THE ADOPTION OF THE "LEADER IN ME" AND

SCHOOL CULTURE: A GRID AND GROUP CASE

STUDY

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DEDICATION

This dissertation is dedicated to my family. Only through their support have I been able to complete this journey. Thank you to each of you for your assistance.

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CULTURE: A GRID AND GROUP CASE STUDY

Major Field: SCHOOL ADMINISTRATION

Abstract: The purpose of this study is to describe how school culture shapes and is shaped by the implementation of a character education curriculum, *The Leader in Me*, in two selected schools.

Many educators aspire to not only assist students in becoming independent thinkers, but also to provide students with the academic knowledge and skills to succeed after graduation. The development of character and values plays a vital role in the individual student's growth and in the success of an academic institution.

Based upon the seminal work of Stephen R. Covey, *The Leader in Me* (TLIM) is a character education approach designed around Covey's (1989) *7 Habits of Highly Effective People* and grounded in the belief that every student can be a leader. Using the tools of the 7 Habits, schools approach the development of character, core values, and leadership through a cultural shift at the school level that is focused upon each student learning, and growing independently and collaboratively, through the use of these habits and tools.

A qualitative case study using Mary Douglas's typology of grid and group was used to explore the impact of the introduction of this student-centered leadership curriculum, TLIM, on school culture. The goal of the research is for scholar-practitioners and administrators to gain insight into the views of teachers and administrators who are currently implementing TLIM and to assess whether this approach fits their specific district or building.

TABLE OF CONTENTS

LIST OF TABLES

Table   Page

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Many educators aspire to provide students with the academic knowledge to succeed after graduation. However, Battistich (2008) proposed that academic knowledge alone does not always translate into success post-graduation. The development of character and values plays a vital role in individual student growth and in the success of an academic institution. According to Davidson, Lickona, and Khmelkov (2008), character education provides a two-fold benefit for students, it promotes positive aspects that "prepare all young people to lead a flourishing life" (p.372) and negates the negative by offering "the hope of striking at the root of anti-social or self-destructive behaviors and thereby helping to correct and prevent them" (p. 372).

Based upon the seminal work of Stephen R. Covey (2008), *The Leader in Me* (TLIM) is a character education approach designed around Covey's (1989) *7 Habits of Highly Effective People* and grounded in the belief that every student can be a leader. Using the tools of the *7 Habits*, schools can approach the development of character, core values, and leadership through a cultural shift at the school level that is focused upon each student learning and growing independently and collaboratively. Schools that have fully applied TLIM are reporting direct and indirect impacts in three general areas: leadership skills, school culture, and academics (Hatch & Anderson, 2014). This culture

shift involves pertinent professional development, and successful implementation has shown positive results in both teaching and learning.

The interaction of curriculum and school culture was the focus of this study. Specifically, TLIM was explored as a central feature of the curriculum in different school cultures. TLIM embraces leadership and character building as a part of whole child development, thus creating indicators that are considered positive for students and school settings.

The teaching and success of this program may be different in various school cultures. Thus, Mary Douglas's grid and group theory was used to understand various cultural nuances in different settings. Douglas's theory has been used in educational settings to demonstrate the interrelationship of curriculum and culture (Harris, 2006).

Problem Statement

There is no shortage of scrutiny on the K-12 educational establishment. Schools are expected to meet the traditional role of academic learning and increasingly asked to address many of the social challenges confronting students today. Additionally, to be prepared for a changing world, successful students are asked to master 21st century skill sets, such as interpersonal skills and the ability to work as a team as required by business, industry, and post-secondary learning entities.

To meet these challenges, many educators seek to provide environments conducive to the development of character and skills in order for students to become independent thinkers who embrace emerging opportunities and challenges. Schools that embrace these challenges introduce character and morals as a part of the learning

experience as the guiding component of their culture and climate (Costley & Harrington, 2012).

Some schools are successful in providing these environments and some are not. Educators are encouraged to develop a student-centered approach to teaching and learning; however, evidence of student success is often limited to indicators such as test scores and reading levels (McCombs & Miller, 2008). When test scores are a determination of job security and schools are ranked by State Department's of Education, then many things that comprise the culture of the school suffers. Programs such as character education and other creative curricula are pushed aside because of the obligation of educators to prepare students for success on standardized, high-stakes tests, and teachers and administrators struggle to provide a nurturing school culture that cultivates learning for the whole child. By not recognizing and working to develop social and leadership skills in students, schools are missing the opportunity to grow our students from the inside out and perpetuating many of our societal problems.

Many students come to schools with social and emotional baggage from their everyday lives. As a result, it is important that the culture of their school assists them in becoming successful in spite of these types of challenges and other social and emotional situations. It is equally important that schools provide a nurturing environment that does not add more challenges to the challenges that students already face (Milson & Mehlig, 2002).

Policy makers are keenly aware of the need to address the character needs of students. For example, in an effort to improve schools through the implementation of character education, federal legislators authorized the *Improving America's Schools Act*

of 1994, which created the Partnership in Character Education Pilot Project. The law required that character education be included in the curriculum and required professional development for teachers. These types of efforts have provided the impetus for schools and communities to seek quality character education programs that are to be integrated into the culture of the school and designed to develop the "whole child."

Developing a culture change in schools, based upon students' development of life skills such as leadership, goal setting, teamwork, peer mediation, time management, and life balance, may be the crucial element to students' success in today's educational systems.

Purpose of Study

The purpose of this study is to describe how school culture shapes and is shaped by the implementation of a character education curriculum, *The Leader in Me,* in two selected schools.

Research Items

The research items guiding this study are:

1. How does school culture shape and how is it shaped by the implementation of *The Leader in Me* in two selected schools?

   a. Based on Douglas' typology, what is the grid and group cultural makeup of each selected school site?

   b. How is the character education curriculum, *The Leader in Me,* implemented in each school site?

   c. How does the implementation of *The Leader in Me* influence the school culture of each selected site?

2. Pertaining to the interrelationship of school culture and curriculum implementation, what other realities exist in this study?

Theoretical Framework

Mary Douglas's Grid and Group Theory provides the lens to explore the interrelationship of culture and curriculum in two different public schools systems. The four grid and group categories allow for explaining behavior and providing clarity to consider actual practices found in schools. The matrix creates four distinct categories in which to define social environments. The environments and their social game are:

1. Individualists (weak-grid/weak-group) – Social Game – Individualism; Members make the most of their individual opportunities. Not constrained by formal rules.

2. Bureaucratic (strong-grid/weak-group) – Social Game – Authoritarianism; very hierarchical and little individual autonomy

3. Corporate (strong-grid/strong-group) – Social Game – Hierarchy; Individual identity is derived from the group. Many role distinctions.

4. Collectivist (weak-grid/strong-group) – Social Game – Egalitarianism; Few social distinctions. Places a high value on unity, equal distribution of resources.

Using grid/group analysis tools, observations, interviews, and case studies can be used to explore and provide new explanations in many areas of school culture and research. It will be important to gain an understanding of perceptions of staff members to be able to accurately place the culture of the school onto the grid and group scale for

analysis. The framework provides a lens to view all aspects of the research, from data collection, to literature review, to interpretation of results.

Research Design

This research employs a qualitative case study design. Two school sites in a rural district in a Midwestern state were selected based on common demographics, size, and location. Data collection includes staff surveys, focus groups, interviews with teachers and administrators, document analysis, and observation to assess the influence of The Leader in Me program in this district. The case study analysis is intrinsic in design where "the focus is on the case itself because the case presents a unique situation" (Bloomberg & Volpe, 2012, p. 31).

Data collection

A survey was sent to all staff members at each elementary site. The survey used the Grid and Group Assessment Tool to examine each school's culture. Using research by Harris (1995, 2005), this tool assisted in employing the grid and group typology with the descriptions of school contexts in terms of this typology to assess the culture of each site.

Working with site administrators, individuals and focus group participants were identified who can provide perspectives about the building culture and implementation of TLIM. Signed consent was obtained before the focus group sessions took place. (Appendix B).

Individual interviews, approximately 45 minutes in length, were audio taped and transcribed verbatim. This type of transcription represents a real-life representation of the interview that maintains the authenticity of the related experiences. Focus group sessions

and individual interviews consisted of previously identified teachers and administrators or a combination of some or all.

Information from the individual interviews and the focus group sessions was used to collect data on perspectives of these individuals regarding the impact of the program curriculum implementation and its influence on the schools' culture. The interview items were scripted and prepared to be as neutral and open ended as possible (See Appendix D). I facilitated the interviews and the focus groups while taking notes during each session.

Data analysis

Following data collection, I analyzed the collected data. I transcribed the interviews from the one-on-one sessions and focus group sessions, and then thematically code the interviews. While transcribing, I began the initial process of listing themes. Creswell (2013) described coding as aggregating the data into small categories of information seeking evidence to find larger meanings or themes. Creswell (2013) stated that coding becomes a "winnowing" (p. 184) process for the data that has been collected, meaning that the researcher moves from the major categories of open coding into a more focused coding and the process of making connections and deriving themes. The hope is to create, as Creswell (2013) described, a "rich, thick" (p. 252) descriptive narrative from the themes that emerge from the coding process. The desire is to have rich perspectives from the participants to assist in creating the narrative and to answer the research items.

<div align="center">Researcher Bias</div>

Serving as the superintendent who implemented TLIM in the school district being researched, I bring a thorough understanding of the program and have personally

witnessed the changes at both the site and district level. It is important to me and to this research that I minimize my own opinions and bias to the outcome of this study. I have worked to make sure that personal positions and bias are outlined clearly throughout my study.

Since participants are currently employed in the district in which I am the district superintendent, all efforts have been made to communicate clearly that participation is completely voluntary and that participants can remove themselves at any time without repercussions. Participants were assured that participation is strictly voluntary without coercion or any penalty.

As Scheurich (1995) explained, researchers conducting interviews have the potential to bring conscience and unconscious baggage to the interviewing process, especially when interviewing peers. Recognizing the potential for a personal bias, I continually self-reflected upon every component of the research process to assure a more accurate reflection of this case study.

<center>**Definition of Terms**</center>

In relation to this study, the following terms are defined as follows:

Character

"The Character Education Partnership" defines character as "knowing, caring about and acting upon core ethical values such as caring, honesty, fairness, responsibility, and respect for self and others" (Berkowitz & Fekula, 1999). Thomas Lickona (1991) defined character as "a reliable inner disposition to respond to situations in a morally good way involving three interrelated parts: moral knowing, moral feeling, and moral behavior."

Character Education

The Office of Safe and Drug-Free Schools (2008) defined character education as "an inclusive term encompassing all aspects of how schools, related social institutions and parents can support the positive character development of children and adults" (p. 1).

Leader in Me

"A process for teaching students personal leadership and 21st century life skills, such as goal setting, time management, teamwork, problem solving, respecting diversity, and life balance" (Hatch & Collinwood, 2010, p. 1).

Leadership

Covey (2009) defined leadership as "Communicating a person's worth and potential so clearly that they are inspired to see it in themselves" (p. 39).

Moral Character

As defined by Lickona and Davidson (2008), "[Moral character] consists of the qualities including but not limited to integrity, justice, caring and respect, and cooperation---needed for successful interpersonal relationships and ethical behavior" (p.374).

Performance Character

As defined by Lickona and Davidson (2008), "[Performance character] consists of qualities—including but not limited to diligence, perseverance, a strong work ethic, a positive attitude, ingenuity, and the self-discipline -- needed to realize one's potential for excellence in any performance environment" (p. 373).

Summary

Chapter I introduces the importance of character education as one way to meet student needs. The statement problem is provided, and I introduce the limitations of understandings of how character education influences school culture. Chapter I also provides the significance of the research for schools, primary research items, definition of terms, and limitations of the study.

Chapter II of the study provides a review of the literature on character education and the implementation of character education programs and the implication on academic learning and school culture. The introduction of leadership as a part of character education and the specific "Leader in Me" program is also scrutinized in regards to character education. Finally, the chapter reviews the grid and group framework of Mary Douglas and Ed Harris's use of this framework in regards to school culture.

Chapter III describes the research design and methods. This qualitative case study uses Douglas' typology of grid and group to explore the influence of a student-centered leadership curriculum, *The Leader in Me*, on school culture and climate. Using the Grid and Group Assessment tool (Harris, 2005), an assessment of the existing culture will be determined. With the assessment of the existing culture completed, surveys and interviews with teachers and administrators were conducted to assess teachers' and administrators' responses to the influence of the implementation on the culture of the school site. Justification for choice of methods is presented. Included in this chapter is a description of choice and use of strategies and tools for gathering and analyzing the data.

CHAPTER II

REVIEW OF LITERATURE

This review of the literature provides an overview of character education and the

implementation of character education programs, and it presents the implications for

academic learning and school culture. Over the last 20 years, school leaders and

legislators have recognized the need for teaching character as a part of overall school

improvement, resulting in the growth of research into the implementation of character

education programs in schools. In 1994, legislators authorized the Improving America's

Schools Act of 1994, which created the Partnership in Character Education Pilot Project.

The law listed certain character elements that should serve as focal points for individual

pilot projects. Characteristics included caring, civic virtue and citizenship, justice,

fairness, respect, responsibility, and trustworthiness (Office of Safe and Drug-Free

Schools, 2008). The law also required that character education be implemented as a part

of the curriculum and mandatory professional development for teachers. States received

five-year grants to initiate pilot projects from 1995 to 2001, with the most recent grant

ending in 2006. One of the key findings from the projects was that everyone used

professional development as an essential aspect to achieving the project's goals (U.S.

Department of Education, 2008).

In reviewing how states wrote the initial grants, nine project goals were commonly identified in the grant applications.

1. Changing students' knowledge, attitudes, beliefs, and actions regarding elements of character education;

2. Reducing the number of disciplinary incidents in schools;

3. Boosting academic achievement;

4. Enhancing the climate of individual schools;

5. Increasing community involvement in character education;

6. Encouraging family involvement by gaining parental input and support and by linking the character education effort to the home;

7. Improving school attendance by making the school environment safer, friendlier, and more positive;

8. Creating new opportunities for service-learning programs, which allow students to employ character education concepts in real-life situations; and

9. Changing teacher knowledge, attitudes, beliefs, and actions related to character education. (p. 4)

The Office of Safe and Drug-Free Schools (2008) report noted that upon completing these state-created projects, several successful strategies emerged.

Collectively, the states reported that implementation must include the entire school community and be integrated throughout the entire school curriculum and culture. This was achieved by:

- Bringing school staff, parents, students and community representatives together to identify and define the elements of character to be emphasized;

- Providing training for staff on integrating character education into the culture of the school;

- Forming partnerships with parents and communities so consistent messages would be sent to students; and

- Modeling character traits by all adults in the school, home and community. (p. 5)

Creasy (2008) offered support for the common approach of modeling character traits at school and home, pointing out that "students will find the transition between home and school to be much easier if the same values and morals taught at school are also echoed at home, and vice-versa" (p. 5).

Beyond politicians' recognizing the need for character education, business and industry leaders concerned about workforce development have repeatedly stressed the need to educate students in 21st century skills. As Fullan (2012) described, these skills include development in communication, critical thinking, collaborative problem solving, creative thinking, citizenship, and character education.

School leaders bring character education programs into their building sites as a deliberate effort to benefit students, either by providing guidance directly about a specific topic or creating a culture shift in their building. Creasy (2008) reported that "character education is also a deliberate effort to help people to understand, care about, and act upon core ethical values" and that it "encourages children to become independent thinkers who are committed to moral principles" (p. 2). Costley and Harrington (2012) commented that most approaches have a goal to "[develop] a well-rounded child with a strong sense of values and a moral compass to guide [him or her] through life" (p. 1).

13

In many of the projects, character education was manifested in event-type programs at a building site, or lessons and vocabulary integrated into a class. Such approaches can be insightful and benefit students, but to effect systemic change that truly creates a different culture for the building and for students, character education must be immersive in nature. Moreover, staff must serve as role models and be committed to the immersion. In fact, everyone in the school community must take part. As Sanchez (2005) believed, "The school board, administration, teachers, parents, and students must all play pivotal roles in the support of the values that form the foundation of character education" (p. 3).

Adopting this immersive approach to character education, as one of the main operating paradigms of a building site, has become increasingly difficult due to the dramatic increase in accountability requirements and the heavy focus on testing throughout schools. As Drake (2014) contended, "Educators are caught in a tension between accountability to stakeholders and personal relevance to each student. The traditional model of formal education is no longer working" (p. 61). Accountability and testing in most states have turned the focus of most teachers and administrators toward making sure their students are prepared for daunting high-stakes testing.

Academic Possibilities

Academic competence became the predominant issue in the United States in the early 1960s and has intensified in today's society in the context of international competition (Sanchez, 2005). With political influences for accountability and reform driving public and educational policy, the educational establishment advocated for a focus on core academic subjects, forcing educators to narrow the curriculum and, in

many cases, eliminate character education. An increasing number of studies have highlighted the academic and overall positive influences of character development. Therefore, this move away from character education and character development could hinder student success. As Davis (2006) explained, "Schools are realizing that without character education, which can help establish a good learning environment, education itself may not be effective" (p.12).

Davidson, Lickona, and Khmelkov (2008) conducted research that could have implications for how educators perceive and implement character education. Building upon earlier research Lickona and Davidson conducted, the trio redefined character education as having "two essential and interconnected parts: performance character and moral character" (Davidson et al., 2008, p.373). They realized that character went beyond the ethical component of "doing the right thing" to include "doing our best work" (p. 373).

This new way to view character and character education is transformational because it allows schools to implement character education as a way to influence and change school culture. The culture of any school is made up of the rules, customs, stories, and expectations experienced by students during their tenure at that school. Student learning develops from the culture of their school, and in turn, students become a part of developing that culture.

This new approach is more comprehensive, including not only all of the components of moral character (respect, honesty, integrity, and fairness) but also the performance components, which emphasize those traits of striving to achieve (perseverance and work ethic). The combination of these two types of character

encompasses the 21st century and soft skills that business and industry have indicated are missing in current applicants.

Character education advocates have attributed the lack of teaching character education at the school level to the moral decline of youth, pointing to increases in violence, drug use, teen pregnancy, and overall disrespect (Milson & Mehlig, 2002). Davidson et al.'s (2008) research allows for the introduction of those moral character traits to address bad choices and bad behavior and strengthens their introduction with the performance aspect. "Character development as the pursuit of excellence in learning, not just the fostering of ethical behavior, is, for high school teachers, a 'fit'" (Davidson et al., 2008, p. 375).

In his book, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, Tough (2013) indicated that character development may have more of an impact on the success of a student than IQ or cognitive skills. Tough's research builds on the growing accounts of schools and educators who are reporting success in student achievement through the introduction of character education programs This type of approach still addresses the desire to prepare students to be college or career ready, in that the approach reinforces skill sets such as problem solving, creativity, trust, initiative, teamwork, communication, and other non-measureable skills that both educators and business and industry leaders consistently list as important (Covey, 2009). This character development approach could positively refocus school culture and enhance factors that have shown to improve student achievement in all areas (Hatch & Collinwood, 2010) and allow administrators to maintain extracurricular options like the arts, foreign language, and physical education, which create an education culture fostering creativity. Ediger

(1997) asserted that "pupils should engage in in-depth learning with critical reflection on values and what is worthwhile" (p. 6). This development of critical thinking skills around what society values and what is meaningful to students helps them internalize and crystallize their thinking, develop core values, and establish of a moral compass that will guide their future.

Building on research by neuroscientists and psychologists, and research on parental attachment, Tough's (2013) book "shows how grit, curiosity, and character strengths are central to resilience and success in school and life" (Ihnen & Hoover, 2013, p.18). In an interview with David Greene from NPR's *Morning Edition*, Tough stated, "These other strengths, these character strengths, or non-cognitive skills, are at least as important in a child's success and quite possibly more important" (Greene, 2012, NPR Morning Edition). This emerging research shows possible correlations to the success that programs that reinforce the development of these character traits are seeing in the school setting.

Bier and Hylen (2014) tied character education and the development of character strengths to the learning of mathematics using the Common Core standards in mathematics. They "found sufficient research to demonstrate the value of character strength development in the achievement of mathematically proficient students" (p. 34). Their work also showed the lack of resources in curriculum and professional development materials to build on this potential positive academic relationship.

A Need for Leadership

Leadership training as a part of culture change and character education has been limited in the overall educational approach, but school leaders are beginning to

17

understand how important student leadership can be to address changing social situations. The emergence of laws to address bullying across the nation has led school districts to look at character education with a renewed emphasis. The Waterloo District School Board (2014) has mandated that leadership activities will be a preventative strategy employed for all students, stating in the board adopted policy the following:

All students should participate in bullying prevention and leadership initiatives within their own school, such as: daily classroom teaching with curriculum links, character education initiatives, mentorship programs, citizenship development, student leadership, student success strategies, healthy lifestyles initiatives and social skills development. (p.6)

Hess (2010) examined the need for leadership education at the elementary level. She found little in the literature pointing to the teaching of leadership skills at the elementary level. In fact, leadership skills are not a part of the regular classroom learning or practice at the elementary level. Her findings illuminated the need for leadership skills to be taught as a part of the elementary curriculum for students to be successful in the 21st century.

In their studies, Leithwood, Patton, and Jantzi (2010), Adams (2007), and Masumoto and Brown-Welty (2009), addressed leadership approaches from both the instructional viewpoint and the perspective of integrating the curriculum. These studies looked at the impact on the school culture from leadership factors ranging from the instructional leadership of teachers and administrators to curriculum integration and school-community interrelationships.

The development of individual personal responsibility and leadership skills can build self-confidence and self-efficacy. Bier and Hylen (2014), using as a foundation the work of Pajares and Schunk (2002), showed that students' attitude and "perceptions of their abilities are often better predictors of academic performance than their actual abilities" (p. 12).

The Leader in Me

The literature offers a limited but growing body of research into the implementation of a leadership culture as a method to improve academic learning. The little research present shows promise. Covey (1989, 2009, 2014) as well as Hatch and Collinwood (2010) looked specifically at The Leader in Me program and the results of that program for schools that have adopted this approach. The Leader in Me (TLIM) is a program developed for educational institutions based upon Covey's (1989) research and his book *7 Habits of Highly Effective People*. The process is designed to develop the "whole child" and the perspective is to view children as individuals with their own learning abilities. It encourages the cultivation of a sustainable school culture that provides professional development for staff and increases the involvement of parents and the community. This culture change is based on students developing life skills, such as goal setting, teamwork, peer mediation, time management, and school-life balance. The paradigm operates from the position that students are responsible for themselves and their own learning. Schools develop a common vocabulary, a common set of expectations, and a student-led approach.

Initial feedback has been positive in schools that have implemented this approach. Hatch and Collinwood's (2010) mixed methods study has shown promising results at all

levels. Student achievement in the two years that followed full implementation improved substantially in both reading and math. These authors also indicated a significant decline in discipline referrals and an increase in student, teacher, and parent satisfaction in the implementation.

A paradigm shift of this nature directs students to learn to become responsible for their own learning and accountable to themselves and others, and ultimately allows them to function at a higher level. Muriel Summers, former principal at A.B. Combs School, explained in a 2012 NPR interview discussing the impact of TLIM, "[The] children are making better decisions. We're seeing a huge decline in discipline. We're seeing an increase in test scores. We're seeing more engaged families" (Wendy, 2012, p. 1). This type of approach has shown a positive correlation with students meeting their individual goals, and the goals set for them by the school, in regards to academic achievement (Hatch & Collinwood, 2010, p.2).

When the approach of TLIM is the basis for the entire school's culture, there can be a seamless inclusion of programs of all types into the curriculum. Zumas (2014) reported that some schools have used the seventh habit, "Sharpen the Saw," to introduce health and wellness activities as a way to address federal wellness requirements. The "Sharpening the Saw" habit focuses on the overall development of mind, body, and spirit. This allows for the introduction of any type of program that addresses health, wellness, nutrition, or drug prevention without appearing to be something additional. The introduction can be presented as a part of the overall umbrella of TLIM. This uniformity in the implementation of programs allows for better communication and buy-in from

students and staff, which increase the chances for successful implementation and positive results.

Establishing a culture that is based on leadership and that uses character education as an operating paradigm for an educational institution requires participation from all stakeholders and a higher level of involvement from learners. It also requires teachers and staff to change expectations and interact with students in a different way. Putting students into high-level leadership roles entails a great deal of trust and a relational approach from educators. Students and staff have to work together to effect many of the learning outcomes and learning decisions. With this type of culture, Ediger (1998) asserted, "Intrinsic motivation then is key to having pupils achieve well in cognition and in character education. Learners need to be involved in all facets of curriculum development." He then explained, "There must be respect for others as an important criterion for quality character development" (p. 5).

