will rate their success in goal accomplishment on a scale of 0% (no goal attainment) to 100% (full goal attainment). Participants will also rate the difficulty of the goal accomplishment on a scale from 1 (very easy) to 4 (very difficult). These scores will be multiplied together to provide a consistent scale upon which to measure across study participants. Additionally, an MLQ group report will be available for review for Group 1 and Group 2 at the end of Phase 1, 3, and 4, MLQ assessment completion.

Timeline

A timeline for activities for the seventeen-month project period follows:

Phase	Timeframe	Activity	Role
	Upon award notice:	Contact school to arrange for initial briefing Contact coaches	PI
	April 6-17, 2015	Initial briefing to participants and coaches Conduct MLQ assessments	PI
1	April 20-24, 2015	Evaluate MLQ assessment results Assign coaches	PI
2	April 27 - September 11, 2015	Coaches conduct telephonic coaching sessions (10 sessions each over a 20 week period)	Coaches
3	September 14-25, 2015	Conduct MLQ assessments	PI
	September 28 – 2 October, 2015	Evaluate MLQ assessment results Conduct outbrief of results	PI
4	August 1-12, 2016	Conduct MLQ assessments	PI
	August 15-19, 2016	Evaluate MLQ assessment results Conduct outbrief of results	PI
	August 22-26, 2016	Conduct final analysis Prepare for publication	PI

Analysis

Paired *t* tests will be used to analyze the impact of developmental coaching on the participants' leadership styles as measured by the MLQ. Measures will include means, standard deviations, *t* values, and *p* values for the MLQ ratings

Personnel

XXXX is the Principal Investigator (PI) for this study. His primary research interests are in the areas of leadership and the role of coaching in personal and professional development of school administrators, faculty, staff, and student. XXXX has over 30 years of defense and corporate leadership and management experience, is a certified professional coach, and has served as an executive coach for Fortune 500 companies. As PI for this project, XXXX will coordinate the following activities:

- Coordination/recruitment of study participants

- Recruitment of coaches

- Developing and administering timelines

- Logistics of leadership questionnaires

- Acquiring Informed Consent/Assent Forms

- Budget expenditures

- Preparation of treatment and control group responsibilities

- Interviews with teachers

- Analysis of study data

References

Antonakis, J., Avolio, B., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The Leadership Quarterly 14,* 261–295.

Avolio, B. & Bass, B. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology, 72,* 441–462.

Bayar, A. (2014). The components of effective professional development activities in terms of teachers' perspective. *International Online Journal of Educational Sciences, 6,* 319-327.

Carver, C. S., & Scheier, M. F. (1998). *On the self-regulation of behavior.* Cambridge, England: Cambridge University Press.

Diedrich, R. C. (1996). An interactive approach to executive coaching. *Consulting Psychology Journal: Practice and Research, 48*, 61–66.

Dyer, K. & Renn, M. (2010). Getting an education: School leaders need specialized development. *Leadership in Action, 29*, 3-7.

Grant, A. (2003). The impact of life coaching on goal attainment, metacognition and mental health. *Social Behavior and Personality, 31*, 253–264.

Grant, A., Green, L., & Rynssardt, J. (2010). Developmental coaching for high school teachers: Executive coaching goes to school. *Consulting Psychology Journal: Practice and Research, 62*, 151-168. doi: 10.1037/a0019212.

Leithwood, K., Louis, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning.* New York, NY: The Wallace Foundation.

National Center for Education Statistics (2013). *The nation's report card: 2013 mathematics and reading (NCES 2014-451).* Washington, D. C.: U.S. Department of Education Institute of Education Sciences.

National Center for Education Statistics (2012). *The nation's report card: Writing 2011 (NCES 2012–470).* Washington, D. C.: U.S. Department of Education Institute of Education Sciences.

National Center for Education Statistics (2011). *The nation's report card: Civics 2010 (NCES 2011–466).* Washington, D. C.: U.S. Department of Education Institute of Education Sciences.

Pettigrew, A., Woodman, R.. & Cameron, K. (2002), Studying organizational change and development: Challenges for future research. *Academy of Management Journal 44*, 697-713.

Tepper, B. & Percy, P. (1994). Structural validity of the Multifactor Leadership Questionnaire. *Educational and Psychological Measurement, 54,* 734-744.

Whitmore, J. (2002). *Coaching for performance* (3rd ed.). London: Nicholas Brealey.

Appendix A: CV

Appendix B: Budget and Budget Narrative

Spencer Foundation Suggested Budget Format for $50,000 or Less

Institution Name: George Mason University
Principal Investigator(s): XXXX
Project Title: Leadership Enhancement and Development Initiative for New Generations (LEADING)
Grant Period: from April 1, 2015 to August 30, 2016

Personnel	Year 1	Year 2 (if applicable)	Year 3 (if applicable)	Total
Salaries				
Principal Investigator	$5,760.00	$3,840.00	$0.00	$9,600.00 (1)
Co-PI(s)	$0.00	$0.00	$0.00	$0.00
Research Assistant(s)	$0.00	$0.00	$0.00	$0.00
Staff	$0.00	$0.00	$0.00	$0.00
Coaches	$34,375.00	$0.00	$0.00	$34,375.00 (2)
Tuition/Fees	$0.00	$0.00	$0.00	$0.00
Benefits	$0.00	$0.00	$0.00	$0.00
Subtotal Personnel	$40,135.00	$3,840.00	$0.00	$43,975.00
Project Expenses				
Supplies	$1,670.00	$815.00	$0.00	$2,485.00 (3)
Communication	$0.00	$0.00	$0.00	$0.00
Transcription	$0.00	$0.00	$0.00	$0.00
Equipment	$0.00	$0.00	$0.00	$0.00
Travel	$0.00	$0.00	$0.00	$0.00
Miscellaneous	$0.00	$0.00	$0.00	$0.00
Subtotal Project Exp.	$1,670.00	$815.00	$0.00	$2,485.00
Total Direct Costs	$0.00	$0.00	$0.00	$46,460.00
Sub-Contract(s)	$0.00	$0.00	$0.00	$0.00
Total Project Costs	$41,805.00	$4,655.00	$0.00	$46,460.00

Budget Narrative:

(1) This represents PI salary of $48 per hour x 40 hours per week x 5 weeks
(2) This represents coach salaries of $125 per hour x 11 hours x 25 teachers and administrators
(3) This represents the following Multifactor Leadership Questionnaire (MLQ) resources:
- Copy of the Multifactor Leadership Questionnaire (MLQ) Manual: $40
- Access to 150 MLQ online surveys - 50 pre-coaching ($315), 50 post-coaching ($315), 50 ten-month post-coaching follow up ($315): $945
- Six MLQ group reports ($250 each): $1,500

If the Total Project Costs are $50,000 or less, we require an authorized signature below.

Signature of Authorized Financial Officer: _____
Printed Name: _____
Title: _____
Date: _____