This change in the approach to learning and in the dynamics of teaching requires a different perspective. Teachers are able to move away from the testing culture and approach learning from many new ways. Project learning can easily shift to the forefront, and involving students at every level of the learning process in many ways makes teaching more enjoyable. Teachers are able to set expectations, establish rubrics for the expected learning outcomes, and then guide students along their own learning paths. As teachers grow in this new approach, their newfound freedom provides motivation to continue to drive the culture and the learning approach.

Costley and Harrington (2012) discussed the difficulty of teaching students, highlighting student behavior. They stated that "if students could work together and get

along then teachers could focus more on teaching the core subjects and less on settling petty disputes and worrying about moral, ethical issues" (p. 5). Not only is this a better environment for learning for the student and teacher, but also the students learn life skills in how to deal with others and respond to real-life situations. Beyond the behavior component, Davidson et al. (2008) explained,

> When students' development of performance character leads to their improved effort and quality of work, the classroom conditions for learning and teaching also improve. With more students focused on work and fewer distractions, teachers are able to devote more time to teaching and working with individual students. (p. 375)

In the summary of their findings, Davidson et al. (2008) asserted, "We need to view character education as the *intentional integration of excellence and ethics*—the systematic effort to develop performance character, moral character…through every phase of school life" (p. 387). This is a paradigm educators can embrace as they look to create a culture of learning and leading. If this approach is successful, then teaching and learning become the focus and teachers find fulfillment on a personal and professional level, while students have the opportunity to reach their maximum potential.

The creation of TLIM was based around students, but a secondary component to the program is "enabling staff members to be more effective personally and professionally" (Covey, Covey, Summers, & Hatch, 2014, p. 39). Forming a culture where staff are more effective, share a common focus, and feel that they are making a difference in their students' lives creates motivation for educators and reminds them of the reason they chose education as a career path.

Teacher Training and Professional Development

The implementation of any learning approach requires teachers to have a complete understanding of what is expected and to recognize that professional development is a required component to establish the kind of environment conducive to success. This is especially true when the learning approach involves a culture shift toward immersion in character education and leadership. Creasy (2008) asserted that "if teachers are going to be expected to include character education in these areas, they need proper training. This will ensure that they are comfortable with the topic and knowledgeable about how to implement it" (p.4). Revell and Arthur (2007) echoed Creasy, stating, "If student teachers receive no training in the area of moral development, character or values education they will be unprepared to teach this area themselves" (p. 86). They added that if "teachers are never given training in this area they will be forced to rely either on their own views or the existing practices and outlooks of their schools" (p. 87).

Munson (2000) made the case for "intentional instruction" in character education in teacher education programs. She emphasized that teacher education programs need to engage pre-service teachers in the issues that they will face in their classrooms, some of which she described as "ethical illiteracy." Munson then reprimanded most teacher education programs for not stepping up in this area, as newly hired full-time teachers are "generally ill-equipped to deal with the complex problems (social and behavioral) of today's diversified students" (p. 2).

While this makes the case for training teachers to be more effective in the delivery of character education, it also shows the importance of establishing a program or culture

23

in the building upon which teachers can rely. As professionals, teachers are going to engage students based on the culture and approach the school has established. Obtaining teacher buy-in and support for a particular approach increases its chances of success, and, with success, teachers will be motivated to continue to drive the initiative and to seek further development in that area. Better prepared teachers are going to find implementation easier and see results more quickly, increasing their success as teachers in the new paradigm.

For character education to be a successful component of learning, teachers must be provided with professional development in the areas of character education and values. Beyond that, teacher education programs must consider the importance of training new teachers in character education as a vital part of teacher development. Milson and Mehlig (2002) identified the "discrepancy between the high expectations placed on teachers to serve as character educators and the amount of training they receive for this role" (p. 48). They noted an interesting exception concerning teachers who attended colleges or universities that have a religious affiliation or at the least that include major character goals in their mission. Their findings indicated that "teachers who earned their undergraduate degree from private, religious affiliated colleges or universities had a greater sense of efficacy for character education than those who attended public or secular private institutions" (Milson & Mehlig, 2002, p. 52). Drawing from these findings, one cannot deny that the culture of institutions with character as a focus can have an impact on teachers as they move into the classroom.

Teachers possess a professional morality that Tirri (1999) called their "professional ethos" (p. 33), which guides them both personally and professionally.
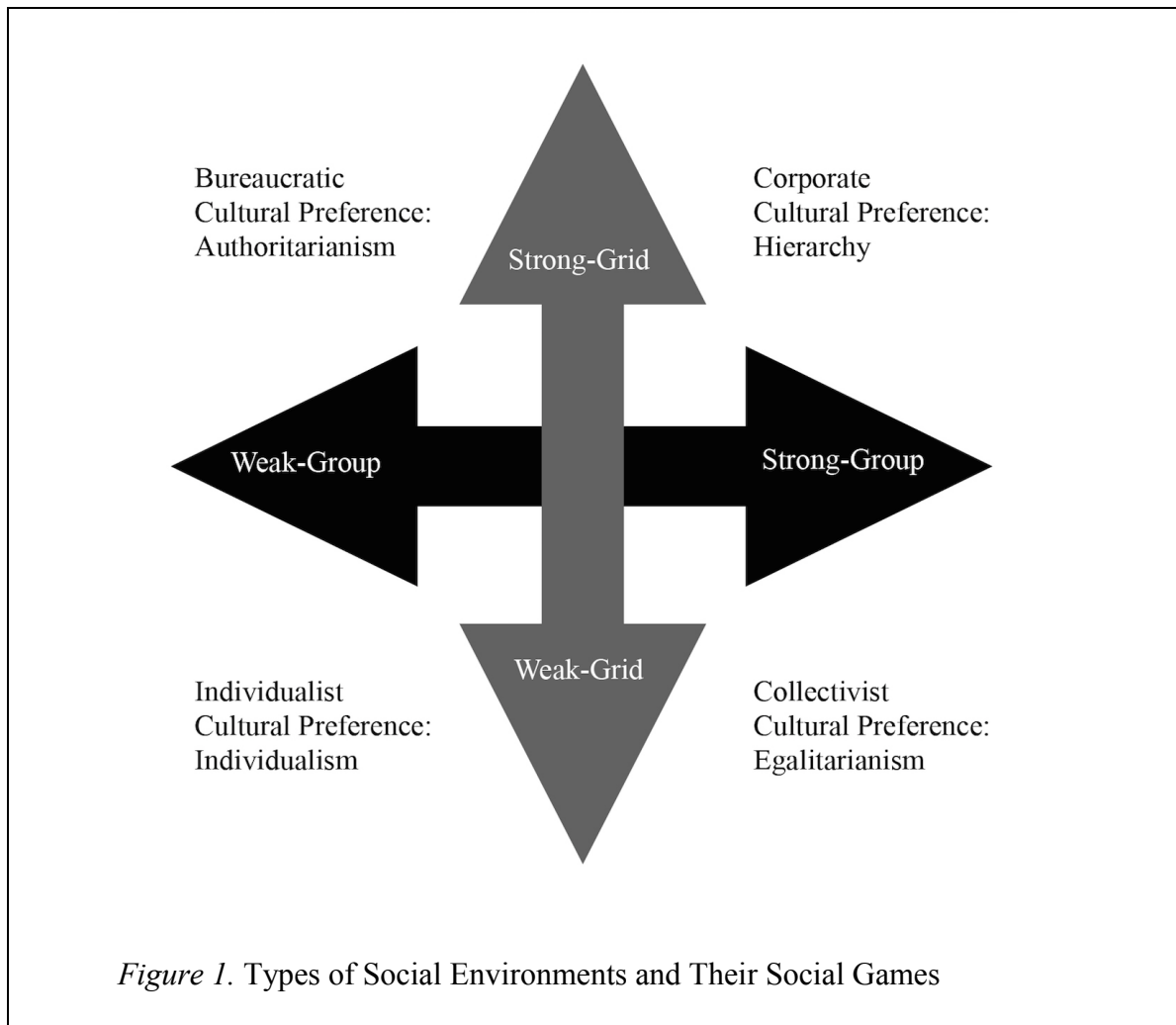
Presenting an established character education culture through comprehensive professional development gives teachers the ability to work through and align their own professional ethos with the culture that is being created.

Noddings (as cited by Bajovic, Rizzo, & Engemann, 2009) argued that teachers and adults in the school context are role models for children and that they must show care for others and "provide opportunities for discourse among students in order to reach common understandings for others" (p. 8). Teachers become more involved personally and professionally in the creation of the culture if the culture is built systematically and if they are given the autonomy to provide input and direction. They easily become the role models Noddings described if they are an integral part of the implementation of the school's culture. In their findings, Bajovic et al. (2009) stated "that without clearly defined research-based strategies for implementation, educators will be left with trial-and-error attempts, making success regarding character education implementation random rather than intentional and reproducible" (pp. 18-19).

Grid and Group Theory

Grid and group is a typology of cultures developed by Mary Douglas, a British anthropologist who originally designed the framework to address cultural diversity in tribal and remote areas. In her work, Douglas (1982) created a framework to assess personal autonomy and cultural relationships. As Chastain (2005) explained, using two dimensions, grid and group, Douglas developed a comparative method "to explore the relationship between the types of society and systems of symbolic classifications. Societies were classified into low group and high group categories, depending on how they viewed themselves as belonging to a surrounded social unit" (p. 47). This

framework, as adapted by Harris (2005), provides a matrix for classifying school contexts

and drawing observations about values, beliefs, and behaviors (p. 33). Harris's use of the

grid and group framework provides a matrix of four possibilities (shown in Figure 1) to

classify school contexts and define the four prototypes.

Bureaucratic
Cultural Preference:
Authoritarianism

Strong-Grid

Corporate
Cultural Preference:
Hierarchy

Weak-Group

Strong-Group

Weak-Grid

Individualist
Cultural Preference:
Individualism

Collectivist
Cultural Preference:
Egalitarianism

Figure 1. Types of Social Environments and Their Social Games

The four cultural contexts are explained below.

- Individualist (weak-grid and weak-group) – Cultural members focus on

    their individual opportunities and possible gains. The individual is not

constrained by the group, rules or traditions and connection with or survival of the group is not important.

- Bureaucratic (strong-grid and weak-group) – Cultural members have little personal autonomy. The individual is very limited in personal decisions and activities. Individual behavior is based upon the assigned role and fulfillment of that role. Group survival and the influence of the group are minimal or non-existent.

- Corporate (strong-grid and strong-group) – Cultural members identify strongly by their association with the group and group membership. Individuals perceive support and encouragement from their group. The members of the group understand the hierarchical system and know that their success also causes the success of the group. The survival of the group and the maintenance of tradition are very important to all members of the group.

- Collectivist (weak-grid and strong-group) – Cultural members promote and reinforce egalitarian goals and practices. Individuals base their identity on their participation within the group and they compete for status, but their actions are strongly influenced by the group and performed to please the group. The continuance of group goals and tradition is critical and valued.

As Harris (2005) explained, understanding the mind-set that is prevalent in a school setting, as well as the different social games that are in play can be very useful to

educators in working to define and establish culture. Harris (2005) stated, "Educators must:

- Identify roles and relationships in a school setting,

- Understand how those roles and relationships are structured, and

- Interpret how and why each member of the school engages in educational activities" (p. 40).

Harris (2005) described grid as "closely akin to the concepts of power and authority" (p. 35), while group "represents the degree to which people value collective relationships and the extent to which they are committed to the larger social unit" (p. 36).

Using the grid and group assessment tool created by Harris (2005), one can assess the existing culture of a school setting. This assessment (Appendix A) uses Douglas's typology of grid and group and in this study will be used to explore the effect of the introduction of a student-centered leadership curriculum, The Leader in Me, on school culture to determine the effect on teacher motivation.

Summary

This review of the literature provided an overview of character education and the implementation of character education programs, as well as presenting the implications for academic learning and school culture. This chapter also reviewed the literature concerning teacher motivation with respect to character education with an emphasis that for teachers to be successful in providing character education, they must receive professional development training at both the building level and especially in the teacher education programs (Munson, 2000).

In 2008, The Office of Safe and Drug-Free Schools released a report that explained the need for character education to be a required part of school curriculum and the importance to include professional development for teachers. Utilizing a five-year grant program to states, the report summarized that while each state recognized the need for character development in our schools, challenges such as time constraints, staff support and the view that character development took away from academic priorities hindered the success of character implementation (p. 7). Challenges like these confront practitioners as they realize that character education can be the basis to establishing a good learning environment that creates learning opportunities (Davis, 2006).

Authors and researchers such as Tough (2013) as well as Davidson, Lickona, and Khmelkov (2008) brought new ideas and thoughts about the importance of character development as a key component in academic achievement and the long-term success of students as they develop in areas of grit, moral character, and performance character.

CHAPTER III

METHODOLOGY

This chapter describes how case study methodology and the theoretical

framework are used in the study. Specifically, it describes the selection of participants

and provides details concerning data collection and data analysis. Sections include the

research design, participant selection, data collection, data analysis, ethical

considerations, and summary.

Research Design

I selected a qualitative case study to examine and explore how the implementation

of TLIM influenced behaviors, relationships, expectations, and motivation of the teaching

staff as a part of the school culture. Because I was a member of the school system being

studied, this study was in part, an action research project. Anderson, Herr, and Nihlen

(2007) defined action research as "'insider research done by practitioners using their own

site as the focus of their study" (p. 2). The exploration of ways TLIM has become part of

the culture of the identified school sites and outcomes for students both socially and

academically are important for me, not only as a researcher, but also as a district

administrator. Through the surveys, narratives, and interviews, I was able to gain

insights as a scholar-practitioner and contribute to the literature.

As a researcher, I sought to be as objective as possible through such means as

trustworthiness criteria, but, as Lincoln and Guba (1985) indicated, objectivity is

difficult, if not impossible, when studying human interaction. I followed the thinking of Erlandson, Harris, Skipper, and Allen (1993) who posited that a "naturalist paradigm affirms the mutual influence that researcher and respondents have on each other" (p. 15).

Creswell (2013) defined a case study as "the study of a case within a real-life, contemporary context or setting" (p. 97) and added that a "case study may be [designed] to understand a specific issue, problem or concern" (p. 98). Lodico, Spaulding, and Voegtle (2010) explained that a case study typically uses "interviews, observations, and document analysis as their primary tools" (p. 15). This case study of the two school sites includes staff surveys and interviews with teachers and administrators to assess the influence and consequences of the implementation of the program.

Methodological Procedures

Surveys were used to determine the grid and group cultural makeup of each school site (See Appendix A). Field interviews and focus groups were conducted with currently serving teachers and administrators to assess the existing culture before the implementation of TLIM, the professional development process of the implementation of the program, any changes in the building culture after implementation, and perspectives on whether there has been a change in the culture of the building due to the implementation.

Participant Selection

The selection of the two schools to participate in this case study research entailed choosing schools in the same district that were currently participating in TLIM, had a similar timeline of implementation, and were of similar size and demographics.

To assess and gain a better understanding of the sites, all staff, including teachers, support staff, and administrators, currently serving at Corp Elementary and/or Douglas Elementary were extended the opportunity to participate in the case study. All employees were offered the opportunity to complete the grid and group analysis tool to determine which quadrant each of the schools would fall. Both building principals volunteered to participate in individual interviews and volunteers from the teaching staff at both buildings rounded out the individual interviews. Focus group interviews from each building consisted of the building assistant principal, the building counselor and a teacher who had been at the building prior to the implementation of TLIM. I felt it was important to have the focus groups mirror each other and I was fortunate that both assistant principals and counselors had volunteered allowing this dynamic to occur.

Site one will be referred to as Corp Elementary and site two will be referred to as Douglas Elementary. They were selected because of their similarities and their simultaneous implementation timeline. Both are Pre-K-6 grade level buildings, and both began the implementation of TLIM at the same time and were provided similar resource opportunities. The demographics of both schools are very similar, with Corp being slightly larger than Douglas. Both school sites have been previously designated as National Blue Ribbon Schools, and both are located within 50 miles of a metropolitan area.

Corp Elementary has 558 students and 37 teachers. Corp is 51% Caucasian, 40% Native American, and 7% Hispanic. Sixty-four percent of students at Corp qualified for the federal free/reduced lunch program. Corp Elementary also has a Pre-K center located on its campus that serves Corp's kindergarten students.

Douglas Elementary has 446 students and 31 teachers. Douglas is 63% Caucasian, 34% Native American, and 3% Hispanic. Sixty-six percent of students at Douglas qualified for the federal free/reduced lunch program. A comparison of the two schools is shown in Table 1.

Table 1

School Comparisons

School	Corp	Douglas
Certified Staff/Support	37/16	31/8
Enrollment	558	446
Caucasian	51%	63%
Native American	40%	34%
Hispanic	7%	3%
Free/Reduced Lunch Rate	64%	66%
A-F Grade	B	B

Data Collection

Data were collected through surveys, individual interviews, focus group interviews, and documents and artifacts. As this is a case study, a data collection matrix was created to assist in determining the amount of data likely to be created, and date parameters were established to adequately frame the study. Adjustments were made to the number of focus groups and interviews held based upon the data collection matrix.

Surveys. I administered a survey to all staff members at each elementary site. The survey used the Grid and Group Assessment Tool developed by Harris (1995, 2005) to assess and describe each of school culture.

Interviews. I conducted individual interviews and focus group sessions. I conducted three 45 minute, one-on-one interviews with administrators and teachers at each site. Focus group interviews included three to five administrators and teachers and were approximately 75 minutes in length. I conducted one session at each site. Topics of the interviews and focus group sessions included information about the existing culture before the implementation of TLIM, the process of implementing the program, any changes in the building culture after implementation, and perspectives on whether there have been changes in other aspects of teaching and learning, such as student achievement, student engagement, or teacher motivation due to the implementation. Interview items are included in Appendix D.

Information from the individual interviews and the focus group sessions were used to collect data on perspectives of these individuals regarding the impact of the program's implementation and its impact on the culture of the building site. Follow-up and probing items were asked to clarify or expand upon the initial responses from interviewees.

The settings of the interviews were locations chosen for comfort and accessibility by the interview participants. Participants were informed beforehand that interviews were to be recorded for accuracy. Pseudonyms were used for all participants, and the all participants signed informed consent forms approved by the Institutional Review Board

(IRB) (Appendix B). I explained to participants that they could stop the interview at any point. All interviews were transcribed verbatim.

Documents and artifacts. Documents were sought that reinforced the implementation of TLIM. These included literature and books created to implement TLIM, as well as documents created at the school site used to implement TLIM. Artifacts were also sought from administrators and teachers that reinforced the implementation of TLIM. These included student data books, teacher created items that reflect the TLIM approach. I was also able to obtain the application information that Corp used for their application to become recognized as a State School of Character and the Douglas application to become recognized as a Lighthouse School in the Franklin Covey organization. Both of these documents provided a tremendous amount of information that showed the immersive nature of their implementation.

Data Analysis

Transcription of the interviews was completed as soon as possible after the interviews and focus groups were completed. I felt it as important to capture the information as soon after to make sure my notes corresponded with the interviews. I then began the coding process. Creswell (2013) described coding as aggregating the data into small categories of information, and seeking evidence to find larger meanings or themes. Creswell (2013) stated that coding becomes a "winnowing" (p. 184) process for the data that have been collected. I quickly became more focused with the coding and the process of making connections and deriving themes as I compiled more of the interviews. Using the triangulation process, I used the transcribed data, artifacts, and field notes and other information from the interview process in the analysis. I analyzed the different

perspectives and attempted to corroborate information presented from other sources to confirm trends and/or themes, seeking to assure accuracy and dependability. The hope was to create, as Creswell (2013) described, a "rich, thick" (p. 252) descriptive narrative from the themes that emerge from the coding process. The desire was to elicit rich perspectives from the participants to assist in creating the narrative and to answer the research items.

Trustworthiness

Trustworthiness techniques established by Lincoln and Guba (1985) and Erlandson, et al. (1993) were used in the research process. I triangulated data from the surveys, interviews and observations to verify trustworthiness and confirm the emerging themes. Member checking occurred throughout the process by continual formal and informal verification of data with stakeholders. Assistance and review from my advisor throughout my research and documentation helped maintain an audit trail. Table 2 offers an outline of the trustworthiness criteria I used.

Table 2

Trustworthiness Table

Technique	Results	Examples
Prolonged engagement	• Trust built • Rapport developed • Relationships built	Length of time in the field; established relationships over multiple years, active research approach
Persistent observation	• Obtained in-depth data • Sorted relevancies from irrelevancies • Used pertinent documents	Purposeful iteming Assertive investigation and observations. Extensive observation over extended time
Triangulation	• Data verified	Used multiple data sources: Observations, Interviews, Interview notes, Artifacts,

		Videotape, photos and documents
Peer debriefing	• Tested working hypotheses • Found alternative explanations • Explored emerging design and hypotheses	Formal interviews, informal iteming and follow up
Purposive sampling	• Data generated for emergent design and emerging hypotheses	Broad range of survey participants, careful selection of interviewees to provide complete analysis of implementation timeline & valid comparisons between building sites.
Thick description	• Provided data base for transfer ability judgment • Provided a vicarious experience for the reader	Descriptive, relevant data
Access to audit trail	• Allowed auditor to determine trustworthiness of study	Interview notes, note cards, interview protocol, artifacts, character.org application documents, TLIM Lighthouse application documents, calendaring

Ethical Considerations

Permission to conduct the study was obtained from the IRB at Oklahoma State

University (Appendix B). I completed the required RCR training and used the

knowledge standards attained throughout the study. Participants were invited through

email or phone calls to participate in the study. Initial consent was obtained

electronically, and each interviewee was asked to sign an informed consent document

before any interview or focus group session. Interviewees were informed before the

interviews or focus groups that the sessions were to be recorded and that aliases would be

provided to each interviewee to assure the confidentiality of responses and the recording.

Follow-up conversations and potential meetings were used as a member check after the interview and focus group process took place to clarify positions and perspectives.

Interview items and focus group items followed the same basic form to assist in the analysis and comparison of the perspectives. Bloomberg and Volpe (2012) outlined how useful it is to explain how the interview items are developed and how critical it is to directly tie the interview items to the research items. Items were screened with assistance from my advisor and others to assure that items would properly address the research study and that they are general enough to provide transferability to other studies.

Summary

In this chapter, I provided information regarding the methods used in this study. The purpose of this qualitative case study is to use Douglas's typology of grid and group to explore the impact of the introduction of a student-centered leadership curriculum, TLIM, on school culture. I purposely selected two elementary school sites that are positioned in different quadrants in terms of their grid and group relationship. Surveys, narratives, and interviews with teachers and administrators were used to assess the influence and consequences of the implementation of the TLIM program.

Field interviews and focus groups were conducted with currently serving teachers and administrators to assess the existing culture before the implementation of TLIM, any changes in the building culture after implementation, and perspectives on whether there has been a change in the culture of the building due to the implementation. Chapter IV presents this data in narrative form.

CHAPTER IV

PRESENTATION OF CASES AND DATA

Chapter IV presents two case study narratives. The cases are presented from my perspective as the researcher and the perspectives of participants who volunteered to share their insight for this study. First, I present a brief description of both elementary sites followed by a background of the implementation process. Then, I introduce each participant and provide a more in-depth examination of each of the schools, weaving observations and the narrative from the participant's experiences into the discussion.

Site Selection

The selection of the two schools to participate in this research entailed choosing schools that were currently participating in TLIM, had a similar timeline of implementation, and were of similar size and demographics, but were positioned in different quadrants in terms of their grid and group relationships. I selected two sites that met the initial criteria, and both sites were located within the same district.

As indicated in Chapter III, I will refer to site one as Douglas Elementary and site two as Corp Elementary. The opportunity to observe sites that each serve grades PK-6, began the implementation of TLIM at the same time, and were provided similar resource opportunities during the implementation provides a unique research possibility. The

demographics of both schools are similar, with Corp being slightly larger than Douglas. Both school sites are located within 50 miles of a metropolitan area and both have been previously designated as National Blue Ribbon Schools.

Implementation Background

The district currently has three elementary schools. A fourth elementary was closed in the spring of 2011, and students and staff were reassigned to the remaining three elementary sites. The district currently has around 2,700 students and located in a rural town with a population of just under ten thousand. Leadership tenure in the district has been very stable, in that, I, the current superintendent, am in my ninth year and my predecessor served as superintendent for 40 years. Two of the current secondary building principals in the district have tenures in the district of over 30 years and most of the teaching staff has been in the district well over 20 years.

Administrative discussions about apathy and student engagement in the spring of 2010 caused the administration to look for new approaches to their educational process. In the initial back to school address in the fall of 2010, every certified staff member was presented with the book, *The Leader in Me,* as a potential approach that the district would use in each building to address these issues. *The Leader in Me* (TLIM) is a character education approach designed around Covey's (1989) *7 Habits of Highly Effective People* (Provided in Appendix G) and grounded in the belief that every student can be a leader. Using the tools of the *7 Habits*, schools approach the development of character, core values, and leadership through a cultural shift at the school level that is focused upon each student learning, and growing independently and collaboratively through the use of these habits and tools.

After reading the book as a staff in the fall of 2010, in January of 2011, each school site in the district participated in a professional development training called a vision day. This training was led by professionals from Franklin Covey and was held at each individual site with the goal to establish a vision of the culture each one of the buildings desired to create. Applying the implementation process provided by Covey, (Provided in Appendix H), all certified staff, and any non-certified staff who desired, participated in the *7 Habits* Signature training just before the start of the Fall 2011 school year. The goal of this training was for each staff member to internalize the *7 Habits* as individuals in order to provide a base for use in their classrooms and in creating the desired culture in the buildings. Since those two initial trainings, each building was able to participate in additional trainings on the implementation schedule.

Initially teachers were asked to look for ways to consistently use the *7 Habits* language throughout the building and look for ways to create leadership opportunities for students. Print and media resources were provided equally to all buildings for use in teaching and creating the desired culture. Teacher leadership teams, called Lighthouse Teams, were established at all buildings. These teams were developed to become the driving force of the leadership paradigm throughout the buildings. At the elementary level, the Lighthouse team consists of building administrators, counselors and a teacher from each grade level including teachers of electives. Each building has participated in professional development specifically for the Lighthouse team to assist the team in best practices to improve fidelity and consistency of the development of the culture through the implementation process. These trainings were typically one day in length and backed up to a particular one day building training that was set up by the building leadership. A

district Lighthouse Team evolved from the building Lighthouse Teams, and two representatives from each building Lighthouse Team meet monthly to share ideas and to establish district goals and direction.

To maintain consistency of the approach across the district, starting in the fall of 2013, district leaders made it a condition of hire for all new certified staff to participate in the individual *7 Habits* Signature training. That process has continued through the date of this research with the district sending a teacher to become a certified Franklin Covey trainer to assist with this continued professional development component.

Douglas Elementary

Douglas Elementary has 445 students and 27 teachers. The administrative staff includes a principal, an assistant principal, and one counselor for the building. Douglas is 58% Caucasian, 36% Native American, and 4% Hispanic. Sixty-six percent of students at Douglas qualified for the federal free/reduced lunch program, which is above the state average of sixty-one percent and the district average of fifty-eight percent. Douglas has been designated as a National Blue Ribbon School by the U.S. Department of Education and was recognized as a "Lighthouse School" by the Franklin Covey organization, the first in their state and one of only 110 worldwide. A complete overview of the demographics for Douglas can be found below in Table 4.1.

Table 3

School Demographics – Douglas

School	Douglas
Certified Staff/Support	27/8
Enrollment	445

Caucasian	58%
Native American	36%
Hispanic	4%
Black	1%
Asian	0%
Free/Reduced Lunch Rate	66%
A-F Grade	B

The physical facilities of Douglas Elementary are being replaced through a staged approach. There is a stark contrast of new and old upon approaching the Douglas site. The original building was built in the mid 1950's and sits to the east of a modern building that seems to tower over the existing structure. The community approved three separate bond issue initiatives to replace the entire building through three stages of building. Completion of the final stage is slated for early 2017. The first two stages of building have created a new gymnasium (Stage 1) and a 14-classroom wing to the south of a new library that connects to the new gymnasium (Stage 2). Currently the final stage of construction is underway. Upon completion, the new facility will house PK through 6th grade in four grade-centered pods, with modern facilities that include a state of the art computer lab, an art room, and an active-based learning lab.

Three sections of Pre-K have been added to Douglas Elementary over the last two years of the study. As of 2015, grades PK-2 have been in the existing older building, while grades three through six have moved into the partially completed new building.

When entering the new building that houses the upper elementary grades, it is apparent that a purposeful leadership approach is at work. Signage and artifacts are dominant throughout the hallways, in the library, and in classroom. Goal tracking charts for everything from attendance to a 100-mile walking challenge are displayed throughout this modern, clean building. Quotes from Stephen Covey, Theodore Roosevelt and others are found on walls and throughout the building. As one walks through the building, there is an intentional feel in the design and approach that leadership and character are important in this building.

Entering the older building that houses the lower elementary grades, the old-verses-new contrast in the buildings is quickly apparent, ranging from the very small "cafetorium" that has been used since the fifties to house the cafeteria, auditorium, and physical education classes. But just as quickly, it is evident that the building has been taken care of and is clean and ordered. While not as modern and new, artifacts also line the hallways of this building. Street signs have been created that show where "Leadership Lane" and other similar avenues of learning are taking place. During most visits, I found orderly lines of students moving from classrooms to the cafeteria or to "specials" and back. Goals tracking boards can also be found in the hallways monitoring the same goals that were reflected in the upper building.

Participants

To assess and gain a better understanding of the sites, I asked all staff, including teachers, support staff, and administrators currently serving at Douglas Elementary, to participate in the case study. I asked all employees to complete the grid and group analysis tool to determine in which quadrant each of the schools would fall. I selected a

smaller group of volunteers to participate in the individual interviews and focus groups. Each individual is introduced below.

Bill - Building Principal. Bill agreed right away to participate in the interview component of the study. He is in his 8th year as building principal at Douglas Elementary. He has 14 years experience as an educator with a total of nine years in administration and the remainder in the special education teaching field. He has been a part of the implementation of TLIM since the beginning at Douglas. They began reading *The Leader in Me* as a staff in the fall of 2010, with their first training, which he called their "Vision Day," in January of 2011. He described the Vision Day as a daylong training led by a Franklin Covey trainer, where the building staff would decide what their school would look like if everyone was on board working together, (Bill, interview, July 25, 2016).

Bill noted that the culture of Douglas has changed since he became principal. Bill said, "When I first got there that there was a lot of 'the principal decides'." For example, he described that the previous culture of the school was driven by top-down decision making. It was just understood by the staff that the principal would make all decisions in the school. While he still feels that the building principal needs to help define the direction of the building, he feels that "the approach of TLIM has changed the building's culture and empowered teachers to be much more involved in decisions and the direction of the building." His leadership style has evolved, and he now embraces the new style of leadership. He explained, "The principal's position is important...but to make a TLIM school function well, it really needs to be about those teachers and that team leading the way and for me to be there to clear the path."

Deb - Sixth Grade Teacher. Deb is a National Board Certified teacher who moved to Douglas Elementary from another district elementary site the year that TLIM was fully implemented. A veteran educator of 15 years, her entire tenure at Douglas has been as a sixth grade teacher in either a triad teaching situation or a team teaching situation depending on whether Douglas offered two or three sixth grade classes. The main core subjects that she has taught over the past six years have been math, science, and social studies. Having worked at other sites and at other districts, Deb expressed that the perception of Douglas is more positive due to the implementation of TLIM. She stated, "We have worked very hard at our school to provide students with every opportunity to lead and to build those leadership roles" (Deb, interview, July 7, 2016). For the first two years of the implementation, Deb was just a teacher in the regular process. She then transitioned to the Lighthouse team and helped lead the building in identifying goals and setting the path for the building. She said that the experience has been positive and effective, stating, "I think when we see something that we can improve on, we try to work really hard to identify what that is and put systems in place to make that improvement" (Deb, interview, July 7, 2016). She also stated that the efforts have paid off not only in the school, but also in the community's response. She commented, "As a parent, I know that the word within the community is very positive about our schools," going on to describe her feelings about the impact on the building culture in this way: "I definitely think it's a positive one, focused on leadership and just our overall culture" (Deb, interview, July 7, 2016). Her background at other districts, and initially at another site within this district, and her observations before and after the implementation provides complex perspective to this study.

Janice - Fourth Grade Teacher. Janice has been a fourth grade teacher at Douglas for her entire 13-year career. She initially started in the workforce with an associate's degree in accounting and worked at a local company in human resources until 9/11. As a result of the 9/11 tragedy, she shifted her career focus and went back to school to earn her teaching degree. In spending seven years at Douglas prior to the implementation of TLIM, Janice has a unique perspective on the changes that have occurred over the last six plus years since the implementation.

Janice agreed to meet with me in her classroom on an extended planning period. She was very willing to discuss her views on TLIM and the changes she has seen, both positive and negative. She can certainly be considered a building leader at Douglas. She has served, or currently serves, on the professional development team and the Douglas Lighthouse team, and she has assisted in the implementation of a professional learning community (PLC) approach in her building. She expressed that there has been a change in the building culture and approach that can be attributed to the implementation of TLIM. The Lighthouse team approach has in her words, "gotten more teachers involved because it used to, like years ago it was like the same teachers were always the ones who were volunteering for everything" (Janice, interview, September 26, 2016). She also indicated that there has been an intentional change in how new teachers are welcomed into their building, saying that prior to TLIM, "that first few years of teaching…I was entirely on my own" (Janice, interview, September 26, 2016). Now she said, "That every time we have a new teacher we welcome that new teacher, we have team meetings. We kind of give the resources. We share things. So all of that has changed drastically, I think" (Janice, interview, September 26, 2016).

With her leadership in professional development, and taking the knowledge gained through TLIM implementation, she has presented at *Leader in Me* symposiums. Her enthusiasm was palpable as she visited with me about all of the changes in her classroom and across the building, but she was also frank in her assessment about the work involved in the implementation. She said, "You see the positive piece, but there is a price that's being paid as far as the amount of extra work. It didn't just happen. It takes a concerted effort" (Janice, interview, September 26, 2016). She praised the strides that have been made for both students and the culture of the building, but she went back to the workload involved saying,

> I don't know if it's just because of TLIM or everything else, as a teacher the
> workload has just—it's gotten to where if I get to grade one set of papers in a day
> during the school day that's a blessing (Janice, interview, September 26, 2016).

Focus Group Members

Three members formed the focus team, and they agreed to meet with me after school on a Thursday in the new upper elementary building at Douglas. We met in a conference room around a large conference table that would accommodate at least ten people. Each of the members of the group were very forthcoming in their comments and were very willing to meet even though it was probably not a very convenient time of the year to add over an extra hour to their work day.

Dean - Building Assistant Principal. Dean has been in education for 14 years, and this is his fourth year as the assistant principal at Douglas. Prior to his administrative role, he served as an upper elementary teacher and was in that role at Corp Elementary when the implementation process initially began in the district. He was a proponent early

48

on as shown through his comment, "What I really like just with TLIM from the beginning, from day one, is the fact that it's given us something as a school to rally around, to get everybody on board" (Dean, interview, October 27, 2016). Noting the lack of community prior to implementation, he stated, "Previous to the implementation or the beginnings of TLIM, it was just kind of—things were just out there and it was up to the individual" (Dean, interview, October 27, 2016).

Kay - Building Counselor. Kay is a 28 year veteran educator who has served as the counselor at Douglas for the last 25 years. She indicated that she had been a part of the implementation from the beginning and over her tenure as the building counselor, her "role had shifted and changed through the years, but my primary concern is making sure that the kids that need touch are touched" (Kay, interview, October 27, 2016). She said in her approach to counseling, "I haven't changed my curriculum at all that I use in the classroom guidance, but it fits right in. And I pull it in all the time" (Kay, interview, October 27, 2016).

Katie - Fifth Grade Teacher. Katie has been at Douglas Elementary for her entire 14 year teaching career. She shared that she has three sons, two of whom were still attending the school district. She is a fourth grade teacher who was very positive in her comments about the culture of her building and TLIM. As we discussed the process of implementation of TLIM, she said very quickly, "it's not a program, it's a lifestyle" (Katie, interview, October 27, 2016), a statement that resonated with each of the focus group members. Katie was very enthused about how the TLIM approach had students starting at a very young age to step up into roles of responsibility or leadership. She said, "They start out at a young age getting in front of a crowd and they just want to do more

and more as they get older." (Katie, interview, October 27, 2016). She went on to say that over time she can tell a difference in her students and her own children, saying, "they're wanting to do way more than what they used to, because they've done it for so long now" (Katie, interview, October 27, 2016).

Momentum from the Beginning

Douglas staff that they had a uniform vision very early in TLIM process. Not only did the staff embrace the vision, they embraced the process of implementing TLIM. As Principal Bill put it, "Once we read the book, though, and once we got started, we just never stopped, basically (Bill, interview, July 25, 2016)." But it was not just the administrators who saw the value; it was the teachers as well. Kay spoke of how excited everyone got after reading the book and realizing what it could mean for their building. Katie explained that the principal wanted buy in from everyone before moving forward. With this early commitment, Janice said, "We just went for it. We didn't really know what we were doing, but we just went for it and started doing things" (Janice, interview, September 26, 2016). Katie was firm in her assertion that their principal was committed to leadership and he was sold on the idea completely.

The early enthusiasm and buy-in provided a foundation for the professional development that followed. Janice described how things moved very quickly for the entire staff after the TLIM *Vision Day*. Katie, the veteran counselor who had been in the building for 25 years acknowledged that this was direction the building wanted to go saying, "The first training that we had with it, there was just a feeling within the staff that everybody was committed" (Katie, interview, October 27, 2016). In reflecting on the

beginning of the implementation process, Janice commented that this caused everyone to start really iteming what TLIM could look like at Douglas.

There was agreement across the board that this was going to be a long process that Deb described as sowing seeds. She went on to say, "It definitely was something that our teachers, all of us had to take ownership in it and have a sense of buy-in in it ourselves because it is a lot of work up front" (Deb, interview, July 7, 2016). They began with the basics, with Janice describing that their initial focus was on introducing the vocabulary and getting the kids familiar with the *7 Habits*. They indicated it was important for the students to hear those phrases and know what they meant. Bill added that initially they started with some physical components such as beautification and signage that conveyed the common language. Janice agreed on the importance for everyone of seeing those words and of the little street signs throughout the building. Having a veteran staff that bought into the implementation process seems to have provided a realistic view of how things would move forward. Deb explained that it was a learning process that they all realized was going to take some time. She also acknowledged that there were some bumpy spots along the implementation process. Dean provided insight into the reasons for any success that they had seen. He said that the consistency and repetition that they had from the beginning was an important reason for the successful response they received from their students. He even went further saying that, "once we made the decision, there was no wavering or in or out" (Dean, interview, October 27, 2016).

This consistency and the periodic professional development from Franklin Covey seem to provide a stable framework from which to build their culture. Bill explained the

Franklin Covey training was important to guide us through the transition. Katie also

indicated that the ability to travel to other sites and observe other buildings who had

implemented TLIM was a big part of how they could link their vision to what was

already in practice somewhere. Deb observed that to be successful that they had to have

both teacher and student buy-in.

Changes that made a Difference in their Building

  Shared leadership. Early on in TLIM process, the administration and teachers

embraced the structure of the Lighthouse team and its shared leadership approach. Bill

explained, "After implementation day is when we developed, kind of shifted our

leadership team into what is called 'The Lighthouse Team'. That is your driving force

within your school" (Bill, interview, July 25, 2016). Specific training for the Lighthouse

Team members was provided and solidified the structure and role of this group. Even

though initially there were many volunteers to serve, they determined that their team

would consist of the building administrators, counselor, and a representative from each

grade level and the electives. They also decided that they would meet at least monthly

and they set a limit on the length of time a teacher could serve consecutively to three

years. Once the teams meet, the representatives go back to their grade level teams and

report back. Action teams are created from their planning and staff can sign up for the

various action teams when they hold their normal staff meetings. As Deb indicated,

"They identify our school wide goals" (Deb, interview, July 7, 2016) and there is a shared

approach in attempting to achieve those goals. Deb explained that they also track the

goals set throughout the year to see how they are doing and that it also leads to classroom

goals.

For the administrators, this approach was a departure from the way the building had been led in the past. This approach meant relinquishing some of the control they may have had as leaders and required a more shared leadership style. Dean described that their role is "basically, to facilitate, but not to dictate, but to bring things up, maybe bounce things off. But the group makes those decisions and so that becomes much more powerful when we implement something…we all decided to do this" (Bill, interview, July 25, 2016). Janice quickly explained, "The shared responsibility where everyone feels that there is an obligation to contribute has been important, and it has put everybody in the school on the same page." She indicated how knowing what the focus and goals of the building were helped everyone to stay on task. Kay agreed with the other teachers' opinions when she explained that they "all feel like they are a part of things and not being dictated to from the administration."

Visiting with both administrators now, it appears that they would never go back to their previous leadership approach. Good or bad, Dean was clear that everyone had a voice in decisions. Bill told of a time when he knew they had made a real change. He said, "There was another moment where I felt the Lighthouse Team really started to function, I don't want to say on their own, but there was a time when I was ill and the Lighthouse Team met anyway and just continued to push forward without me driving it" (Bill, interview, July 25, 2016).

As with any leadership role, there are going to be times when even something that seems to work well can be a challenge. Bill explained that there could be negatives to this approach, especially when he had a direction in mind and the Lighthouse team had other ideas. But he acknowledged that this was rare and it was something that he has been able

to easily work through as he recognized how far they had come as a team. He continued, "The teachers are definitely willing to speak their mind. We do have a lot more discussion and synergy and defining different approaches from how we word goals to what we are going to hang on the walls" (Bill, interview, July 25, 2016).

New approach to developing culture. Teachers and administrators set about using the *7 Habits* as a framework and language to create a set of expectations for each student. They were learning about personal responsibility in Habits 1 through 3, about interpersonal skills and how to deal with others in Habits 4 through 6 and were learning how to balance the mind, body and spirit with Habit 7. Administrators and teachers spoke of how they changed their approach to discipline and used the language to drive home how students were interacting. Students were expected to be responsible for their own actions and to use the Habits in how they approached school and interacted with others.

The biggest epiphany that was expressed was that this leadership approach was for all students, not just the best and brightest. As Janice explained, "You've always had those high go-to kids. They're going to succeed in any environment you put them in. Those aren't the kids were focusing on. We're focusing on that next tier" (Janice, interview, September 26, 2016). She went on to comment on how each of their students "take a part in their own learning and the focus is to provide opportunities for all students to step outside of their comfort zones."

It appears to be having the intended result as every interviewee related some example of how students were willing to step out and lead and how the student leadership has been a change they have seen that has helped students. Dean reinforced, "a lot of

students come out of their shell, a little bit even if it's talking in front of the class at a small level, or in front of a big assembly" (Dean, interview, October 27, 2016). He said he has seen it in behavior, speaking of the snowball effect of how many students are doing the right thing and opening doors for adults or just being a good citizen. The positive peer pressure seems to have paid off in other ways. Janice related, "We see that kids are learning how to be compassionate towards others, they're learning how to think of other people before they think of themselves. That's just something that you don't see a lot and I see that here" (Janice, interview, September 26, 2016).

Leadership roles. Without question, the single most discussed change from all of the interviews was how students were expected to step into leadership roles from the very beginning of their educational experience. Some of the leadership roles were created very easily with ideas provided from the ongoing training sessions. These approaches included creating jobs throughout the school that students would apply for, interview for and then occupy and then be evaluated. Many of these jobs were in the cafeteria or in the building. Many included areas like the crosswalk, hanging the flag, maintaining the grounds, but also in areas like creating the assemblies, being on a drama team creating content for the assemblies. But as Janice explained, "you just started thinking what am I doing every day that a kid could do for me or how could they help out in the classroom" (Janice, interview, September 26, 2016)?

One of the most significant jobs was being selected for the student Lighthouse Team. Just like the adult version, they were a big part of developing the direction of the building. Interviewees related that there is an application process and that it is mostly comprised of fifth and sixth grade students. Deb related that they have identified different

55

community service projects and opportunities where there might be some leadership potential for students. She went on to say that they meet weekly and work with the assembly teams to guide the activities of the building. She also indicated that these students take a great deal of pride in this opportunity to lead and they are willing to think outside of the box.

Interestingly, the application process has also been a way to generate community involvement. Community leaders and parents are invited to come into the school and interview students who have applied for the different lead roles. Overall, it was explained that the goal is to get as many students contributing in a lead role as possible. Katie was quick to point out how vital the jobs have been in building pride for the students.

Another way that TLIM builds leadership and puts a focus of responsibility on the students is with what the staff called, Leadership Notebooks. At Douglas, teachers described the notebooks as having five tabs that the building had decided to use. Janice related that these consisted of My Learning, My School, My Goals, My Contributions and Myself. These tabs are used to track goals, attendance, grades, test scores, and leadership activities. Janice went on to indicate that the notebooks were used every day and are where they also track their school wide goals, it serves as their library folder and maintain mission statements. As Deb explained:

> For me personally, as a mom, for my children who's [sic] been a part of this process from the beginning of their education, they still keep their leadership notebooks and they get them out and it's been really neat to see as a parent their progress toward their goals. (Deb, interview, July 7, 2016)

One of the most interesting paradigm shifts evolved from the student notebooks and is a recommended part of TLIM process. It is the idea of student led conferences. The premise is that if students are to be truly responsible, they should have to be accountable to their parents and teachers for where they are with their learning and their goals. The paradigm shift comes as instead of traditional parent-teacher conferences where parents visit with the teacher to identify their student's progress, the student presents from their student notebook where they are with their learning and their goals. At Douglas, the transition, while not immediate, seems to have been seamless. Teachers provide talking points and as Deb emphasized, "we spend about a good two weeks prior to the conferences modeling with students, doing different role-playing scenarios. And they take turns pretending to be the parent and then the student sharing" (Deb, interview, July 7, 2016). Teachers also provide students with a self-evaluation that the student uses to rate their work habits, with Janice relating that the students are typically harder on themselves than she might have been.

When asked about how the parents respond and what about if a teacher needed time to discuss a particular issue, all of the teachers indicated that they had seen a tremendous participation rate with their parents and if they had a particular issue, they would go through the student led component and then visit independently with the parents later. Teachers also indicated that if a parent or guardian could not attend, then either other staff members or community volunteers would sit in for the parent so that the student would be able to present. Deb said it is interesting, "hearing that feedback from the community members were wow, they just sat down with a complete stranger and

shared their goals and their progress and they're confident in it" (Deb, interview, July 7, 2016).

Building a climate of student leadership. The clearest statement about how the culture of Douglas has changed and evolved came from their building Principal, Bill. He said, "The Leader in Me is overall just how we do business. It is a part of everything we do" (Bill, interview, July 25, 2016). From the discussions with their staff it appears that they have used TLIM as a framework for everything that occurs in the building and the Lighthouse team guides how everything is moved forward. Bill goes on to describe the culture as one where they work to put students first and try to give them opportunities to lead and develop leadership. He also thinks it has changed the climate of their building, not only with students, but with staff and parents. He was clear how he said staff worked together when he said, "one of the things that I like about Douglas is our school culture. I think the teachers really support each other. There is a lot of camaraderie there" (Bill, interview, July 25, 2016).

Staff I visited with agreed that the climate in the building has changed. Janice explained how there was a whole child approach and Deb agreed pointing out that she explained that the overall environment treated students as if they are part of the family. She went on to say, "[TLIM] is a part of everything that we are at Douglas. It's not necessarily a different, separate thing. It's just a part of who we are. And I sometimes have to stop and think about that because it's so ingrained" (Deb, Interview, July 7, 2016). Janice reiterated how TLIM teaches that whole process, and through this approach, students from all levels can find their niche and excel.

The consistent, intentional approach has created something that others have noticed. Janice stated, "I think our building has a really good atmosphere and I know people from around that come and visit, they always comment on the climate of our school and just how the climate of the school is so positive" (Janice, Interview, September 26, 2016). Deb thinks that their level of parental involvement has increased in their school since the implementation, and Kay relates that the impact of TLIM is going beyond the school building. She said there have been several parents who have indicated they are using TLIM at home. Deb thinks the common language has been a big part of that parental involvement, noting that she has see a lot of enhancement in parent communication back and forth.

Being an assistant principal, it was not a surprise for Dean to recognize the changes that have occurred in the area of discipline, even when he was starting in the classroom. He said with TLIM that "there was sort of a different ways of promoting leadership or just behavior. As a classroom teacher, behavior is a big issue" (Dean, Interview, October 27, 2016). He said that, "numbers are down. There are still a select few that we still have, the numbers of those repeat incidents may still be there, but overall it's an exception" (Dean, interview, October 27, 2016).

Challenges to overcome. With all of the positive enthusiasm that was shown through the interviews, there seemed to be minimal comments about the negatives to TLIM. When pressed, there were a number of threads that came through from the discussions. The most discussed by all members was the additional workload that can be created by the process. Janice explained the difficulty of the additional workload, "Finding time because it seems like when we're not teaching, you're working with

students or there's just so much stuff going on at all times" (Janice, Interview, September 26, 2016). Most agreed with Kay, who was quick to point out that it is definitely worth their time. Dean did not feel that it was too much of a burden due to the results they were able to see, but he did acknowledge that it could be a negative for staff.

The other threads that came through were the impact on new or transfer students. New students coming in to the setting, especially in the middle of the school year could be overwhelmed with the process. Janice said most adjust stating that, "Many of them will absorb it and just go with it and wouldn't be able to tell they're a new student a month down the road" (Janice, interview, September 26, 2016). Recognizing this potential challenge, the building has put student led initiatives in place to attempt to welcome new students and help them acclimate quicker.

Additionally, there were some concerns with the amount of time that students can be pulled from their classes. So many leadership opportunities have been created and so many groups have come through their building to observe, there was mention of concerns this could have on learning. Most were aware of this concern and there was an effort to protect instruction time from the administration throughout the building. Deb acknowledged the concern and indicated that they had got better at being able to find ways for student's leadership while still protecting classroom time.

Corp Elementary

Based upon information gathered for 2015, Corp Elementary has 766 students and 44 teachers. There is a Principal, assistant Principal and one counselor for the main building and a Principal for the Early Learning Center, which is a separate building that houses the PK and Kindergarten classes. Corp is 61% Caucasian, 31% Native American,

and 7% Hispanic. Sixty-two percent of students at Corp qualified for the federal
free/reduced lunch program, which is just slightly above the state average of sixty-one
percent and the district average of fifty-eight percent. A complete overview of the
demographics for Corp is shown in Table 4.

Table 4

School Demographics - Corp

School	Corp
Certified Staff/Support	44/16
Enrollment	766
Caucasian	61%
Native American	31%
Hispanic	7%
Black	1%
Asian	1%
Free/Reduced Lunch Rate	62%
A-F Grade	A-

The original building site for Corp Elementary was built in the late 1960's, with
subsequent additions built in the 1980's and early 1990's. Through a 2009 bond issue, the
Early Learning Center was built and opened in 2011. The Learning Center is located on
the campus that serves Corp's Pre-K and kindergarten students. On average, 250 students
are housed in the early learning building of Corp Elementary.

Corp has been designated as a National Blue Ribbon School and has been considered high achieving in 2015 through a designation by their state department of education. They were also recognized as a State and National School of Character in 2015 by the organization Character.org.

When walking into the main building at Corp, one gets the feeling of a traditional elementary school. It is a large school, and it would be very easy to get lost in the many additions that have been created. The lower elementary grades reside in the east wing of the building, with a special education co-op section of the building located in the southeast wing. They upper grades are located on the west side of the building, with the cafeteria, commons, library and administrative offices in the middle of the building. While a traditional building, one can see the pride in the building by how orderly and clean the building is on a walkthrough. There are artifacts found immediately upon walking into the entrance of the building. Street signs indicating lanes, streets and avenues tied to character traits can be found throughout the building and inspirational quotes ring the commons/cafeteria area.

Corp is a large school with what would be associated with the hustle and bustle of an elementary. Many staff members were present on my visits, and there was an organized, orderly approach to the business at hand. During one visit, I was able to attend a leadership assembly that was held in the gymnasium of newest building on the Corp campus. A traditional basketball court with a stage to the east and bleachers to the west created an environment that would allow all the over 600 plus students to attend on that day. There was a rock climbing wall on the north end of the gym that had been created with special adaptations so students with disabilities could also participate and use the

wall. With the district's special education cooperative located at Corp, they also host a handicap accessible playground right outside of their wing of the building.

Participants

To assess and gain a better understanding of the sites, all staff, including teachers, support staff, and administrators, currently serving at Corp Elementary were asked to participate in the case study. All employees were asked to complete the grid and group analysis tool to determine which quadrant each of the schools will fall. A smaller group was selected from volunteers to participate in the individual interviews and focus groups and is introduced below.

Kathy, Building Principal. Kathy has an early childhood and elementary undergraduate degree and then completed her masters in school administration to allow her ascension to an administrative role. Interestingly, she spent 19 years as a kindergarten and Pre-K teacher at Douglas elementary. She then moved to Corp Elementary serving as the assistant Principal for 3 years and is in her third year as the main building Principal at Corp.

She was still a classroom teacher at Douglas when TLIM was first introduced in a planning year. She related that each staff member in the district at that time was provided a book by Stephen Covey called *The Leader in Me* and a discussion about how to introduce the concepts outlined in the book was started in each building. She brings a unique perspective to the implementation of TLIM, as she initially experienced the implementation in another building and then moved to an administrative role that was responsible for developing and implementing the program at Corp.

Kathy has been pleased with the way that TLIM has been embraced now as compared to the initial implementation. She stated, "When it first came on, I think some of the teachers commented that it was one more thing because we have that a lot in education" (Kathy, interview, August 26, 2016). She described staff resistance to the implementation as shown through one staff member's comment, "It (TLIM) won't last long." Now, she states, "I'm glad it wasn't. It wasn't just the new thing. It's what drives everything" (Kathy, interview, August 26, 2016). She said that all new prospective hires now discuss the expectation of the TLIM in her building and it is a district condition of hire to attend the *7 Habits* of Highly Effective People training before they begin their first year.

Pam, First Grade Teacher. Pam has 27 years experience in the classroom, with 16 of those years teaching in first grade. This is her fourth year in this district with all of them at Corp Elementary. She also indicated that she spent eight of her 27 years in a Christian school setting.

She became acquainted with TLIM when she was hired in the district. She indicated that training in the *7 Habits of Effective People* is required of all new staff and that it was a three day training held before the start of school her first year. Her move to Corp Elementary coincided with her completing a graduated internship as a part of completing a master's degree in school administration. During the internship she was asked to be a part of the building's "Lighthouse Team". The lighthouse team is a building level leadership team consisting of teachers and administrators. She has continued her participation on the lighthouse team for her entire tenure at Corp.

Linda, Kindergarten/Special Education Teacher. Linda is a 13-year teaching veteran who is currently in her first year as a special education teacher at Corp. All of her career has been in her current district, with all but one year located on the Corp campus. Over her career, she has taught Kindergarten, Pre-K and first grade and started her career at Corp teaching Kindergarten in the main building. When the new Early Childhood Building was opened in 2011, she moved to the new setting as a Kindergarten teacher.

Feeling the pull to move into special education, Linda earned her certification in that area and was moved into her new role this year. The move also moved her back into the main building at Corp. This move gives her a perspective of being involved since the inception of TLIM in the main building then moving into a separate building and now back to the main site.

Focus Group Members

Each of the members of the focus group were very willing to meet and were actually excited to talked about how the building had improved and the changes that they were starting to see. We met in Ken's office, bringing in additional chairs into what turned out to be a somewhat cramped space. They were very gracious with their time, willing to meet for over an hour after school.

Ken, Building Assistant Principal. Ken is in his eighth year in this district, starting his 24th year as an educator and third year as the assistant principal at Corp. He came to this district with a physical education teacher background at various places and was hired in that capacity at the junior high level before attaining a master's degree in administration and moving to Corp as the assistant principal. His involvement with TLIM began as a PE teacher at the junior high but has embraced TLIM and the *7 Habits* in his

role as an administrator. His enthusiasm as an administrator is palpable in his demeanor and is noticeable in his words. He stated, "I love our staff. I think our staff is kid-oriented first. We're gonna do what it takes to get these kids on the right track learning the proper ways to be successful according to the *7 Habits*" (Ken, interview, September 7, 2016). Very early in our interview as we discussed his perception of the building he talked about the importance of TLIM stressing the importance of teaching their students character traits that would help them be a productive person in society. He was also very specific that he liked their building and the direction they were moving saying:

> I can't think of anything I dislike offhand. I love the amount of resources we have available to do what we need to do to implement the strategies and the habits that we're trying to do, that make it a whole lot easier. (Ken, interview, September 7, 2016)

Gina, Building Counselor. Gina is in her 4th year as the counselor at Corp Elementary, but she brings a lifetime of experience at all levels of education. She started as a business teacher at the high school level moving around early in her career following her coaching husband. She earned credentials as a counselor and as an administrator. She served first as a counselor at Pierre Elementary and then was recruited to her current district to serve as a split time counselor at two of the district elementary sites. She then was recruited back to Pierre as the high school principal, and she eventually moved up to become the superintendent. She later left and became an assistant superintendent at another district, retiring in that role a number of years ago. She stayed close to education working with schools in Impact Aid and then as a Job Coach for special need students at another district. While quite content in her role, when Corp inquired in her interest in

coming back as a counselor, she jumped at the chance and came back on a four day a week contract.

Having such a strong background as an educator, Gina brings tremendous insight into how culture impacts students and staff. While not here from the beginning of the implementation of the TLIM, she notes the change in culture can change from year to year. She stated, "Last year we had a small group that wasn't pleased with everything that was done here because it wasn't done their way, so they chose to move" (Gina, interview, September 7, 2016). She theorized, "I wouldn't be surprised if once they got where they were it's not any different" (Gina, interview, September 7, 2016). She indicates that in her view, TLIM is successful because "there is leadership from the top down to the teachers, and then support from bottom up."

Mindy, Fifth Grade and Gifted and Talented Teacher. Mindy is currently the Gifted Education/Arts/STEM teacher for the three elementary sites in the district, a role she has held for the last four years. She is in her tenth year as an educator with all of it being in her current district. Mindy moved into education after serving as an Electric Project Manager with the city of Fort Collins, Colorado doing electric distribution design. Her first six years of teaching she was a fifth grade classroom teacher at Corp before moving to her current role. She was at Corp when TLIM was implemented and in her new role gets to see the TLIM at both Corp and Douglas Elementary.

Mindy was excited when the TLIM was introduced since she was exposed to the *7 Habits of Highly Effective People* in her previous career in the corporate world. She said that it was "implemented in the workplace in Colorado and it really makes you look at your role and how you interact with others…and how I'm creating outcome(s) that I want

to have through the choices that I make" (Mindy, interview, September 7, 2016). She said

that the exposure to the TLIM was a benefit to students since they would be "already

getting things that are something the world, the corporate world, are already thinking

about or looking for" (Mindy, interview, September 7, 2016). She added that "getting

[TLIM] ingrained in them before they go out into the workplace will make a much more

positive career—careers for them" (Mindy, interview, September 7, 2016).

A Collective Struggle

In all of the conversations with the Corp staff, they expressed that TLIM

implementation was benefitting their students, but it was still very much a work in

progress, and it had been a difficult transition. Early adopters embraced implementation,

and immediate results appear to have taken place, but overall, the implementation was

more individually driven rather than a collective approach with early pockets of success.

While implementation began at Corp six year ago, based upon multiple

comments, it appears that beyond some individual victories, TLIM really did not start

taking root and changing the culture until the last two or three years. Linda echoed that

assessment for the group through her comment, "Initially in the very beginning it was

really slow. And I think I really have seen probably the biggest change in probably the

last three or four years" (Linda, interview, September 21, 2016). Those who were a part

of the Corp staff during the first years of implementation agree that everyone appeared to

be making an honest effort to bring TLIM into the school, but with a veteran staff and a

veteran administrator it just didn't take off. As Gina puts it, "I think for someone that's

mature or who's very structured and a traditional teacher, it's hard" (Gina, interview,

September 7, 2016). Kathy who had just made the move to Corp as an assistant Principal

at that time agrees saying, "I don't mean that negative. But adults have different thoughts and preconceived notions" (Kathy, interview, August 26, 2016).

Linda was upbeat, saying, "I tried to implement it from the beginning and be the force behind it, kind of encouraging" (Linda, interview, September 21, 2016), but she was blunt with her assessment that there was some frustration how TLIM was implementation. She said there is no cookie cutter approach, that it really come down to people getting involved to make it whatever they want that culture to look like. Kathy summed it up by stating that probably most of the negativity came from staff not buying in right away and not willing to change.

Tipping Point-A Change in Leadership

Tracing the timeline back through the implementation, it appears that the building culture took a turn that coincided with a change in leadership in the building. With the retirement of a veteran principal, Kathy moved to the principal's position and Ken was brought in from the Junior High to assume the role as the assistant principal. This was Ken's first experience as an administrator, but he knew TLIM was going to be an important part of his approach. He stated, "I've always done character in my classes but I've never been where there's been a building or a district-wide initiative to really push character developing skills as much or more than academics" (Ken, interview, September 7, 2016).

In her first three years as an assistant principal, Kathy saw the struggles but recognized the potential of the program and how it aligned with her own approach. She said, "It's just the way we should live our life whether we're here at school or out in the public because it goes along…how they lead their life" (Kathy, interview, August 26,

2016). Within a few minutes one can see how the approach of TLIM fits Kathy's

personal approach to education and her staff. The tools and framework provide structure

for her approach, but the ability to use the approach to build relationships seems to be

what aligns so well for Kathy. She indicated that her role is, "to be seen, make sure my

kids are successful, trying to drive initiatives that I feel are important that we're driving

in the district" (Kathy, interview, August 26, 2016). She spoke of how she sees the

building as a family and it is quickly evident as one walks through the building that she is

a 'kid magnet'. Kids are constantly coming up to her, hugging her, and attempting to get

her attention. You can see immediately the bond that she has established with her

students.

Working together with a new focus on how to implement more effectively, they

realized it would be a challenge to move their culture to a new place. Ken was very up

front about the challenge of getting teachers on board. As he went through the initial

training while he was still a teacher, he was confronted with the attitudes that tend to

limit growth. He said that during the first training, there were two tables of his peers that

were very negative and spoke of how this would be gone in three years, just like

everything else. He went on to indicate that addressing attitude was the biggest obstacle,

stating that many teachers were of the mindset:

> This is how I've always done something. I'm gonna keep doing it that way, and
>
> those people can---I mean they're like an anchor. They can drag a lot of people
>
> down with them if that person's not strong enough, and I think that happened
>
> quite a bit at the building. (Ken, interview, September 7, 2016)

Kathy spoke of the challenge of getting all of the adults on the same page.

Working with Ken on teachers' buy-in, she indicated that as a leadership team they have

been discussing with staff how important it is that everyone lead by example. She was

clear as she stated that it can't just be talking about the habits, the kids need to see it

happening. She reiterated that, "when I came here it (TLIM) was somewhat set, but there

was still some staff members, I think, that weren't really quite buying in yet" (Kathy,

interview, August 26, 2016). She has seen progress over the last few years saying, "now

as Principal I think we—I feel like we really have buy-in here, and we're seeing a lot of

good things happening" (Kathy, interview, August 26,2016). She went on to note that

over the last two years, it seems like people are getting more fired up about TLIM.

Their focus on a renewed approach seemed to start with an emphasis on the

vocabulary across the building. Ken said, "vocabulary and that's the first piece, I think, is

to get students on board is to hear staff members talking and using that—those words,

that vocabulary (Ken, interview, September 7, 2016)." He went on to say, "Everybody's

on the vocabulary, same page, this is what we're doing character-wise and this is how we

need to be going" (Ken, interview, September 7, 2016).

Kathy also recognized the importance of building relationships around the Habits,

saying she wanted to see more of a caring piece and wanting to exhibit the habits. She

said it was important that the culture be created and built alongside of the framework of

TLIM. Ken was also firm and resolved in his statement that TLIM was their plate and

everything else goes on the plate and that it was the foundation of everything they do.

Kathy stated that that they have reached a tipping point saying, "now as Principal

I think we—I feel like we really have buy-in here, and we're seeing a lot of good things

happening" (Kathy, interview, August 26, 2016). The staff I interviewed all agreed, with

Mindy stating that there is, "definitely a change in the culture." She attributed much of

the change to teachers finally, "letting them (students) take ownership, that's the biggest

change (Mindy, interview, September 7, 2016)." Linda agreed stating, the tipping point

was when teachers starting to let go a little bit and give the student the ball and letting

them run with it. She went on to say that this approach, "It's a new thing. Every time you

get something new it's always a lot up front" (Linda, interview, September 21, 2016).

And she said she felt that it took their building a few years to really get everyone one

hundred percent on board.

     The culture shift appears to have taken hold. As Ken states, "To hear a staff

member say, I'm trying, where before it was just, "Oh, we can't do that," you know, even

the short time that I've been here" (Ken, interview, September 7, 2016). Linda agrees,

saying:

> I think the more times people are excited are when they have something fun to
>
> share about it and they see that, so hopefully, they're buying more and more into
>
> it and trying to reach out there and pull in something great, too, to share. (Linda,
>
> interview, September 21, 2016)

She goes to say that she doesn't hear the grumbling that she heard in the past. She said

she thinks teachers understand now and they are enjoying it and jumping right in.

     There is a determination to maintain and to build upon the gains they have made.

Kathy made it clear when she stated that they have a set plan that begins at hiring. She

indicated that when they hire new staff members they talk about the *7 Habits* and we give

them the *7 Habits* book and make it very clear of the expectations from the beginning.

When asked if there was a difference in the building since her return, Linda stated, "I feel like TLIM has really taken over the campus. I feel like it's probably more inviting, more welcoming" (Linda, interview, September 21, 2016). She admits to being an early adopter of TLIM and is excited to see what she views are positive changes for both students and the building culture. She noted the change from her earlier time during the initial implementation of TLIM, "I think for some people it was hard to accept it in the beginning, but I think everybody is pretty much on board and feels good about it" (Linda, interview, September 21, 2016). Linda went on to indicate that a key component of success for everyone, once everyone realized TLIM was not going away and all of the new staff were excited about it, was to help some of the veterans take another look. Kathy noticed, "I see our teachers enthusiastic and see our kids enthusiastic to continue to make Corp … a place where kids feel successful and safe and really loved and cared about" (Kathy, interview, August 26, 2016). It was easy to see the pride from their efforts and the recognition of being named a state and national School of Character from the organization Character.org provided a validation that they are on the right path.

Changes and Strategies Forward

Language and leadership. From the comments of the interviewees, it appears two key components brought about the biggest change in moving their culture forward. Working to bring the common vocabulary of TLIM into common practice and establishing their Lighthouse Team that focused on student leadership.

When asked about the biggest keys to the changes in culture, Linda said, "I think lingo. In all honesty, I really and truly think vocabulary was a big, huge thing. I also think it was one of the hardest things for me to change" (Linda, interview, September 21,

2016). Ken agreed saying that the vocabulary is used much more among the faculty and the staff and that it has trickled down to the students. Establishing a common language seems to help establish expectations as well. As Linda explained:

> The kids had already heard that so they knew what to expect. Those expectations became the norm so there wasn't any more this classroom does something this way and this teacher did something this way or this principal was this. It was the always the same expectation. (Linda, interview, September 21, 2016)

Kathy agreed, saying that when the first grade came in this year, "they knew the procedures because they've been getting it Pre-K and KG so it is becoming second nature."

Gina noted that implementing a culture that focuses on character and culture is very much in line with what she has done her entire career. She spoke of using the same terminology with students having them focusing on their decisions and the outcomes from those decisions. She acknowledges that she is still learning the intricacies of TLIM, but she is helping students use the tools and understand the outcomes from their behavior and put it all together.

Utilizing the framework of leadership that the Lighthouse Team provides allowed staff to become more involved in driving student leadership. As Pam expressed, describing the Lighthouse Team, "it's a group of teachers and we decide the activities that are our big rocks, our important parts, that we want to try to take care of from what our building looks like" (Pam, interview, August 30, 2016). She commented this was an important part to building buy-in from teachers, saying, "the teachers, if they feel like they have a voice, if they feel like they're being heard, understood I believe that there

would be more positive participation" (Pam, interview, August 30, 2016). Pam said, "Our whole goal of the Lighthouse team this year is to make it easier to implement for the teachers, not so stressful" (Pam, interview, August 30, 2016).

The professional development component provided for the Lighthouse Team seemed to also be important in their growth. Ken was clear that the Lighthouse team gained a better understanding of how to work with the teachers and how we need to be doing things.

Using this guidance in building action teams and utilizing grade level reps, they were able to initiate a number of key student led opportunities. These included establishing student lead jobs, creating student data notebooks and finally moving into student led conferences over the last few years. These responsibilities range from the classroom and throughout the building. As Mindy put it, "we're teaching them how to take ownership; we're teaching them how to do" (Mindy, interview, September 7, 2016)! She went on to say, "Students want to take ownership. They want to be responsible for their building, their home, and that's the biggest thing that I see is allowing them" (Mindy, interview, September 7, 2016). Linda sees it making a difference with the students. She indicated that her students get engaged and excited, and that it makes them step out of their comfort zone and pushes them. She added that, "I feel like they're more grown up. They're being treated like they're bigger than what sometimes we feel that they are" (Linda, interview, September 21, 2016).

Leadership notebooks and the student led conferences have made for some shifts in the classroom. Teachers from all grades decided on five tabs to be created in the Leadership Notebooks that include the student's successes, but as Linda said, "they also

include student mess ups so they can remember what their work looked like in the beginning." Having this uniform approach seems to have helped, as Ken points out that everyone is "on the same page of doing TLIM processes, especially with the Leadership notebooks." It has also created new dialogue between students and parents, as Linda points out. She said, "The kids got real excited about sharing what was in their notebook and that got parents excited."

This excitement leads to a pride and ownership in their learning that made the student-led conferences a natural next step for the building. While there is certainly more support for TLIM, there are still areas that have to be worked through. In regards to the student-led conferences, Pam expressed, "I am old school; I want to spend time with my parents. Last year for me I did something new. I feel strongly in October for the lower end, me personally, I wanna visit with my parents" (Pam, interview, August 30, 2016). So in the lower grades, one of the parent-teacher conferences was held more traditionally, and the second spring conference was student led. As they work through the process, Linda even told of how she has learned to still meet with her parents individually if necessary and still have the student-led component. As the veteran counselor, Gina said, "Letting the students take the role of the leader can be hard for some staff."

Discipline changes. According to the building administrators, the most measureable consequence they have seen has been in the reduction of discipline issues. Ken is adamant that, "from the first to second year I can see TLIM helping even more because the discipline issues that came to me were less" (Ken, interview, September 7, 2016). He even pulls out his discipline notebook, holding it up and states that he can clearly show a difference from year one to right now. He is also he has seen a change in

the students that do come his way for discipline. He said students who come to see him now take ownership of what happened much quicker.

Kathy described their approach, "We try to do logical consequences. We try to help kids to be successful and not blame others and try to have responsibility for themselves" (Kathy, interview, August 26, 2016).She goes on to say:

> Everyone makes mistakes. But we even have kids that will talk about when they're making having a disagreement. We've heard them. Well how can we figure out how this can be a win-win? What can we do to work this out? (Kathy, interview, August 26, 2016)

Teachers are seeing the same thing in their classrooms. Linda was quick to state, "With me I felt like my discipline became a lot less in the classroom. Less having to use the administration. I was able to stop it before it got that far" (Linda, interview, September 21, 2016).

Community and parental outreach. Recognizing an area that they said was as important as any culture they were building, administrators and staff began developing an outreach to parents and the community. Starting last year they began having meetings to tie parents to the Habits. They called their parent meetings, HESP, which stands for Habits to Empower Successful Parents. As Ken explained:

> We invited Corp parents in once a month. We fed them. We had our leadership students from the high school come, and they play games or went outside or did some *7 Habits* kinds of activities with the kids, and then we would have a meeting. (Ken, interview, September 7, 2016)

Kathy reinforced their approach:

HESP goes right along with helping parents to be successful with their kids because we can't keep blaming and saying well if we can--- we only have control over our building. But we can give parents tools to help them to be successful with their kids. (Kathy, interview, August 26, 2016)

Ken said the effort is to engage parents and let them know what is being taught to their students while they are at school. Their hope is to develop continuity at both home and school for students. Initially meetings last year did not have a tremendous turnout, but they were undeterred. This year Corp opened their HESP meetings to the entire district and had over 100 parents turn out for their first meeting. Ken said, "We ran out of food!" They have since partnered with the local HOPE Coalition to provide shared trainings that they think will benefit parents and the community.

Their efforts to making a difference may be a mixed bag at this time. Mindy said, "I don't know how a parent that has a child in our district isn't aware of TLIM" (Mindy, interview, September 7, 2016). But, as Gina quickly explained, "I'm not sure---let's say our Corp parents – really have the concept of TLIM" (Gina, interview, September 7, 2016). Ken stayed focused on their goal by saying that with the leadership and the staff here he thinks their active engagement will get the Habits to the community.

Challenges of implementation. Even as the building seems to have reached a tipping point, there were still many challenges voiced during the interviews. Most of the negatives spoke to the workload or to the overwhelming feeling that manifests itself as teachers and staff moved to implement this new approach, but one item stuck out in my interview with Pam. When asked to describe her feelings about Corp, Pam said, "Corp is awesome. I love being here", and she stated, "It is very professional. The teachers are

treated very professionally" (Pam, interview, August 30, 2016). Being a veteran teacher

of 27 years, it was surprising to hear her refer to herself almost as a rookie in relation to

TLIM and that she was still learning the process and the program, a learning curve that

she is clearly embracing but finds challenging. In her fourth year, she does acknowledge

that her first three years introducing TLIM were in her words, "overwhelming". She said

that everyone felt like they had to have everything implemented from the very beginning

which created a lot of stress for her and the staff. She spoke about how it could be more

difficult teaching TLIM to the youngest of students. She said:

> There's certain aspects of it a little bit—takes a little bit more time trying to teach
>
> it to the little ones versus by the time they get to fifth or sixth grade they've had it
>
> for six years. Takes a little bit longer to implement it, I think, with the younger
>
> kids. (Pam, interview, August 30, 2016)

She went on to address how teachers feel in the accountability culture educators find

themselves in today. Pam indicated that when teachers have to get their math, science

and reading, they just feel overwhelmed and it is hard to add something more. Linda who

had taught mostly Kindergarten agreed saying:

> You had to create it or research it or figure out what worked and what didn't. A
>
> lot of times with the younger kids it's a lot of work on the teachers because they
>
> can't always do everything. So it's a time thing on do I have to spend more time
>
> there. (Linda, interview, September 21, 2016)

But Linda was also quick to point out that while there was a lot of extra work initially is

exciting to see the end result. For her, keeping the End in Mind was helping work through

the challenges it took to implement. Even though Linda was an early adopter, she

acknowledged some of the biggest challenges for her and all teachers, indicating, "that the hardest thing as a teacher to generally do is to let go of some of that control that you're supposed to have…and realize that they're taking ownership and honor and pride in what they're putting together and their ideas behind it" (Linda, interview, September 21, 2016). She went on to say, "myself included, I think as a group, kind of finally understood what it was like to see the kids take a hold and realize it really wasn't our job it was the kids" (Linda, interview, September 21, 2016). Her comment seemed to crystallize the epiphany the entire building seemed to have after years of effort.

Pam made the challenge clear when she said, "I'm just four years into it. It is a different mentality. It's a different mindset. It's different…it's a different paradigm shift" (Pam, interview, August 30, 2016).

Summary

The information presented in the two case studies was based upon data collected through teacher interviews, focus group interviews, building observations, and artifacts. Educators from both buildings were very generous in their time and willingness to provide insights and information about the transition each building went through as a part of the culture transition with TLIM. Teachers, counselors and administrators were able to provide background information about changes in their building culture compared to before the implementation of TLIM and/or to sites not using TLIM.

In the next chapter, I presented and analyzed collected survey data in terms of Douglas' (1982) grid and group typology. Each site was analyzed in respect to their grid and group strengths and weaknesses and their grid-group environments are determined.

A discussion of the grid-group environmental similarities and differences between the

two schools will also be presented.

CHAPTER V

SURVEY DATA ANALYSIS

This chapter analyzes the two elementary sites. First, an assessment of the grid

and group surveys is presented. A comparison is made of the participant's interview

comments concerning the implementation of TLIM and its interrelationship with impact

on each building's cultural context. Finally, a comparison of the sites will be presented.

Douglas Elementary

At Douglas Elementary, 18 out of 34 employees responded to the survey,

including fourteen teachers, two administrators, a counselor and one support staff

member. The complete survey can be found in Appendix A. The results placed ten

responses in the collectivist quadrant, seven in the corporate quadrant and one in the

bureaucratic quadrant. Results are below in Figure 2.
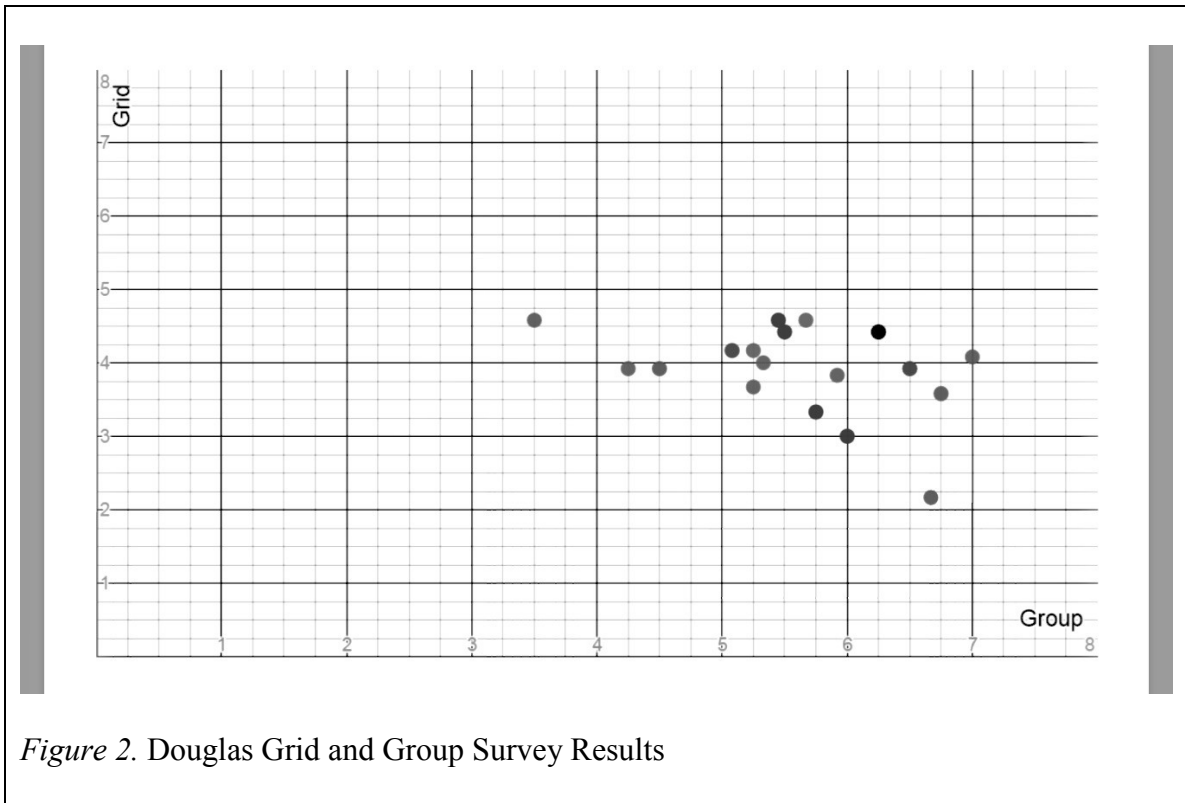
Figure 2. Douglas Grid and Group Survey Results

Grid Interpretation

Strong-grid. Participants ranked strongest in grid items ten and eleven, which

dealt with hiring new faculty and setting schedules. In essence, they deemed that they

had little autonomy in these two areas, which are typically reserved for administrative

decisions. Bill indicated a strong desire to have his staff lead, but he indicated that he

thought that in his role as a building principal that he still needed to "help define a

direction" (Bill, interview, July 25, 2016). In subsequent conversations with him, he

reiterated that those types of administrative roles should remain under his influence while

allowing shared input in other areas. That deference to Bill's leadership can also be seen

from the comment that Katie made when discussing implementation process. She stated

that Bill, "didn't want us to jump into it unless he had close to 100 percent commitment

(Katie, interview, October 27, 2016).

Weak-grid. Most of the survey responses fell in the weak-grid areas. Of the eighteen respondents, items five (18 respondents), six (16 respondents), four (14 respondents), nine (12 respondents) and item three (10 respondents) all ranked significantly in the weak-grid range. The items receiving the most weak-grid responses were items three, four and five, which dealt with individual teacher's roles in the selection of textbooks (Item 3), autonomy in generating educational goals (Item 4), and autonomy in selecting individual instructional strategies or methods. Nearly all of the staff indicated that there was a strong sense of autonomy in these areas (Item 5), and that teachers were looked to for input in making decisions in these areas. This autonomous climate may be a reason why in multiple interviews, staff indicated teachers from other districts were interested in working at Douglas. As Katie explained, "we've drawn so many teachers from some of the other schools" (Katie, interview, October 27, 2016). Whether the existing staff was already a motivated group, or if their motivation was created by the culture of TLIM, item nine indicated that most staff were intrinsically motivated and were driven by self-defined interests.

In item six, 16 of the 18 respondents indicated that students were encouraged to participate and take ownership of their education. This strong showing falls in line with the expectations that are created in TLIM approach. Teachers reiterated in numerous discussions that they sought new ways for students to develop their leadership skills, to take responsibility, and take ownership of their learning. Responses to the grid items and comments from participants implied a culture that was perceived to have decentralized authority and an emphasis on personalization of instruction for each student.

Group Interpretation

Individual results from Douglas in the group analysis indicated a strong-group score portraying strong allegiance to their school and a focus on group interests placed in priority over individual interests. Douglas's teacher responses were predominantly in the area of strong-group with very few weak-group scores.

Strong-group areas. Items ten, eleven, six and seven rated the highest scores respectively, with all eighteen respondents rating item in the strong-group area with a minimum score of seven. Item ten asked the respondents to rate their allegiance or loyalty to the school. The high score for item ten implies why the participants scored high on most all areas of a strong-group and explains the overall group approach that was indicated repeatedly during interviews. For example, Katie and Kay exemplified how strongly they felt about Douglas during their interview. Repeatedly, they talked about the unified approach in the building, and Kay was proud of how they had drawn so many other teachers to their school because of what was happening at Douglas (Kay, interview, October 27, 2016).

Item 11 also ranked high on the group scale with 14 of 18 participants giving it a strong-group score. This item described the responsibilities of teachers and administrators with the high scores indicating a clear, communal approach with much accountability. Along those same lines, item six described whether staff worked independently or collaboratively, which reinforced the collaborative approach observed in the group. This collaborative working and relational approach is also reinforced in item seven, which described the curricular goals of the building as being generated communally.

With the exception of item five, which was the lowest rated item addressed the autonomy of instructional decisions, all other items found an average of four respondents

indicating a strong-group rating. This also reinforces the collaborative group approach

with well-defined roles that was indicated in individual and focus group interviews. For

example, Janice stated, "We make sure we're always on the same page with our grade

level teams…doing some things consistently within our classrooms, but they all tie into

the common goal here at Douglas (Janice interview, September 26, 2016).

Weak-group areas. The participants rated three items in the weak-group area.

These were items five, three and nine. Six of the 18 respondents marked item five in the

low range. This item dealt with how teacher's performance was evaluated, with the low

scores indicating the individual goals and priorities are considered ahead of group goals

during the evaluation process. This reinforces the autonomy described by the weak-grid

scores and the mutually supportive relationship between staff and administrators.

Item three had four respondents indicating that extrinsic rewards primarily

benefitted the individual and item nine showed four individuals who reported most

instructional resources were controlled more by the individual than by the group. These

responses continue to fall in line with the strong-group, weak-grid responses, comments

and observations. All indicated a strong, well-defined group culture with individuals who

feel that they are in control of their resources and instruction and that their input is

important.

Collectivist characteristics versus non-collectivist characteristics. Harris

(2005) described collectivist contexts as environments with "few social distinctions. Role

status is competitive, yet because of the strong-group influence, rules for status

definitions and placement are more stable than in weak-group societies. The perpetuation

of group goals and survival is highly valued" (p. 42). The low grid score results indicate a decentralized power structure with substantial autonomy in the building.

The autonomy in the building might have been created in the structured approach of the Lighthouse Teams. The focus on shared leadership created by the Lighthouse Team structure and the action teams that evolved from the Lighthouse Teams gave staff a great deal of input and influence in the direction of the building. The impact of the Lighthouse Team structure was apparent during the interviews. Kay indicated, "In the beginning, our Lighthouse Team, they kept telling us it needed to be smaller. I feel like being larger it involved more people and everyone was excited and that drew even more people" (Kay, interview, October 27, 2016). She went on to say, "There were just so many people who wanted it, because our Lighthouse Team was huge. And we had so many ideas and we implemented so many things" (Kay, interview, October 27, 2016). In her excitement, she went on to explain that "no one really put the brakes on us" and that they "just ran with it." Having such a large group that engaged at a high level evidently was built a high level of trust and autonomy early on in the development of this culture.

A strong-group culture would indicate either a corporate or collectivist culture where the group dynamics play the major role. The interview responses as well as grid and group survey results support a collectivist culture. While survey results fall in the collectivist quadrant, there is certainly a corporate influence on the culture as well. Many of the grid scores fell around the median with more falling on the lower end moving the determination toward the collectivist.

The influence of the Lighthouse Teams and the willingness of the administrative leadership to set clearly defined expectations and roles appear to have had a significant

influence on the building culture and its group/grid scoring. In discussions with Bill, he indicated that his leadership approach evolved from the centralized approach that he inherited to a decentralized approach that allows for much more autonomy for that staff. The maturity of his evolution has created a culture where teachers express that they are valued, provide a high level of input on building decisions and drive their classroom instruction, yet have very little involvement in hiring, scheduling decisions and other traditional administrative duties. This autonomy-with-accountability is maintained by the trust expressed in the interviews and the observed interactions. In speaking of their culture and the perception of Douglas, Bill said, "I realized that doesn't mean every single person wants to be at Douglas, but I do believe that there is a sense that we are doing a lot of things right at the school" (Bill, interview, July 25, 2016).

As indicated previously, strong-grid scores were presented when referring to how administrators handled hiring and class schedules. These two areas conflict with the collectivist expectation. These two areas are well defined in the building as an expectation of the building administration, so this did not seem to impact the autonomy expressed by the teachers and staff.

The well-defined role that administrators would make most of the hiring decisions was also a key component in building and maintaining the culture in the building. Principals and staff all commented that by hiring applicants who had to go through TLIM training and understood the expectations of culture in the building was very important to their success. Teachers seemed to understand that administrators would utilize this approach and a high level of trust seemed apparent that they were comfortable in the strong role administrators took in this area and in the area of scheduling as well.

The combination of some leadership duties being performed in a traditional approach by the administration mixed with the Lighthouse dynamic that drives many building decisions from a group approach may explain why the grid-group results hover between the corporate and collectivist environments.

Corp Elementary

Nineteen of the 25 possible Corp staff members responded to the grid and group survey, including thirteen teachers, three administrators, a counselor and two support staff members. The complete survey can be found in Appendix A. The results placed seven responses in the corporate quadrant, six in the bureaucratic quadrant, four the collectivist quadrant and two in the individualist quadrant. The response average of all respondents places the results in the corporate environment. Results are provided in Figure 3.

Any of the responses that fell on a borderline was counted in lower area. One such response occurred and was counted as individualistic since it did not rise into the collectivist quadrant. Most of the responses hovered near the grid break line, with only six falling below the median on the grid scale. The group scores were mixed, in that, while the majority fell above the median, eight of the nineteen respondents fell below the midline. The complete results can be found in Appendix F.
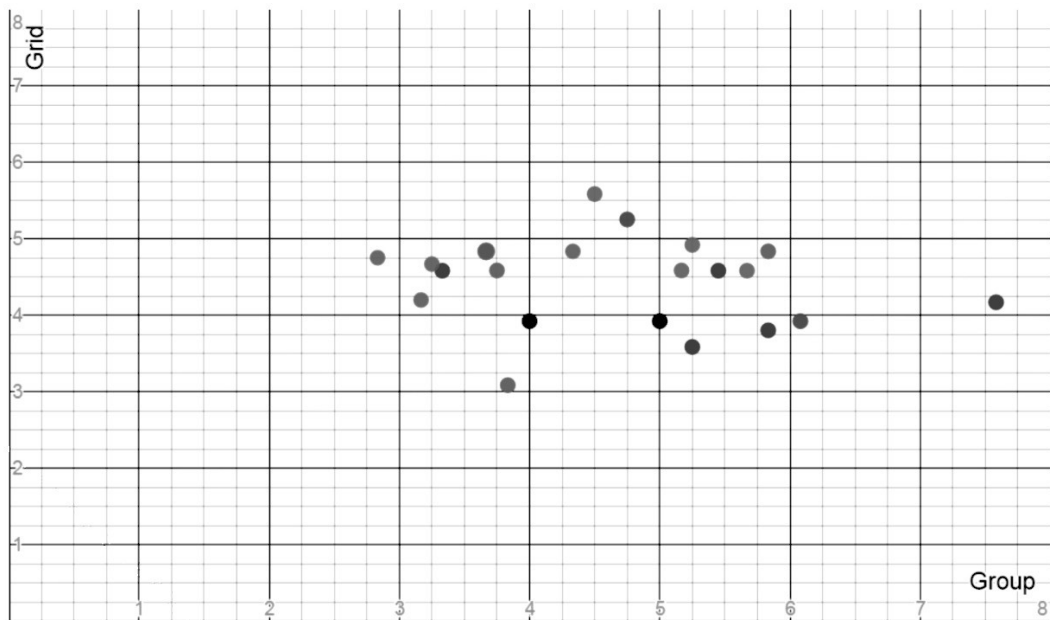
Figure 3. Corp Grid and Group Survey Results

Grid Interpretation

While the overall average of the results falls above the median, those that fall

below the median were just below the midline. Of the six scores that fell below the

median, their average was 3.7, which shows even the weaker scores fell very close to the

midline. When categorizing individual responses as weak (responses falling on the low

end of the scale) versus strong (responses falling on the high end of the scale), Corp

answers were skewed in the strong-grid area with fewer weak-grid scores.

Strong-grid areas. With a strong-grid result, one would expect scores in the

strong-grid area from many of the items. However, only four of the items received what

would be considered very strong-grid results, and only three additional items received

minimal responses in the strong-grid area. Seventeen of the nineteen respondents

90

indicated a strong-grid score for item ten, which concerned hiring practices. Fifteen participants scored strong-grid in item eleven, which dealt with class scheduling. As was observed at Douglas Elementary, both of these areas are traditionally administrative functions, and at Corp, in those two areas, it seems to also remain in the hands of administration.

Just under half of all respondents scored high on item one and identified authority structures as centralized. Likewise, on item two, many respondents indicated that roles in the building were specified with explicit job descriptions. The change in leadership three years ago may explain some of the responses in the grid areas. When Kathy moved from the assistant principal to the principal's role, she recognized that the previous leadership style was different and the building had been divided. She credits the focused implementation of TLIM of bringing the staff together saying, "There was, what I call…there was kind of some divisions, I think between some of the staff. And I think it (TLIM) has kind of been that glue that kinda brought us together" (Kathy, interview, August 26, 2016).

Even after TLIM has established a stronger cultural presence and the Lighthouse Team has become more of a part of decision-making, the strong centralized authority structures still have an influence. Subtle comments indicated that over the last few years when everyone commented that major cultural changes have taken place, many areas were centralized. An example is Pam's comment when discussing the Lighthouse Team, "My understanding is that the Lighthouse Team tries to make most of the decisions, the driving force for the building. And I understand they have to ask administration for their guidance" (Pam, interview, August 30, 2016). Her perception was that the Lighthouse

Team is the driving force, yet it has to get clearance from the administration. I sensed that while teachers were feeling some autonomy and were being made a part of building decisions, there still was level of permission required based upon some of the previous leadership approaches.

Weak-grid areas. Five of the items received at least double-digit responses in the weak-grid area, with other items providing at least eight respondents scoring in the weak-grid range. Of the nineteen respondents, items six (16 respondents), five (15 respondents), nine (13 respondents), four (12 respondents) and item eight (10 respondents) all ranked significantly in the weak-grid range. Items twelve had the other rankings scoring in the weak-grid range with eight respondents.

The items receiving many weak-grid responses for this area were items four and five, which dealt with individual teacher autonomy in generating educational goals (Item 4) and autonomy in selecting their individual instructional strategies or methods (Item 5). A majority of the staff indicated that there was a high sense of autonomy in these areas and those teachers were looked to for input in making instructional decisions. Autonomy in these specific areas and the climate that it has created may be a part of the shift that has occurred as TLIM has moved to the forefront, or it may be derived more from the district culture since it is reflective of what was seen at Douglas Elementary as well.

Twelve of the nineteen respondents on item nine indicated that they were intrinsically motivated and were driven by self-defined interests. In these areas that have an impact on learning, most of them expressed a high level of autonomy and are intrinsically motivated in their role. For example, Linda typified this assessment as she

noted, "I enjoy what I do and I'm always wanting to find ways to be inspired myself, or hopefully being inspired" (Linda, interview, September 21, 2016).

Sixteen of the nineteen respondents indicated on item six that students were encouraged to participate and take ownership of their education. This falls in line with the expectations that are created in TLIM approach. In discussions concerning the implementation, multiple respondents stated that the additional trainings and the coaching from Franklin Covey over the last few years had focused the building approach on how to reach this goal. Linda may have best described the progress the building and teachers have made when she said,

> The hardest thing as a teacher to generally do is to let go of some of that control that you're supposed to have or that way you want it to be done and realizing their taking ownership and honor and pride in what they're putting together and their ideas behind it. (Linda, interview, September 21, 2016)

The remaining items that showed a weak-grid tendency were items eight and twelve. Items twelve dealt with rules and procedures. Eight of the nineteen staff members that provided responses tended to indicate the building few or implicit rules. Since only two respondents indicated a strong-grid response on this same item, it appears there is an established culture that understands expectations and procedures. Item eight showed more of a feeling of autonomy for the teachers. This item surveyed the level of personalization of instruction for each student. Ten of the nineteen responded in the weak area, which indicates that teachers and staff feel that a personalized level of instruction is being provided. Linking that response to items four and five indicate that teachers are

driving instruction and they feel that they are meeting the needs of each individual

student.

Group Interpretation

Individual results from Douglas in the group analysis indicate a weak to average

group score. Eight of the nineteen respondents fell in the weak-group area with the

remaining eleven scoring to strong-group side of the median. The average of the group

responses was 4.60 with one outlier respondent scoring at 7.58. Removing the outlier

score of 7.58 moves the group average to 4.43, reflecting just how close the overall

results were to the median.

Strong-group areas. Item eleven ranked as the highest on the group scale with 9

of the 19 respondents giving Corp a strong-group score. This item described the

responsibilities of teachers and administrators with the high scores indicating a clear,

communal approach with much accountability.

Items ten, nine, six and seven were the only other items with at least six

respondents classifying a strong-group score. Item ten had the most with six respondents

rating it in the strong-group area. Item ten asked the respondents to rate their allegiance

or loyalty to the school. The relatively low score for item ten is a strong indicator of why

the building may not have reached the cultural expectations they desire.

Item six and seven may show some of the improvement of buy-in by the teachers

and staff that was indicated in the interviews. Item six assessed whether staff worked

independently or collaboratively and item seven determined whether the curricular goals

of the building were generated individually or collaboratively. While both items only had

four respondents indicating a strong-group rating, it does show a movement toward a

more collaborative culture. Item nine reinforces this shift, as five respondents scores reflected that, while autonomous in their instructional approach, instructional resources were controlled more collaboratively. As Ken indicated, "We're never gonna be perfect at it, but we're constantly moving forward" (Ken, interview, September 7, 2016).

Weak-group areas. Respondents rated relatively few items in the weak-group area. These were items five, twelve, two and seven. Item five had considerable support with 13 of the 19 respondents marking it in the low range. This item dealt with how teacher's performance was evaluated, with the low-end scores indicating the individual goals and priorities are considered ahead of group goals during the evaluation process. This reinforces the hierarchy described previously that there are numerous well-defined expectations between staff and administrators. Item seven also shows a weak-group tendency when discussing how curricular goals are generated. Based upon the survey results, at least seven staff members indicate that these decisions are generated individually and not collaboratively.

Items twelve and two are interesting and introduce the first discussion of trends toward the bureaucratic environment. Item twelve addresses how decisions are made in the building. With 9 of the 19 indicating that decisions were made privately by factions or independently. Item two indicates that at least 8 of the 19 respondents implied strongly that the educator's socialization and work in the building was separate and dichotomous versus a unified approach in these areas. These two items start to show that while there was a majority of the group responses that fell above the group median, that at least eight responses fell short of the midline and indicate a more complex picture of the culture of the building.

Corporate characteristics versus bureaucratic characteristics. The grid/group assessment falls in the corporate environment. Harris (2005) stated, "In corporate contexts, social relationships and experiences are influenced by the group against outsiders. Individual identification is heavily derived from group membership" (p.42). This quote accurately explains the corporate environment found at Corp Elementary. In Corp, roles are "hierarchal" and "the membership understand that in a hierarchical system, what is good for the corporation is good for the individual" (Harris, 2005, p.42). The midline grid score results that were reflected in the survey indicate a mix of autonomy around instructional issues, with a hierarchical approach in most every other area of the building.

Even the positive changes discussed in focus group and individual interviews with the increased focus on TLIM shows a corporate influence. For example, Ken discussed how new staff coming into the building knew what expectations for TLIM were due to the condition-of-hire placed at the district level, and how they, "immediately get them involved and they just learn how we do things" (Ken, interview, September 7, 2016). This intentional approach has possibly been one of the key successes in their building becoming more consistent with their implementation, but it also shows that there are many centralized expectations in the building set by the "corporation," or in this case, school.

The characteristic strong-grid environment is true for Corp. As Harris (2005) points out, "In strong-grid environments, power is typically positional. Principals have more administrative power than teachers because of the position they hold in the school" (p. 36). The strong-grid environment at Corp has provided a hierarchal power structure

based upon the traditional perceptions of teachers and staff. Even if administrators are attempting to move to a more shared leadership approach, that shift is being made against the traditional expectations of staff.

Non-corporate characteristics. As indicated previously, weak-grid scores were presented when referring to the autonomy that teachers responded in relation to classroom goals and instructional practices. These two areas can be in conflict with the corporate expectation and align more with collectivist characteristics. These two areas had strong responses and did not seem to conflict with the expectations of the administration or how the goals in these areas were determined for the building. While no two schools are alike, the culture of a building can also have characteristics from different environments. A strong-group culture would indicate either a corporate or collectivist culture where the group dynamics play the major role. A weak-group culture would move the environment to the bureaucratic or individualist depending on the impact of the grid results. With Corp's grid survey results trending above the grid median this indicates Corp's culture would fall in the bureaucratic or corporate depending upon the group survey results.

With the average of the group minus the one outlier described previously being 4.43, group responses were mixed from both environments. The complex mixture of individual results also reinforces this interpretation. While the average of the building results is in the corporate environment, the influence that bureaucratic environment has on the culture of Corp. Harris (2005) indicated, "Bureaucratic contexts offer little individual autonomy." He describes these environments as "often hierarchical" and goes on to state that, "Individual behavior is fully defined and without ambiguity" (p.41).

Harris (2005) also describes the social game as authoritarian, which sets the stage for an authoritarian culture where administration sets strict rules and procedures and teachers have little room input or advancement.

Without having survey results from six years ago when TLIM began implementation and when a different leadership structure was in place, it is difficult to determine where the building culture was at the beginning of TLIM implementation. But based upon the mix of individual results and the discussions from focus group and individual interviews, it appears to be a building that is evolving from a more authoritative culture toward a more collaborative culture. Based upon the interviews of two of the building administrators, there is a desire to move the culture toward more collaboration. Linda indicated a shift as well when she described the changes that have occurred with the implementation of TLIM. She said, "Every year we've done something different and better. We've made something a little bit better every time so they see the advantage of it" (Linda, interview, September 21, 2016).

During interviews, everyone designated that they were seeing continued improvement as more and more of the staff "owned it" and as new staff were hired to TLIM standard. More staff buying into the process with new staff coming in ahead of the curve appears to be causing a shift in the environments and an evolution of the culture at Corp. Kathy was clear that she had seen a shift since she had been at Corp. She said, "The culture shift and the culture change and the things that you're doing because of the implementation process over the multiple years has allowed staff to reach out into (new) programs" (Kathy, interview, August 26, 2016). These small changes could have new meaning for students and staff.

The mixed individual results establish that there is still a faction of the building that is not as collaborative and see the building differently than others. The influence of the Lighthouse team and the willingness of the administrative leadership to redefine expectations and roles will be instrumental in determining if this continuum of growth continues or is stunted.

Interviews

Individual and focus group interviews consisted of items that centered on the implementation of TLIM, the role of the interviewee in the implementation process, changes as a result of the implementation of TLIM and the response of parents and the community. While many comments arose from a wide range of topics, some of which were building specific, there were a number of common threads in the interviews despite any grid and group building differences. Five themes emerged from the interviews, as these topics were discussed in almost every interview in both buildings.

Reoccurring Themes

TLIM Implementation

With a strong interest in the implementation process, there was much discussion in both buildings about the implementation of TLIM. Across the board, respondents spoke about the process of reading the TLIM book, initial implementation trainings and consistent follow up training over the past several years as being keys to success. Dean (from Douglas Elementary) explained, "The book was the first step and sort of a line in the sand of okay, we are going to do this. And then once we all read the book and got pretty fired up." His insight into the personalization of the *7 Habits* was also mentioned during many interviews. He said, "I think us addressing the *7 Habits* amongst personally

ourselves first, that made me look back at myself and then this one there, how can I get this across to kids."

Intentional ongoing training was also discussed repeatedly as one of the most important components of the success of the implementation. Kay (from Douglas Elementary) said, "I don't know that it would have gone as well without the training that we had set in place." Many interviewees talked about how the changes over time were made possible by the continued training that set new goals and expectations. Pam (from Corp Elementary) spoke about how in their building as they took on a new challenge, like the student notebooks, they had a defined approach, saying "we're trying to make it easier to manage and intentional at the same time." Even with the ongoing, designed professional development, Pam was also somewhat critical in the need for more specific training, especially for the lower grades on how to find different ways to introduce the topics to their students.

Kay did say that the implementation of TLIM has given her pause a few times. In building leadership roles for their students, the building created Assembly teams and Drama teams. These teams plan and put on the assemblies that were traditionally done by the staff. She said, "I remember the first time we turned an assembly over to the kids and we had a student-led assembly, Bill and I looked at each other and do we really want to do this" (Kay, interview, October 27, 2016)? She said the hardest thing for her and most everyone is "to let go!"

But you can see significant pride and appreciation in her tone as talks about how the students, "hit the ground running" and how, "they take ownership." She added, "It's amazing the kids that—the way they've responded to it." As the interview continued, it

was easy to see that this approach fit her educational mindset and her approach. She was quick to point out that the students were much more confidant and willing to lead in all areas, but she also said that in the application of some of the Habits, they had work to do. She commented that they could and should do a better job in the areas of "seeking first to understand, then be understood" and in "thinking win-win". This was not surprising coming from a veteran counselor who has dealt with teaching interpersonal skills for most of her career.

Mindy (from Corp Elementary) also indicated that it was slow going at the beginning of the implementation process at Corp. She made it very clear saying, "It seemed like it was at least a year before we really seriously started to apply it to our students" (Mindy, interview, September 7, 2016). She said she felt that for most staff it was more about us understanding and learning what it meant and internalizing before they started teaching it to their students. She went on to indicate that maybe there wasn't the strongest push from administration early on in the process. She stated that teachers didn't have buy-in when they first started the implementation, and while they were trying to walk the walk she didn't feel there was enough support from the administration in the beginning.

Common Vocabulary

The intentional process of using a common vocabulary across both buildings was discussed as one of the factors that were important to changing the culture for both students and teachers. Kay was quick to point out in their building that "probably the first thing for us was the language, getting the language out there. Every teacher had posters that we designed and printed off. And they were the same in every room." Deb (from

Douglas Elementary) reinforced this by saying, "we have a common vocabulary across the board throughout, from PK all the way through, so there's consistency.

Getting teachers to use the language also seemed to be an important component of teacher buy-in. Many comments were made about how it was almost comical early on in the process to use the language and how it appeared almost forced in a conversation, to how common it is today in everyday use with both teachers and students. Dean acknowledged how the four year old teachers start students from day one and it is now just an expectation.

Leadership Framework

The framework that TLIM provided as a basis for building leadership skills and character proved to also be a catalyst for culture change. Katie (from Douglas Elementary) was very clear in her feelings that because of the framework put in place with the TLIM culture, "everything is connected" (Katie, interview, October 27, 2016) and there was a consistency in their building's approach all the way down to the janitor. This consistent approach in her eyes had set expectations for their students that they were living up to daily. Repeatedly throughout the interview, she would bring up points about the changes in students and how it had carried over in everything that they did in the classroom or in the building. She also said that students were more confident and willing to step and lead.

These types of shifts were also seen as important in how students dealt with new students coming into the school or classroom in a much more positive way. Dean related how when a new student comes into the school how in the past if that student exhibited negative behaviors that some of the student would gravitate toward that behavior and

there would be an escalation of negative behaviors. He indicated that since TLIM has been rooted in their culture. For example, the students view negative behavior by an incoming student as outside of their normal expectations, and the new student quickly transforms their behavior to this new expectation. He was also candid in explaining that while they have seen tremendous improvements in behavior and discipline, there were still students who had reoccurring issues that had to be addressed

Lighthouse Teams

The Lighthouse team structure was mentioned repeated from both teachers and administrators, but from different perspectives. There appeared a level of pride and ownership from the teachers interviewed. It was apparent that there was a feeling that teachers had a voice in the direction of the building and their input was valued. From every conversation, the Lighthouse team's structure was the framework of success for the TLIM approach. With everything in the building being planned through the prism of leadership provided by the Lighthouse team, it enhanced the voice of the staff and allowed them to have a shared leadership experience.

Representatives from each grade level participated in the main Lighthouse team and then action team and/or grade level teams branched out from there. This planning structure allowed more staff to get involved and changed the dynamic of many schools where a small number of individual do a large percentage of the work. As Kathy (from Corp Elementary) stated, the Lighthouse teams, "try to build timelines and try to get our action teams taking care of those pieces. But each teacher feels like they are a part in the decisions that happen here in our building" (Kathy, interview, August 26, 2016).

Administrators spoke of how the Lighthouse team approach forced them to reconsider some of their leadership approaches. Both principals spoke of the inherent positional power that was present when they started and how the shared leadership approach had forced some adjustments on their part. After seeing the positive results of having teachers contribute to the planning and direction of their buildings, it is apparent that neither principal would want to move back to the more traditional approach. The success of the Lighthouse framework takes a working relationship between both administrators and teachers to be successful. Administrators must be willing to let go of some of their "power", while teachers have to be willing to "step up" and take on new and different leadership roles. From every interviewee, this willingness from both sides seems apparent.

The structure of the Lighthouse Team also provided an outlet for concerns or negative issues associated with TLIM and its implementation. Challenges created by TLIM could be presented to any staff member or the principal and then could be addressed as a part of the Lighthouse Team approach.

Culture Changes

The end in mind for TLIM is to create a student led culture where students take personal responsibility for many different aspects of their educational experience. Creating this culture was a discussion topic across both buildings. At Douglas, Kay spoke of how their building changed over time for both students and teachers when she stated, "it was kind of nice to see how in the beginning they didn't embrace it and now everyone just expects it" (Kay, interview, October 27, 2016). At Corp, Linda explained, that, "it was our environment and the safety in our classroom. I think it's built great relationships

even with our staff" (Linda, interview, September 21, 2016) when talking about the

overall shifts in their culture.

Repeatedly, the biggest change in culture was the intentional creating of putting

students into leadership roles and giving them responsibility. Whether it was through data

notebooks where students had to set goals and be responsible for their learning, or

through leadership roles established throughout the buildings, the expectations for

students have changed. Through careful planning of the Lighthouse teams, the planned

implementation of TLIM, interviewees spoke of how the culture and expectations placed

upon the students have changed for the positive. Many spoke with pride of seeing

students excel far beyond previous expectations and the growth of students from the

beginning of implementation through today. As Deb (from Douglas Elementary) put it, "I

think it's (TLIM) so much of who they are, it's just ingrained" (Deb, interview, July 7,

2016). Dean built on that by saying, students, "they seem like they have a direction. We

all have a common direction. That's a great thing too, but individually the kids have

something they can strive for." (Dean, interview, October 27, 2016). While there were

differences in the grid and group cultural analysis, during the interviews, participants

expressed repeatedly that they expressed that the culture changes in their buildings had

been positive for students and staff.

Parent and Community Response

One of the specific items of each interview was how parents and/or the

community have responded to the implementation of TLIM. Most respondents indicated

that parents had a positive response, with Douglas seeing an almost immediate

willingness to embrace the approach. Dean stated that, "They (parents) bought in. And

105

the parents don't item a lot of those things (TLIM). They support those things and want to help out" (Dean, interview, October 27, 2016). Kay immediately followed up and commented how the parents even started using the language, which staff saw as real progress. Many of the Douglas staff spoke of how many community members have came into the building and assisted with student interviews and other projects. They have hosted numerous symposiums to assist other schools with the implementation of TLIM, which they said raised the level of knowledge in the community of how the program was being used at Douglas.

For Corp, there was a positive response concerning the reaction of parents and community, but it seemed to take longer to get them acquainted with the initiative. Kathy spoke of how, "I've heard parents when I talked to them that they think it's a good thing. When it first started, they weren't quite sure what it is. But just like the kids, now they're becoming more knowledgeable about it" (Kathy, interview, August 26, 2016). Kathy also thinks that the implementation of the program has become a catalyst to get more parents involved in the school and a way that the school can create opportunities for parents and the community to become more involved. With activities like "Leadership Day", where students showcase their learning and leadership activities as well as the HESP program that Corp staff created, Corp is finding new ways to engage their students and involve their parents.

With the public recognition that Douglas received (Lighthouse Status in the Covey organization-1st in the state), and that Corp has received (State and National School of Character-Character.org) the community has taken a notable degree of pride. From public proclamations from local and state politicians to news stories in local and

regional news outlets, the community has seemingly embraced the culture created in both buildings and has become a more willing participant in school activities.

<p style="text-align:center">Douglas and Corp Comparisons</p>

Grid Comparison

There was a difference in the grid survey results, with Corp being considered strong-grid, while Douglas would be classified as weak-grid, but with a mix of individual scores that left Douglas close to the median in many results. Looking at the 12 individual questions, Douglas had two strong-grid and five weak-grid responses, while Corp had seven relatively strong-grid and six weak-grid responses. Interestingly, many of the questions lined up and responses were very similar. Questions four, five, six, nine, ten, and eleven were all scored very similarly. The similarities were all either along the lines of individual teacher autonomy over classroom decisions, instructional practices, motivations and student ownership of learning, or concerned the administrative control over hiring practices and scheduling.

The biggest differences in the individual responses of the two buildings were questions one, two and eight. These questions showed marked differences in opinions about how authority structures are either centralized or decentralized, how roles are defined explicitly or not, and whether instruction is individualized or not individualized. Douglas staff indicating a more collaborative, decentralized approach, while Corp indicating a more centralized, individual process.

The grid survey results can be seen in the reoccurring themes that emerged from the interviews. Douglas tended toward a more autonomous, weak-grid culture that quickly embraced the Lighthouse Team leadership approach, while for Corp with a more

hierarchal tendency and a stronger-grid culture, it appears that the Lighthouse Team approach has moved their culture toward more involvement of staff and has been a big part of the culture shift for staff

The implementation of TLIM along with the personalization of the *7 Habits* can also be seen as weak-grid in the survey results. With TLIM implementation, both buildings saw individual teachers move toward more autonomy with instructional strategies, classroom goals and with students leading their learning, all weak-grid scoring.

Group Comparison

Group results once again show one building with a strong-group result, (Douglas) and the other site (Corp) shows a weak to average group result. Looking at the 12 individual questions, Douglas had four strong-group and three weak-group responses, while Corp had one strong-group and four weak-group responses. While Douglas only had four results that would be considered strong, all but one question, (question 5) tended toward the strong-group result. The overall average of Douglas's group scores was a 5.59, with only one respondent's result coming in below the group median, with the remaining 17 respondents showing a strong-group result.

In contrast, Corp has only one strong-group response and four weak-group responses. The average group scores for Corp was 4.60, and if the one outlier is removed, it moves closer to the median at 4.43. While there were many similarities in the individual questions in the grid comparison, this is not the case in the group comparison. Only two questions (five and eleven) align closely in both buildings. In both buildings, question five shows a weak-group response when addressing teacher evaluations being prioritized toward the individual and not the group dynamic. Likewise, question eleven

produced a strong-group result for both when discussing the responsibilities of teachers and administrators with high accountability. A comparison of the survey responses that were categorized as strong or weak from each building can be found in Appendix I.

The group survey results can also be seen in the reoccurring themes that emerged from the interviews. The culture changes that occurred at both buildings can be seen through the group scores reflected in the survey. Douglas, which tended toward a strong-group culture, quickly embraced TLIM and its implementation. With its common vocabulary, Lighthouse Team approach and student-led conferences, which brought more involvement from parents these areas of TLIM fit into the existing group approach at Douglas.

At Corp, the culture changes that have resulting in the building over the last few years may have come mostly from TLIM implementation and its impact on the group dynamic. The approach of using a common vocabulary and a leadership structure built around the Lighthouse Team has appeared to move the building from a weak-group toward the strong-group continuum. As pointed out earlier, while Corp appears to be moving from a very centralized authority structure toward a more decentralized, I still sensed a feeling that teachers felt that they had to have permission or approval for some of their decisions based upon the previous culture. Their efforts working toward involving parents with the student-led conferences and their HESP program reflect a unified approach from everyone in the building that strengthens their group culture. A grid and group comparison of the two buildings are shown in Figure 4.

Figure 4 Grid and Group Comparisons

Strong-Grid

Corporate Corp Elementary

- Authority structures centralized
- Explicit job descriptions and defined roles-hierarchal structure
- Communal approach with much accountability
- Decisions made privately or by factions
- Socialization and work were more isolated

Weak-Group   **Strong-Group**

Collectivist Douglas Elementary

- Strong allegiance/loyalty to school
- High level of autonomy in generating educational goals & individual instructional strategies
- Intrinsically motivated & driven by self-defined interests
- Communal approach with much accountability
- Collaborative group approach with well-defined goals and shared leadership

Weak-Grid

Figure 4. Grid and Group Comparisons between Corp Elementary and Douglas Elementary

Summary

The above assessment indicates that the culture of two very similar school sites in the same district can have very different and evolving environments. There can be remarkable similarities and differences even attempting to implement the same programs with basically the same resources. Douglas falls firmly into the collectivist quadrant with

a slight corporate pull, while Corp's average puts it into the corporate quadrant but there is a significant influence from the bureaucratic environment. It is apparent from the grid-group analysis that the two school sites are definitely in opposing quadrants and have different social environments.

The similarities of some of the individual results found in the grid-group analysis really surprised me as a researcher. To have two buildings that were in different quadrants, with some very striking differences, to have such similar results especially in items four, five, six and nine of the grid survey.

The combination of some leadership duties being performed in a traditional approach by the administration at both sites mixed with the Lighthouse dynamic of TLIM that drives many building decisions from a group approach may explain why there are grid-group environmental similarities and depending on the degree of implementation, differences between the two schools. As these factors change and evolve and as new staff enter and existing staff leave, there will be continued potential for changes in the grid-group environments.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The final chapter of this study includes a discussion of the findings and
conclusions of the research. Benefits of the study and recommendations for further
research will also be addressed.

Findings

The following research items guided this study and are addressed below:

1. How does school culture shape and how is it shaped by the implementation of
   The Leader in Me in two selected schools?

   a. Based on Douglas' typology, what is the grid and group cultural
      makeup of each selected school site?

   b. How is the character education curriculum, *The Leader in Me,*
      implemented in each school site?

   c. How does the implementation of *The Leader in Me* influence the
      school culture of each selected site?

2. Pertaining to the interrelationship of school culture and curriculum
   implementation, what other realities exist in this study?

Question 1: How does school culture shape and how is it shaped by the implementation of *The Leader in Me* in two selected schools?

In both schools, district and building leaders made a conscious decision to move toward a student-led character education approach in the fall of 2010. The vehicle selected was *The Leader in Me,* a character education program designed around the work of Covey's (1989) *7 Habits* and designed around the belief that every student can be a leader if given the opportunity and direction. Using the *7 Habits* as tools, both schools used the principles of the *7 Habits* to build a common set of expectations and a common vocabulary for students and ultimately for staff.

Changes occurred as teachers and staff worked to provide students with leadership opportunities and then allowed those students to lead. The development of personal responsibility was a focus in both buildings through student jobs and the use of data notebooks.

Student jobs were created at both building sites in both the classroom and at the building level. These jobs ranged from classroom assistants that answer the door and preformed identified tasks, to responsibilities in the cafeteria, playgrounds and the crosswalks. Each site required applications for the building level created jobs and an interview process to secure the position. The process of securing the job and fulfilling the responsibility of the job was both seen as important leadership opportunities for students from PK-6th grade.

Student notebooks were developed independently in each building and were a mechanism to provide students a vehicle to track attendance data, grades, and personal

and classroom goals. Goal setting was an important factor in assisting students to learn

components of the Habits such as "beginning with the end in mind".

TLIM reinforced the culture of each school and added a valuable dimension to the

contexts. Many of the participants had been on staff prior to the implementation of TLIM

and were able to reflect on the changes in culture due to the implementation of TLIM.

While TLIM added an important feature to each context, its implantation process was

shaped and influenced by the culture of each site. For example, due grid differences,

these schools had slightly different ways of operating. Thus, while the exact TLIM

principles were implemented at each school, the implementation was slightly different in

their respective buildings. In both schools, TLIM added to and reinforced the

organizational cultures.

Question 1a: Based on Douglas' typology, what is the grid and group cultural

makeup of each selected school site?

From the grid-group analysis, the two school sites have different social

environments. As explained in Chapter V, Douglas falls into the collectivist quadrant

with a slight corporate pull. Corp is a corporate environment with bureaucratic

influences. The differences in social environments provided an opportunity for

comparison of the two schools in regards to the implementation of TLIM in each building

culture.

Question 1b: How is the character education curriculum, *The Leader in Me,*

implemented in each school site?

Implementation of TLIM process began in the fall of 2010, when each faculty

member was given the book, "*The Leader in Me*." Bill explained that at Douglas, they

developed a leadership team and did a book study to see how it might work. Katie (from

Douglas Elementary) explained that after reading the book, the staff "mulled it over for

several months" as they prepared for the next step. This approach was similar at Corp in

the early stages of implementation.

Each site then participated in "Vision" training in January of 2011. Trainers from

Franklin Covey led this training, with each site having a trainer specifically assigned to

their school. This training was designed to work with the faculty and staff at each site to

begin establishing what the staff wanted their schools to "look like" as they moved

forward. Bill recognized quickly that this would mean getting, "everyone on the same

page, everyone working together" (Bill, interview, July 25, 2016).

Prior to the start of the 2011-2012 school year, each faculty member also went

through *7 Habits* training that was specific training on internalizing the *7 Habits* into their

own lives. This training was led by Franklin Covey staff and was deemed vital for staff to

understand how the Habits worked in their own lives so that they could model the Habits

and guide students as they learned how to apply the Habits and the leadership

expectations as they moved forward. Training supplies for both students and staff were

also provided that were age appropriate that served as curriculum for the implementation

process. While the curriculum was clearly important to the process, staff indicated that it

was more about how the building worked together to move the focus to leadership, create

the common language and look for ways to point out the Habits in everyday activities.

During this first year, Franklin Covey trainers also provided a specific instructions

for the Lighthouse Team in each building. This training was designed to assist the

building leaders and designated staff on how to drive TLIM and make it the overall

culture approach at their school. Each school has their own Lighthouse Team that has a representative from each grade level as well as the building administration and counselor. Kathy indicated that they also built action teams outside of Lighthouse Team that would take the initiatives created by the Lighthouse Team and put them into practice. Both sites utilized the Lighthouse Team as a planning mechanism with the action team putting the ideas into practice. This creates a working plan that moves the building initiatives forward and involves many staff distributing the workload among all staff.

The next component of the implementation is designed to drive culture implementation and establish school wide goals. Bill called this training an "Empowerment Day." Douglas continued the recommended Franklin Covey training schedule, while Corp slowed the process as they began the transition of building leadership. Corp eventually completed the Empowerment Day training, but almost sixteen months later than Douglas. The Franklin Covey implementation timeline that was used as the basis for training at the beginning of the implementation process is provided in Appendix H. Some of the terminology may have changed since the initial implementation.

Beginning in the 2013 school year, it became a district requirement that all new staff hired into the district participate in the signature *7 Habits* training before the school year started. As Karen puts it, the thinking was that new staff coming in gets a "quick shot" of Habits and this prepares them to adapt quicker into the culture. Mentors are also assigned to all new staff in the respective buildings to assist with not only being new to the building, but to assist with the TLIM expectations and culture. A comparison of the implementation at both buildings is shown in Table 5.

Table 5

Implementation Timeline for Douglas and Corp Elementary

Date	Douglas	Corp
Fall 2010	Building staff given TLIM book	Building staff given TLIM book
Jan 2011	Vision Day	Vision Day
Aug 2011	Signature *7 Habits* Training	Signature *7 Habits* Training
2011-2012 School Year	Lighthouse Training	Lighthouse Training
Aug 2012	"Empowerment Training" Lighthouse Training	_____
Fall 2013	All New Staff Trained-*7 Habits*	All New Staff Trained-7 Habits
Yearly Since 2013	Coaching / One Day Trainings	_____
January 2014	_____	"Empowerment Training" Lighthouse Training
Yearly Since 2014	_____	Coaching / One Day Trainings

Question 1c: How does the implementation of *The Leader in Me* influence the school culture of each selected site?

Culture change includes processes created by the decisions and buy-in of the students, staff and administrators of each respective building. Both buildings stayed consistent with the implementation process, with Corp delaying "Empowerment" training for a period of time. There are many parallels between the two buildings as of the completion of this research. Interviewees from both sites indicate a strong agreement that the implementation of TLIM has changed the building culture in each building. Both Douglas and Corp have been intentional in their efforts to create a common language

117

around the *7 Habits* and to create a student led leadership culture in their respective buildings. While this study is not quantitative in nature, both buildings did indicate substantial improvements in the reduction of discipline problems and in the kinds of discipline that was being brought to administrators. Administrators also indicated that the Habits fostered more responsibility and an improvement academically in many areas. This may be an area of suggested further research.

At each site, both principals and assistant principals utilize the *7 Habits* as a part of the discipline process. All indicated that they have seen a positive impact in regards to how they address student conflict and allow students to work toward resolution. They also recognized that students are dealing with each other in a more mature way using the Habits to work through situations so that they never reach the discipline level.

The intentional focus of TLIM appears to have created a more stable environment at both sites. Improved student responsibility and leadership skills have allowed each building to extend the activities of students into new areas. Both sites have a strong focus on health and wellness as a part of the Sharpen the Saw component of the Habits. At Douglas, they have even expanded into offering a community wide 5K that is both a fundraiser and an opportunity to promote healthy lifestyles.

Douglas appears to have embraced TLIM more quickly than Corp. Quite possibly because their weak-grid, collaborative context allowed for quicker buy-in and implantation. Their immediate embrace of the approach has allowed for continuous improvement and a deeper understanding of the benefits to both students and staff. Douglas's collectivist, egalitarian mindset may account for the speedy group embrace of

TLIM. The decentralized approach of using the Lighthouse Team also helped in decision-making and incorporation.

Corp has a slightly larger building and staff and falls into the corporate quadrant with bureaucratic influences. The corporate, hierarchical environment has less room for autonomy and created more layers of decision-making for TLIM to take off. Interviewees at Corp indicated that challenges early in the adoption of TLIM created pockets of success but not the uniform implementation across all of the staff. Leadership changes in the building have created a more focused, intentional approach that has allowed Corp to be moving to a deeper implementation that is more consistent and involving more students and staff. Kathy said that she has seen more engagement of the staff over the last three years and the interviews bear that out. Many of the interviewees said that the change in leadership was important to the improved culture of TLIM in the building.

Both buildings are on similar paths and have very similar approaches, but Douglas appears to just be farther down that path than Corp is at the time of this research. While the buildings started at different places in regards to the quadrants, the changes brought about by the implementation moved both buildings toward a culture that would be considered to have stronger-group and weaker-grid tendencies.

The consistent, timely professional development for both the individual and the buildings created a vision in both buildings of what their building could look like and provided a mastery of the concepts that built competence in each individual. This approach created purpose and internalized the concepts for the individual teacher enhancing the intrinsic motivation of the staff which creates stronger group tendencies and weaker grid tendencies in each building

The Lighthouse Team approach was also a major component of the implementation process and had a significant influence on the grid and group positioning of the buildings. The process of bringing the staff into the leadership and decision-making process in each building created many strong group tendencies. For example, the process caused staff to work collaboratively toward building goals, placed more responsibility on teachers and staff to make corporate decisions, improved their communication and their allegiance to their schools. Each of these areas indicate an increase toward strong-group tendencies. At the same time this structure decentralized the authority structures and created more autonomy than was previously a part of the culture. These are indications of a move toward weak-grid tendencies.

The move toward a common language and approaching discipline by putting more responsibility on the student are all actions that increase student ownership and create more autonomy for students and staff, which are weak-grid components. The implementation process created many similarities in the movement of each building's culture in relation to the grid and group framework. These similarities were somewhat surprising as both cultures moved toward a stronger-group and weaker-grid position. One would expect each culture to be potentially positioned in the same quadrant as the buildings move forward.

Question 2: Pertaining to the interrelationship of school culture and curriculum implementation, what other realities exist in this study?

The change in leadership at Corp was a significant shift in changing expectations and emphasizing the importance of being consistent with the TLIM implementation in that building. While the focus on TLIM would bring about a more consistent

120

implementation, the leadership change may also be shifting the entire building culture in relation to the grid-group quadrants. The success of the implementation of the TLIM in each building could be based upon the starting grid-group quadrant of that building, but the leadership style of the administrators could also have had an impact on the stability and success of the implementation.

When Bill took over the principalship at Douglas, he had a strong positional leadership situation, but he was willing to yield much of that implied power as he implemented the Lighthouse Team approach. He changed his style to allow for more shared leadership in his building, but still held firmly to hiring and scheduling. While their collectivist context may have created a fertile environment for the implementation, his stable leadership and leadership awareness may also be key components to their success.

Kathy and Ken (from Corp Elementary) recognized the divides in their building, with Kathy having some beneficial insights due to her time as the assistant principal. Their focus and almost a reimplementation approach in the building in which they worked hard to include more staff in the decision-making process was key for their improvements. Also of note is how closely TLIM approach matched both Kathy and Ken's educational worldviews. In interviews with both administrators they repeatedly indicated how TLIM and the *7 Habits* matched their own feelings and values as educators. Educators at each site had a passion for TLIM and what it stands for, which may be a motivating factor for the staff in the building. Their passionate leadership with a focused approach seems to be significant to their improvement.

Conclusions

The two schools studied were operating from different quadrants in the grid and group classification, and both sites wanted the student-led leadership approach of TLIM to be successful. As with any change, new initiatives face challenges to the status quo and in this case, both schools worked to implement the TLIM within their existing cultures with mixed results. For example, Douglas, with its collectivist culture, initially embraced the process and moved quickly to integrate the approach with a higher degree of success than was seen at Corp, with its corporate culture.

Ultimately the culture of any school is determined by the unified decisions of the group involved. Drawing conclusions from the cases presented, it appears that the implementation of TLIM was accepted quicker with more consistency and fidelity at Douglas than at Corp. While both sites had access to the same or similar resources, the acceptance of TLIM by the Douglas staff was immediate and embraced deeply. This led to quickly being able to imbed the principals of the approach with both students and staff.

Many components aligned for the successful implementation of TLIM at Douglas, including a collectivist social environment, stable and consistent leadership over the entire implementation, curriculum and supplies, timely and extensive professional development focused on developing the culture, and lastly, the intentional hiring of staff to the new paradigm. While a grid and group analysis was not presented to Douglas at the beginning of the implementation process, based upon interview results, it seems likely that the culture of the building has not moved much if any at all from the collectivist quadrant.

Corp enjoyed many of the same resources, such as the reoccurring professional development, curriculum and supplies, as well as the ability to hire to the new paradigm.

Where Corp differed significantly from Douglas was the leadership approach at the initial implementation, as well as, the leadership changes during the implementation process. There was also a very different cultural environment as compared to Douglas.

Corp's current corporate environment has a strong hierarchical influence. This current evaluation is after three years of a new leadership team that has completely embraced TLIM and has hired many new staff to the new paradigm. Whatever the reason, the staff and leadership at Corp have now embraced the concepts of TLIM more consistently and with more fidelity than in the first few years of the implementation. This discussion brings to light several conclusions that should be considered based upon the experiences of TLIM implementation in these two schools. These considerations, which are explained below, include cultural context, leadership, immersion and on-going professional development.

Cultural Context

Both sites ultimately have reached a place where they have a large percentage of students and staff consistently engaging in TLIM. However, during the implementation process, the differences in social context and environment were vastly different at the two sites and most likely influenced the early success of the implementation, especially at Corp Elementary. This observation could have meaning for any practitioner who is considering a culture change or the implementation of any new initiative. Assessing the cultural environment prior to implementation could provide the practitioner valuable insights that could guide the initiative to earlier success.

Even though both sites are now enjoying success from the implementation, they both still remain in different quadrants in relation to their existing culture. Movement

toward a weak-grid and strong-group occurred in both sites, but the initial culture has had a strong influence on where both are currently positioned in the grid-group environments and on the success of the implementation. In many ways their movements in the grid-group quadrants over the last few years have paralleled each other, but due to their starting cultures, they still remain separated as of this research.

Changing the cultural environment may ultimately only happen over time as priorities are established and pursued, both consistently and persistently. In some cases, it could also change by the process of "addition by subtraction." As change-resistant staff retire or leave and leadership hires the type of person that fits the desired culture of the building, shifts in the culture can take place. Leadership at both buildings sited the fact that as they hired staff with a focus on TLIM in the hiring process, it helped extend the culture to a deeper implementation. As stated earlier, the culture of any school is determined by the unified decisions of the group involved. So, the more staff that is hired that are supportive and embrace TLIM, the better chances for success and more pronounced the effect.

Leadership – Flexibility and Stability

Building leadership was very important to success at either building. At Douglas, Bill was the principal before the implementation and embraced the implementation from the beginning. Based upon his interviews, he held a great deal of positional power derived from his predecessor. His willingness to release some of that power and allow the Lighthouse Team approach to become a driving force behind the building initiatives showed a great deal of flexibility and maturity in his leadership. Getting the teacher buy-

in from the beginning established an environment that everyone had a voice and that their voice mattered.

The stability of Bill's leadership over the entire process also should be considered. Douglas has seen what can be described as significant successes with their student-led approach. Years of stable leadership have allowed the building to mature and take on new and different challenges. The need for a succession plan for leaders of any successful initiative implementation could be another observation that practitioners could draw from these observations and items.

At Corp, the change in leadership was as important as anything else in the ultimate success of the implementation. Bringing Kathy to the principal's position and moving Ken into the assistant principal's position marked a significant change in the implementation timeline. Interviewees all agreed that there was an effort from the beginning to implement TLIM, but it was not uniform across the building until the leadership change took place. The unified approach of Kathy and Ken focusing on getting teacher buy-in, strengthening the Lighthouse Team and a renewed approach with the Habits and the vocabulary marked a turning point for success.

There appeared an inherent tension created by the leadership styles of the building principals. At Corp, once Kathy and Ken decided to restart the implementation of TLIM, the top down, bureaucratic expectations in the building may have actually assisted in making the implementation a success as they made it a focus and pushed hard for its implementation. Some staff may have embraced it because they believed in the value, but some may have just appreciated the clear set of expectations that they had always experienced and followed along because that was what was being expected of them.

At both buildings leadership seemed to walk a balance between pushing and setting expectations and releasing positional power to build staff autonomy through the Lighthouse Teams. This is a dynamic that might of interest in future research.

At both sites, all the leadership teams worked hard to establish buy-in from their staffs based upon trust and respect. Modeling the Habits and working to build trust with their staff based upon a student first approach seemed to be a key factor in the results that they have seen to date.

Immersion and On-going Professional Development

I would be remiss if the immersive nature of the implementation and the strength of the professional development program were not mentioned as important components. Teachers and staff from both schools who were interviewed spoke of how, as Deb put it, TLIM was, "so much of who they are, it is just ingrained" (Deb, interview, July 7, 2016). The immersive nature of the approach, built upon a common vocabulary and common expectations truly seemed to provide a framework from which to build. Principal's spoke of disciplining with the *7 Habits*, teaching students how to set goals and creating a crucible of character that allowed the students to develop their core values in a safe environment.

The planned, intentional and sustained professional development from Franklin Covey was also cited repeatedly from both buildings as being vital to their success. Bill spoke of how their building would be moving forward and just as they came to a crossroad, another training or coaching session would be planned that kept them focused and moving the right direction. Timely and well-developed curriculum and training provided the resources for both schools to have a solid base from which to build. The

126

signature *7 Habits* training was noted as being the same training that is held for the corporate world, which many saw as a positive for students going forward. If their students became well versed in using the Habits at schools, many said that they would have a head start in the work world.

<div align="center">**Significance**</div>

The potential benefits to practice, theory and research are provided below. Findings from this study cannot be generalized, and any transferability must depend on the likeness of the receiving context.

Significance to Practice

This research examines the implementation of a character education program that has potential to positively change the culture of a school site and its implications on student engagement and staff motivation. The results of this research can provide practitioners with information necessary to decide if this approach is practical for their site and benefits of implementation. The analysis of the building culture using Douglas' (1982) grid and group approach can provide insights to the existing culture and help leaders develop an understanding and a direction of how to address potential challenges prior to implementation of this type of program.

School leaders, as well as professional organizations, are always looking for research-based methods that can improve student achievement and enhance teacher engagement. This research strives to provide a narrative portrait of the program and its potential to create a culture of leadership within a school site and review of the structure of professional development and engagement for staff. Findings from this research will

provide scholar-practitioners a practical guide to applying this approach in a school district or school site.

Significance to Theory

By using the Grid and Group Assessment Tool developed by Harris (2005) and employing the grid and group typology with the descriptions of school contexts in terms of this typology to assess the culture, this research can provide additional insights into Douglas's grid and group typology. Results from this analysis can provide new insights into the social environments of schools, their organizational culture and the relationship to educational leadership. The immersive nature of TLIM may also lend itself to further study into leadership theory and theories on culture change.

The Lighthouse Team approach, that enhances autonomy of teachers and staff, may also lend itself to further discussions and insights as related to management theories in and out of the educational field. Another area of theoretical study that might benefit from this research includes the Theory of Change, and how causal linkages that create change within a particular context might be considered and mapped using an Outcomes Framework. Certainly multiple leadership theories including Transactional Leadership theories and Transformational Leadership theories could possibly benefit from looking at the role of leadership, mutually beneficial relationships and motivation during the implementation of TLIM process.

Significance to Research

This research expands the basic understanding of how this curriculum specifically influenced school culture as well as other areas of the school experience. To the extent that using the Lighthouse Teams as a collective leadership approach, this research may

strengthen and bring new ideas to research in the area of diffusion theory along the lines of Adams and Jean-Marie (2011). Findings in this research suggest that more research around diffusion of the leadership model could be considered to establish links to framing reform efforts in the school setting.

Another potential benefit of researching this topic is to determine if other research exists that could make the efforts of the two schools in this study more successful. Little research exists on the influence of student-centered leadership curriculum on the culture or climate of a school. This research will provide guidance toward the long-term viability of continuing this program in these buildings, and also may offer suggestions for further research to gain an even better understanding of the influence of leadership curriculum in other buildings or districts.

Recommendations

Many areas of this study should be considered for further research. Using Douglas' grid and group theory, it would be interesting to see how the implementation of TLIM would be affected if the starting cultures were in other grid and group quadrants. For example, would similar results occur from buildings that are in the bureaucratic or individualist environments? It would also be of interest if the grid and group assessment were to be given every year over a period of the implementation to see if the focused approach of TLIM would have an impact on moving the building culture to another quadrant.

While this was a qualitative case study that attempted to provide a rich, authentic snapshot of the current environment, a quantitative study that analyzed academic performance based upon the implementation of TLIM would be of value. Principals at

both sites indicated that the focus of the first three Habits had a desired result of improving personal responsibility which created academic gains. Controlled research into suggested academic gains would be of interest and value.

Anecdotal information during this study suggested strong reduction in discipline referrals and changes in the types of discipline referrals toward less severe issues. A quantitative or mixed study that researched the impact of TLIM on discipline referrals would be valuable for both practitioners and researchers. Longitudinal studies analyzing both academic results, tests scores, discipline referrals and dropout rates could be of tremendous value as well.

Additional research into how culture affects teacher retention and recruitment would be of value for practitioners. The teacher's leadership components of TLIM through the Lighthouse Teams provide a voice and a shared working environment that could be attractive to teachers at all levels. Research into establishing hiring practices based upon set initiatives and its effect on implementation and/or culture would be interesting to practitioners.

Also of value, would be additional research into the importance of building leadership. The degree in which leadership embraces and drives any initiative implementation has to be a leading factor in the success or failure of said initiative. Stable leadership that is committed and drives implementation can have immediate and desired effects, while long term leadership that does not believe and is not a willing participant in the implementation process could limit or reduce chances for success, even if their staff is supportive. Leadership succession and/or leadership change and the impact on culture would be areas of consideration for additional research that would benefit both

researchers and practitioners. When a desired culture is established and change occurs, how is that change managed? Items like these are of value to practitioners as they assess existing building culture and look to replace building leadership. Change can be used to drive initiatives as was seen at Corp, but succession plans need to be considered when a culture is thriving and change must occur. Having a plan to address that change could be vital to continued success.

Follow up research on how successful leaders balance the need for when authoritarian approach is required versus leadership that builds the autonomy in staff that appears to have been a key to the successful implementation and sustainability of TLIM.

Areas that were not even addressed in this research but could be of importance when considering any impact of building culture could include the effect on gender equity, and gender issues, as well as, how the mindset of students and staff impact the implementation of new initiatives.

Researcher's Comments

Initially, I had a great deal of hesitation covering school sites in the district that I am employed as a superintendent. However, I navigated the ethical, professional and research concerns that studying sites within my own district could bring about and decided that this could be a valuable case study. With guidance from my committee, I made conscience efforts to minimize possibilities of coercion or appearance of undue influence due to my position as superintendent. As Brown (2010) explained, "Participants must not be coerced, and risk of harm must be minimized" (p. 277).

Being an insider can create challenges and benefits. In many ways, I had a better understanding of what was going on in the building during the interview process, so I

could dig deeper into some of the subject matter and hopefully get more relevant information from the participants. Likewise, my concern was always that participants might not reveal some information due to my position as superintendent in the district. I worked very hard to minimize any concerns that participants might have had toward revealing negative components of the implementation. It was constantly reiterated during interviews the importance of a clear and accurate picture of the implementation of TLIM, good or bad. Negative comments and challenges with TLIM process were already being addressed in each building by the Leadership Team and the building principal. I am comfortable that while the dynamic might have been different for an outsider conducting this research, the researcher would find results that mirror those found in this study.

I was surprised many times during my research, not only in what had worked and what had not, but also with how different the cultures were in the two buildings. In so many ways, the buildings proved to be different culturally, even though they are within the same district with almost identical resources. The learners across the school district are very similar in their demographic, social and economic levels, yet the cultures created in the building were shown to be in different grid/group quadrants when compared. I was also surprised how staff within different cultural environments perceived some of the leadership approaches. The hiring and scheduling approaches were perceived almost identically in both building, even though the leadership approaches were somewhat different. Neither staff seemed to struggle with the approaches of leadership in these two areas, but it could be an area of growth for both sites.

In reflection as to why there were such different cultures when both sites were under the same district umbrella, my own conclusions lie in the makeup of the faculty.

Corp had a more experience, longer tenured staff than Douglas had at the beginning of the implementation process. The culture at Corp seemed to be entrenched and established. At Douglas, Bill was been able to hire a number of his staff, creating the opportunity to hire toward his vision for his building and reinforcing the collectivist culture that may have already existed.

My hope is that practitioners will recognize the value of grid and group analysis to provide insights to their existing cultures. The insights I have gained through this research have made me analyze my own leadership approach and provided a new lens to evaluate each different site within my own district. District leadership with a defined vision is important to the success of district initiatives, but district leaders must understand that the individual decisions within each building are going to be the deciding factor for success. Leaders must create vision and build buy-in around values that resonate with the "boots on the ground" for any initiative to be successful. In a quote that has been attributed to Amazon founder, Jeff Bezos, leaders must, "be stubborn on vision, flexible on details" and realize that success can look different in each building.

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APPENDICES

APPENDIX A

Working Preference Grid and Group Questionnaire

For each item, mark only one bubble per item, and do not mark anywhere else on the continuum other than the bubble. (Note: In the statements below, the term *administrator* refers to administration at any level, including principal, assistant principal, counselor or anyone assigned with formal administrative responsibility.)

EXAMPLE ITEMS

Incorrect Procedure

The example items below illustrate the *incorrect* way to complete the questionnaire. In the first example item (E1), more than one circle is checked. In example item number two (E2), a mark is made *between* two numbers on the continuum. In both cases, it is not possible to score the item. *Don't* do it this way!

E1	I prefer: weak coffee strong coffee 1 2 3 4 5 6 7 8	?
E2	I prefer: weak coffee strong coffee 1 2 3 4 5 6 7 8	?

Correct Procedure

Example E3 below illustrates the *correct* way to complete each item in the itemnaire, because only one circle is marked. The score for this item would be 3, as indicted in the score column. *Do it this way!*

E3	I prefer: weak coffee strong coffee 1 2 3 4 5 6 7 8	3

Working Preference Grid Consideration

Item	Grid Consideration	Score
1	I prefer a work atmosphere where authority structures are: decentralized/ centralized/ nonhierarchical hierarchical 1 2 3 4 5 6 7 8	
2	I prefer a work atmosphere where my role(s) is: nonspecialized/ specialized/explicit no explicit job job descriptions. descriptions 1 2 3 4 5 6 7 8	
3	I prefer a work atmosphere where teachers have: full autonomy no autonomy in textbook in textbook selection selection 1 2 3 4 5 6 7 8	
4	I prefer a work atmosphere where individual teachers have: full autonomy no autonomy in generating their in generating their educational goals educational goals for their classrooms for their classrooms 1 2 3 4 5 6 7 8	
5	I prefer a work atmosphere where individual teachers have: full autonomy no autonomy in choosing in choosing instructional instructional methods/ methods/ strategies strategies 1 2 3 4 5 6 7 8	
6	I prefer a teaching and learning atmosphere where students are: encouraged to discouraged from participate in! participating in! take ownership taking ownership of their education of their education 1 2 3 4 5 6 7 8	

Item	Grid Consideration	Score
7	I prefer a work atmosphere where teachers obtain instructional resources (i.e., technology, manipulatives, materials, and tools) through: individual competition! negotiation administrative allotment! allocation 1 2 3 4 5 6 7 8	
8	I prefer a teaching and learning atmosphere where instruction is: individualized! personalized for each student not individualized! personalized for each student 1 2 3 4 5 6 7 8	
9	I am motivated by: intrinsic! self-defined interests extrinsic! institutional rewards 1 2 3 4 5 6 7 8	
10	I prefer a work atmosphere where hiring decisions are: decentralized! controlled by teachers centralized! controlled by administrator(s) 1 2 3 4 5 6 7 8	
11	I prefer a work atmosphere where class schedules are determined through: individual teacher negotiations institutional rules/routines 1 2 3 4 5 6 7 8	
12	I prefer a work atmosphere where rules and procedures are:: few/implicit numerous/explicit 1 2 3 4 5 6 7 8	
	Sum of sample grid scores:	
	Average of sample grid scores (sum/12)	

Working Preference Group Consideration

Item	Group Consideration	Score
1	I prefer a work atmosphere where instructional activities are initiated/planned by: individual teachers all educators working alone working collaboratively 1 2 3 4 5 6 7 8	
2	I prefer a work atmosphere where educators' socialization and work are: separate/ incorporated/ dichotomous united activities activities 1 2 3 4 5 6 7 8	
3	I prefer a work atmosphere where rewards primarily benefit: the individual everyone at the school site 1 2 3 4 5 6 7 8	
4	I prefer a work atmosphere where teaching and learning are planned/ organized around: individual teacher group goals/interests goals/interests 1 2 3 4 5 6 7 8	
5	I prefer a work atmosphere where teaching performance is evaluated according to: individual teacher group goals, goals, priorities, priorities, and and criteria criteria 1 2 3 4 5 6 7 8	
6	I prefer a work atmosphere where members work: in isolation collaboratively toward goals toward goals and objectives and objectives 1 2 3 4 5 6 7 8	

Item	Group Consideration	Score
7	I prefer a work atmosphere where curricular goals are generated: individually collaboratively 1 2 3 4 5 6 7 8	
8	I prefer a work atmosphere where communication flows primarily through: individual, informal corporate, formal networks networks 1 2 3 4 5 6 7 8	
9	I prefer a work atmosphere where instructional resources are controlled/owned: individually collaboratively 1 2 3 4 5 6 7 8	
10	I prefer a work atmosphere where educators and students have: no allegiance/loyalty much allegiance/ to the school loyalty to the school 1 2 3 4 5 6 7 8	
11	I prefer a work atmosphere where responsibilities of teachers and administrators are: ambiguous/ clear/communal fragmented with with much no accountability accountability 1 2 3 4 5 6 7 8	
12	I prefer a work atmosphere where most decisions are made: privately by corporately by factions or consensus or independent group approval verdict 1 2 3 4 5 6 7 8	
	Sum of Group Scores:	
	Average of Group Scores (sum/12):	

APPENDIX B

Informed Consent

INFORMED CONSENT

Project Title: A Grid And Group Description of the Effect of the Adoption of the "Leader In Me" on School Culture

Investigator: Donald Ray Raleigh Jr.

Bachelor of Science in Natural Sciences, Northwestern Oklahoma State University, Alva, Oklahoma 1988
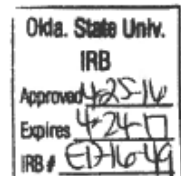
Master of Science in Curriculum and Instruction, Oklahoma State University, Stillwater, Oklahoma 1999

Doctoral Candidate, Oklahoma State University, Stillwater, OK

Purpose: The purpose of this study is to describe how school culture shapes and is shaped by the implementation of a character education curriculum, *The Leader in Me*, in two selected schools. Therefore, you will be interviewed in relation to the implementation of said program. Each of these interview sessions will be 45 minutes in length. Two focus group sessions will be held at each site. Each of the focus group sessions will be 75 minutes in length.

Procedures: All teachers, administrators and staff will be asked to participate in an anonymous online survey. Selected teachers, administrators and staff will be asked to participate in the interviews and focus groups. The researcher also currently serves as the district superintendent where the research is taking place. All participation is completely voluntary and you can remove yourself at any time without repercussions. Participation is strictly voluntary without coercion or any penalty. In no way will any participation, non-participation or any views shared during the research have any bearing upon your employment status or employment review.

The interviews will take place at each school site, either in your classroom or a designated room in the building. This will allow for confidentiality and privacy during interviews and focus groups. An interview protocol will be used with the interview questions being scripted and prepared to be as neutral and open ended as possible. You will be informed beforehand that interviews and focus group sessions will be recorded for accuracy. You will be reminded before the interviews begin. Pseudonyms will be used for all participants, and information will be provided to all participants through the signed informed consent forms approved by the IRB. I will explain to you that you can stop the interview at any point. All interviews will be transcribed verbatim as a naturalized transcription. Each participant will be shown transcripts of the interviews in order to verify and ensure that all interview information was captured correctly. Following the conclusion of the research process, all documentation, recordings and notes from the interviews will be destroyed.

Okla. State Univ.
IRB
Approved 4-25-16
Expires 4-24-17
IRB# ED-16-49

147

Risks of Participation: There are no known risks associated with this project that are greater than those ordinarily encountered in daily life.

Benefits: There are no benefits to the participants in this research other than contributing to the research concerning school culture. Little research exists on the influence of student-centered leadership curriculum on the culture or climate of a school. This research will provide guidance toward the long-term viability of continuing this program in a district, and also may offer suggestions for further research to gain an even better understanding of the influence of leadership curriculum in other districts.

The results of this research will provide practitioners with information necessary to decide if this approach is practical for their site and benefits of implementation. School leaders, as well as professional organizations, are always looking for research based methods that can improve student achievement and enhance teacher engagement. Findings from this research will provide scholar-practitioners a practical guide to applying this approach in a school district or school site.

Confidentiality: All interview information will be kept confidential throughout the process. All recordings of interview and associated notes will be kept confidential and secure for the duration of the research process. The interviews will take place at each school site, either in the individual's classroom or a designated room in the building. This will allow for confidentiality and privacy during interviews and focus groups. Pseudonyms will be provided to each participant and at no time will a participant's real name be associated with the interview data. Each participant will be shown transcripts of the interviews in order to verify and ensure that all interview information was captured correctly. Each participant of focus group sessions will be asked to maintain the confidentiality of the session statements of all individuals that are involved. Following the conclusion of the research process, all documentation, recordings and notes from the interviews will be destroyed. All research information, survey results, and interview data will be kept on a password protected computer. Data will be reported in the aggregate.

Compensation: None

Contacts: Donald Ray Raleigh Jr
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(918) 440-6032
raleighd@pryorschools.org

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Okla. State Univ.
IRB
Approved 10-5-16
Expires 4-24-17
IRB # ED-16-49

148

Your suggestions and concerns are important to us. Please contact me or my advisor with any questions. For information on subjects' rights, contact Dr. Hugh Crethar, IRB Chair, 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or send email to irb@okstate.edu.

Participant Rights: As a participant in this research, you are entitled to know the nature of my research. You are free to decline to participate and you are free to stop the interview or withdraw from the study at any time. If you decide to participate, you are free to discontinue participation at any time without penalty, prejudice or consequence of any kind. Feel free to ask any questions at any time about the nature of the research and the methods I am using.

Signatures: I have read and fully understand the consent form and I sign it freely and voluntarily. A copy of this form has been to me.
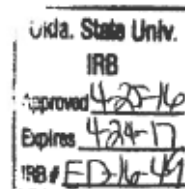
_____   _____
Signature of Participant   Date

I certify that I have personally explained this document before requesting that the Participant sign it.

_____   _____
Signature of Researcher   Date

149

APPENDIX C

Survey Information Sheet

SURVEY INFORMATION SHEET

Project Title: A Grid And Group Description of the Effect of the Adoption of the "Leader In Me" on School Culture

Investigator: Donald Ray Raleigh Jr.

Bachelor of Science in Natural Sciences, Northwestern Oklahoma State University, Alva, Oklahoma 1988

Master of Science in Curriculum and Instruction, Oklahoma State University, Stillwater, Oklahoma 1999
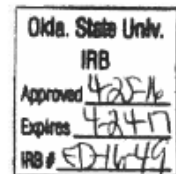
Doctoral Candidate, Oklahoma State University, Stillwater, OK

Purpose: The purpose of this study is to describe how school culture shapes and is shaped by the implementation of a character education curriculum, *The Leader in Me*, in two selected schools. Therefore, you will be asked to participate in an anonymous online survey.

Procedures: All teachers, administrators and staff will be asked to participate in this anonymous online survey. The researcher also currently serves as the district superintendent where the research is taking place. All participation is completely voluntary and you can remove yourself at any time without repercussions. Participation is strictly voluntary without coercion or any penalty. In no way will any participation, non-participation or any views shared during the research have any bearing upon your employment status or employment review. Following the conclusion of the research process, all documentation will be destroyed.

Risks of Participation: There are no known risks associated with this project that are greater than those ordinarily encountered in daily life.

Benefits: There are no benefits to the participants in this research other than contributing to the research concerning school culture. Little research exists on the influence of student-centered leadership curriculum on the culture or climate of a school. This research will provide guidance toward the long-term viability of continuing this program in a district, and also may offer suggestions for further research to gain an even better understanding of the influence of leadership curriculum in other districts.
The results of this research will provide practitioners with information necessary to decide if this approach is practical for their site and benefits of implementation. School leaders, as well as professional organizations, are always looking for research based methods that can improve student achievement and enhance teacher engagement. Findings from this research will provide scholar-

150

practitioners a practical guide to applying this approach in a school district or school site.

Confidentiality: All survey information will be kept confidential throughout the process. Following the conclusion of the research process, all documentation will be destroyed. All research information, survey results will be kept on a password protected computer. Data will be reported in the aggregate.

Compensation: None

Contacts:
Donald Ray Raleigh Jr
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Dr. Ed Harris (Advisor)
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Your suggestions and concerns are important to us. Please contact me or my advisor with any questions. For information on subjects' rights, contact Dr. Hugh Crethar, IRB Chair, 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or send email to irb@okstate.edu.

Participant Rights: As a participant in this research, you are entitled to know the nature of my research. You are free to decline to participate and you are free to stop the interview or withdraw from the study at any time. If you decide to participate, you are free to discontinue participation at any time without penalty, prejudice or consequence of any kind. Feel free to ask any questions at any time about the nature of the research and the methods I am using.

APPENDIX D

Interview Items

Introductory Items:

    i.   Tell me about your role in your school?

    ii.   How long have you been at this school or in this role?

    iii.   How long have you been a part of *The Leader in Me* implementation in this school?

Interview Protocol

1. Tell me about your school (What do you like? Dislike? What do others say?)

2. Tell me about how *The Leader in Me* has been implemented in your school? (What was the process?)

3. How have you been involved in the implementation of *The Leader in Me*?

4. Think back over the course of the implementation of *The Leader in Me* and tell me what has changed as a result of this implementation. (Positive changes? Negative changes?)

5. How have parents and/or the community responded to the implementation of *The Leader in Me*?

Is there anything else you would like to share about your experiences with *The Leader in Me* and the implementation in your building?

Douglas Elementary Grid and Group Survey Results

Name	GridScore	Group Score	Grid Avg	GroupAvg	Role	Result
Douglas 1	No Score	No Score	No Score	No Score	Support	N/A
Douglas 2	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 3	No Score	No Score	No Score	No Score	Support	N/A
Douglas 4	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 5	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 6	No Score	No Score	No Score	No Score	Support	N/A
Douglas 7	40	69	3.33	5.75	Teacher	Collectivist
Douglas 8	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 9	43	81	3.58	6.75	Teacher	Collectivist
Douglas 10	44	63	3.67	5.25	Teacher	Collectivist
Douglas 11	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 12	47	57	3.92	4.25	Teacher	Collectivist
Douglas 13	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 14	47	78	3.92	6.5	Teacher	Collectivist
Douglas 15	55	60	4.58	5.45	Counselor	Corporate
Douglas 16	47	54	3.92	4.5	Admin	Collectivist
Douglas 17	49	84	4.08	7	Teacher	Corporate
Douglas 18	46	71	3.83	5.92	Teacher	Collectivist
Douglas 19	53	66	4.42	5.5	Support	Corporate
Douglas 20	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 21	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 22	55	42	4.58	3.5	Teacher	Bureaucratic
Douglas23	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 24	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 25	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 26	55	68	4.58	5.67	Teacher	Corporate
Douglas 27	50	61	4.167	5.08	Admin	Corporate
Douglas 28	53	75	4.42	6.25	Teacher	Corporate
Douglas 29	36	72	3	6	Teacher	Collectivist
Douglas 30	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 31	No Score	No Score	No Score	No Score	Teacher	N/A
Douglas 32	26	80	2.167	6.67	Teacher	Collectivist
Douglas 33	48	64	4	5.33	Teacher	Collectivist
Douglas 34	50	63	4.167	5.25	Teacher	Corporate
	Totals		**18 Responses Recorded**			
Bureaucratic/ Authoritarian	**1**	**Individualistic/ Individualism**	**0**	**Conclusion: Strong-group; Weak-grid**		
Corporate/ Hierachist	**7**	**Collectivist/ Egalitarianism**	**10**	**Average of Building is Collectivist Environment**		

Corp Elementary Grid and Group Survey Results

| Name	Grid Score	Group Score	Grid Avg	Group Avg	Role	Result
Corp 1	38	70	3.8	5.833	Teacher	Collectivist
Corp 2	58	70	4.833	5.833	Teacher	Corporate
Corp 3	No Score	No Score	No Score	No Score	No Response	N/A
Corp 4	57	34	4.75	2.833	Teacher	Bureaucratic
Corp 5	No Score	No Score	No Score	No Score	Teacher	N/A
Corp 6	55	62	4.583	5.167	Admin	Corporate
Corp 7	63	57	5.25	4.75	Teacher	Corporate
Corp 8	55	45	4.583	3.75	Teacher	Bureaucratic
Corp 9	59	38	4.197	3.167	Counselor	Bureaucratic
Corp 10	67	54	5.583	4.5	Teacher	Corporate
Corp 11	55	40	4.58	3.33	Teacher	Bureaucratic
Corp 12	58	52	4.833	4.333	Teacher	Corporate
Corp 13	47	73	3.92	6.08	Admin	Corporate
Corp 14	47	48	3.92	4	Teacher	Individualistic
Corp 15	43	63	3.583	5.25	Admin	Collectivist
Corp 16	37	46	3.083	3.833	Support	Individualistic
Corp 17	No Score	No Score	No Score	No Score	Teacher	N/A
Corp 18	No Score	No Score	No Score	No Score	Teacher	N/A
Corp 19	56	39	4.667	3.25	Teacher	Bureaucratic
Corp 20	No Score	No Score	No Score	No Score	Teacher	N/A
Corp 21	59	63	4.917	5.25	Support	Corporate
Corp 22	47	60	3.92	5	Teacher	Collectivist
Corp23	50	91	4.167	7.583	Teacher	Corporate
Corp 24	No Score	No Score	No Score	No Score	Teacher	N/A
Corp 25	58	44	4.833	3.667	Teacher	Bureaucratic
	Totals		**19 Responses Recorded**			
Bureaucratic/ Authoritarian	6	**Individualistic Individualism**	2	**Conclusion: Strong-grid; Weak to Average Group; Bureaucratic or Corporate Environment**		
Corporate/ Hierachist	7	**Collectivist/ Egalitarianism**	4	**Average of Building is to Corporate Environment**		

Leader in Me based upon the 7 Habits
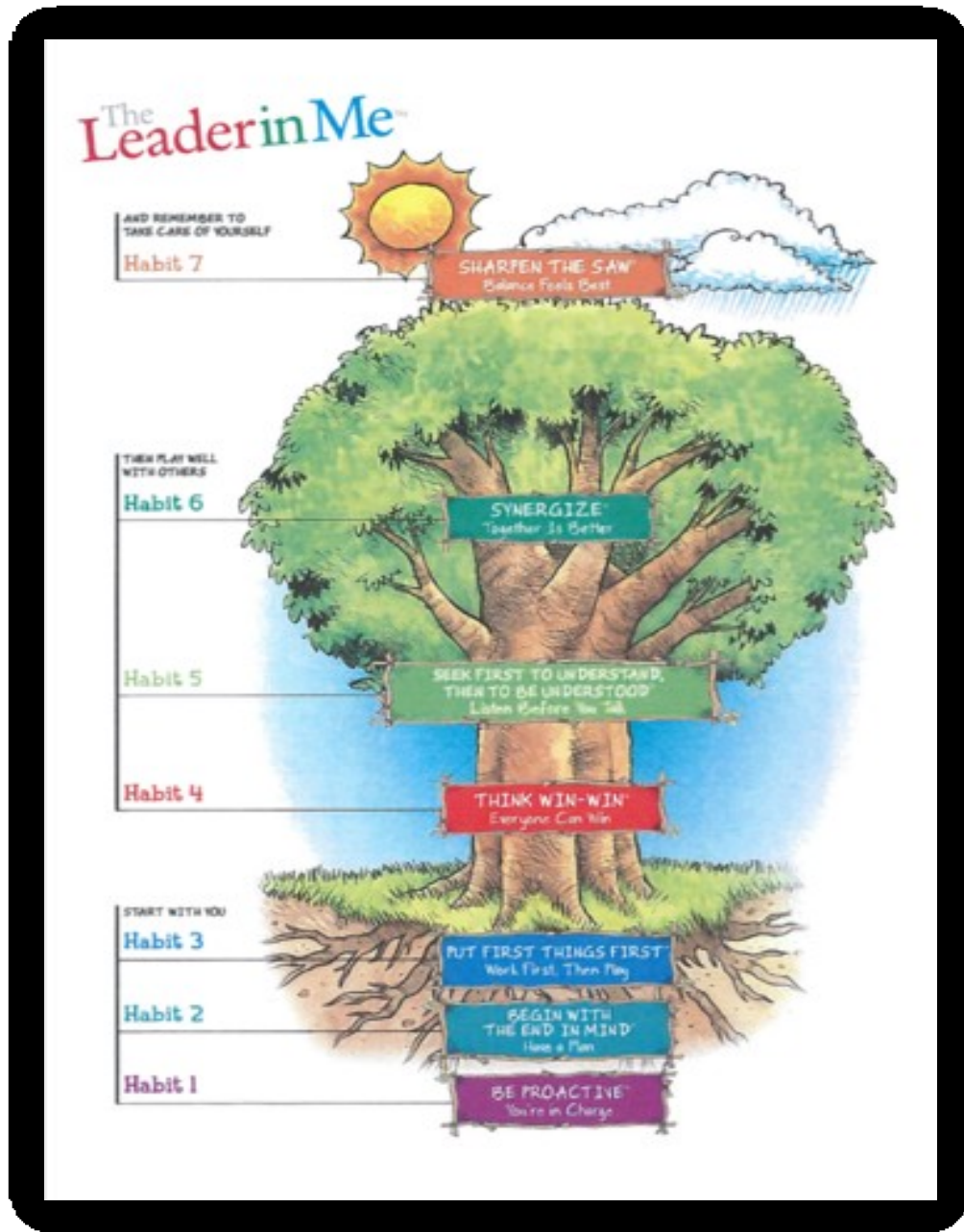
APPENDIX H

Typical Leader in Me Implementation Timeline
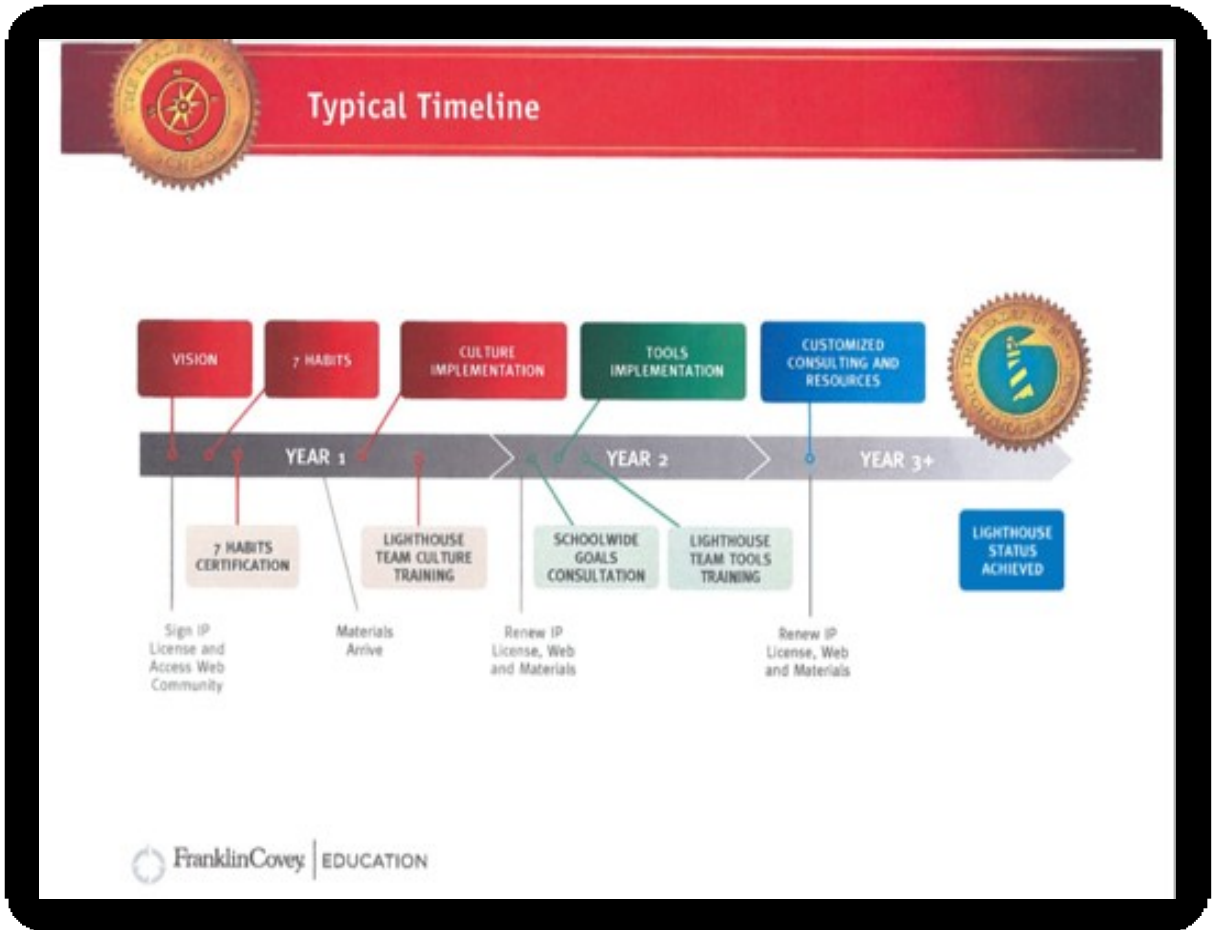
APPENDIX I

This table shows a comparison of the survey responses that were categorized as strong or weak grid or group from each building. Highlighted items show a similar response.

	Douglas	Corp
Grid Comparison		
Strong Grid	Questions #10, #11	Questions #1, #2, #10, #11
Weak Grid	Questions #3, #4, #5, #6, #9	Questions #4, #5, #6, #8, #9, #12
Grid Average	3.9	4.42
Group Comparison		
Strong Group	Questions #6, #7, #10, #11	Question #11
Weak Group	Questions #3, #5, #9	Questions #2, #5, #7, #12
Group Average	5.59	4.60; Remove outlier – 4.43

APPENDIX J

Institutional Review Board Approval

Oklahoma State University Institutional Review Board

Date:	Monday, April 25, 2016
IRB Application No	ED1649
Proposal Title:	A grid and group description of the effect of the adoption of the "Leader in Me" on school culture
Reviewed and Processed as:	Expedited

Status Recommended by Reviewer(s): Approved   Protocol Expires: 4/24/2017

Principal
Investigator(s):

Don Raleigh

Stillwater, OK 74078

Edward Harris
308 Willard
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☐ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

Hugh Crether, Chair
Institutional Review Board

APPENDIX K

Scripts for Soliciting Participation

Principal to Teachers and Staff
Email Script

I am emailing you to let you know that Don Raleigh, a Doctorial Candidate from Oklahoma State University is using our school for a research project concerning the effect of the adoption of "The Leader in Me" on school culture. He will be contacting you via email to request you to complete a survey. He may also ask some of you to participate in individual or focus group interviews. Your participation is completely voluntary and there will be no repercussions from your decision to participate or not participate. All data and information collected will be kept confidential and all interview participants will be given pseudonyms for anonymity.

This is not a requirement or a request from me, just an email to let you know that this research has been approved and he may be reaching out to all staff.
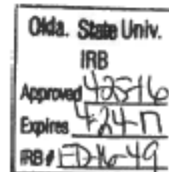
Curriculum Director Phone Script

Hello, my name is Don Raleigh. I am seeking permission to contact staff at two different elementary sites in your district. I am working on my doctoral dissertation on the effect of "The Leader in Me" on school culture. This would involve asking all employees at each site to voluntarily fill out an online survey describing their school's culture. After completion of the surveys, I would like permission to interview staff members at each site and each of the building principals.

I assure you that all data collected in this process will be kept completely confidential and pseudonyms will be used for all participants. I also want to reiterate that participation in this study will be completely voluntary for all staff.

Do you have any questions about the research or how it will be done?

Can you send me a letter granting your permission on school letterhead?

Thank you for your time and consideration.
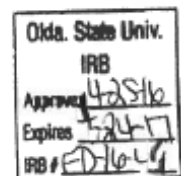
Email Script to Teachers and Staff

My name is Don Raleigh. I am a Doctorial Candidate from Oklahoma State University and I have been approved to use your school for a research project concerning the effect of the adoption of "The Leader in Me" on school culture. Your school has been chosen because of your involvement in the implementation of "The Leader in Me". I have been give permission from _____ (Curriculum Director) and _____ (Principal) to request your input. Please understand your participation is completely voluntary and there will be no repercussions from your decision to participate or not participate. Since I also currently serve as the district superintendent where the research is taking place, please be assured that all participation is completely voluntary and you can remove yourself at any time without repercussions. Participation is strictly voluntary without coercion or any penalty. In no way will any participation, non-participation or any views shared during the research have any bearing upon your employment status or employment review.

Below is an anonymous link to an online survey used to help assess your schools culture. Completion of this survey should not take more than 10-15 minutes to complete. The survey results will be collected through Oklahoma State University in a secure manner and cannot be traced back to any participant. All data and information collected will be kept secure and confidential.

I also need to interview some members of your school staff. If you are willing to volunteer to participate in individual or focus group interviews, or would like more information about the interview process, please respond to this email, otherwise no response is necessary.
All interview participants will be given pseudonyms for anonymity and all data and information collected will be kept secure and confidential.

Once again, your participation is completely voluntary and there will be no repercussions from your decision to participate or not participate.

Link to Survey

Thank you for your consideration and any help you are willing to provide.

Okla. State Univ.
IRB
Approved 4-25-16
Expires 4-24-17
IRB # ED-16-49
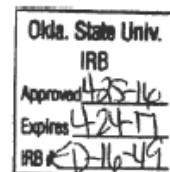
VITA

Donald Ray Raleigh Jr

Candidate for the Degree of

Doctor of Philosophy/Education

Thesis: A GRID AND GROUP DESCRIPTION OF THE EFFECT OF THE
ADOPTION OF THE "LEADER IN ME" ON SCHOOL CULTURE

Major Field: Educational Leadership Studies

Biographical:

Education:

Completed the requirements for the Doctor of Education in School
Administration at Oklahoma State University, Stillwater, Oklahoma in May,
2017.

Completed the requirements for the Master of Science in Curriculum and
Instruction at Oklahoma State University, Stillwater, Oklahoma in 1999.

Completed the requirements for the Bachelor of Science in Natural Sciences at
Northwestern Oklahoma State University, Alva, Oklahoma in 1988.

Experience:
July 2008-Present   Superintendent -XXX Public Schools
July 2002-June 2008   Asst. Supt, HS Principal–Sperry Public Schools
Jan 1999-June 2002   Coordinator - NE Technology Training Consortium
June 1994-Dec 1998   Teacher, Coach, Tech Dir-Dewey Public Schools
Aug 1993-June 1994   Teacher, Coach – Carroll High School – Southlake, Tx
Jan 1988- Aug 1993   Teacher, Coach – Sequoyah-Claremore High School

Professional Memberships:
Oklahoma Standards Setting Steering Committee Member, Governor's
Education Advisory Committee Member, American Association of School
Administrators, Oklahoma Association of School Administrators - (2017-2018
Vice-President), Served on Eighth Floor-Advisory Committee, Serve on Mid
American Industrial Park Workforce Development Council, Served on State
Superintendent's Character Education Task Force, 2016-2017 Chair-Oklahoma
School Advisory Council. Oklahoma Character.org-Board Member