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The Motivating Language of Principals: A Sequential Transformative Strategy

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THE MOTIVATING LANGUAGE OF PRINCIPALS: A SEQUENTIAL
TRANSFORMATIVE STRATEGY

by

William Tobias Holmes

Bachelor of Science
University of New Mexico
1987

Master of Arts
University of New Mexico
1988

A dissertation submitted in partial fulfillment
of the requirements for the

Executive Doctor of Education in Educational Leadership

Department of Educational Leadership
College of Education
The Graduate College

University of Nevada, Las Vegas
December 2012

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THE GRADUATE COLLEGE

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William Holmes

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ABSTRACT

The Motivating Language of Principals: A Sequential Transformative Strategy

By

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This study implemented a Sequential Transformative Mixed Methods design with teachers (as recipients) and principals (to give voice) in the examination of principal talk in two different school accountability contexts (Continuously Improving and Continuously Zigzag) using the conceptual framework of Motivating Language Theory. In phase one, teachers were surveyed using the ML “Toolbox.” The survey was administered using Dillman’s Tailored Design Method, and the return rate was 67.48%. The major findings that emerged were: (a) significant differences in Motivating Language (ML), Direction-Giving Language (DG), Empathetic Language (E), and Communication Competence (CC) variables between the Continuously Improving and Zigzag Clusters; (b) no significant differences in Meaning-Making (MM) Language, Communication Satisfaction (CS), Job Satisfaction (JS), and Worker Performance (WP) variables between the Continuously Improving and Zigzag Clusters, and (c) Exploratory Factor Analysis (EFA) yielded four factors. The factors were Empathetic, Direction Giving, and Meaning Making, with a previously unidentified factor of Guidance. In phase two, the collection of qualitative data was gathered from principals purposefully selected from the two clusters of schools. The interview protocol contained questions from a review of literature, the eight factor analysis items, and scripted data from

observations of principals engaged in principal-to-teacher talk. The major themes that consistently emerged from principals' talk were: (a) the strategic use of praise, (b) the connection of talk and written media, (c) a high level of administrative expectations, (d) an emphasis on collaborative practices, (e) the use of leader initiated structures, (f) the use of Direction-Giving Language to communicate administrative expectations, (g) the use of distributed leadership, (h) a system of data-driven goals and cycle of continuous improvement, (i) instructionally focused leadership, (j) a family-oriented school culture, and (k) the use of clarifying questions across all Motivating Language constructs. These themes emerged differently across the two achievement clusters of schools.

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No dissertation is a journey alone, and mine certainly was not.

All things are possible through our LORD, Jesus Christ, and HE has certainly strengthened and guided me through this journey, especially in the final few weeks.

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To:

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- My sister, Kendell, can you believe this?

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- Billy Ray Holmes, my father, who taught Chemistry at the New Mexico Military Institute and me almost everything else, I just miss you.

PREFACE

This dissertation study is foundational and transformative in nature; please allow these verses from the Bible to frame the conversation.

“The tongue has the power of life and death . . .”
Proverbs 18:21, NIV New International Version

“You have been trapped by what you said,
ensnared by the words of your mouth.”
Proverbs 6:2, NIV New International Version

“Do not use harmful words, but only helpful words, the kind that build up and provide what is needed, so that what you say will do good to those who hear you.”
Ephesians 4:29, GNB Good News Bible

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CHAPTER 1

INTRODUCTION

Communication is the lifeblood of organizations (Chance, 2009; Robbins, 2003; S. Scott, 2002). Specifically, S. Scott (2002) stated, “Conversations are the work of a leader and the workhorses of an organization” (p. xix). Howell and Costley (2006) and Pondy (1978) asserted that leadership and language were interconnected. Geddes (1995) stated:

To illustrate the importance of effective communication skills in the workplace, it is estimated that 66% to 78% of a leader’s time is spent communicating. Leaders highest on the organizational ladder spend even more time communicating. Their jobs often solely consist of communication with others. It is not surprising that the key to successful leadership is effective communication skills. (p. 1)

Gaziel (1995) and Gronn (1983) extended the importance of communications and conversations to schools and narrowed the focus of communication. Gronn wrote, “What all the structured observation studies reveal is that talk is the work, i.e., it consumes most of an administrator’s time and energy” (p. 2). Gaziel indicated, “The core element of the principal’s work is primarily verbal communication” (p. 192). Kmetz and Willower (1982) and Martin and Willower (1981) quantified principal talk at the secondary and elementary levels. Martin and Willower found that approximately 85% of a secondary principal’s work was conducted through the use of talk. Kmetz and Willower in a similar study of elementary principals found that approximately 86% of an elementary principal’s work was conducted through the use of talk. Escalante (personal communication, February 26, 2011) asserted that school superintendents spend over 90% of their time communicating. Leithwood (1992) stated “Communication of one sort or other is the primary goal of most principals’ activities. Almost three-quarters of such

activities are interpersonal and take place with only one other person: over half involve face-to-face contact” (p. 98).

Bogotch and Roy (1997) wrote, “Thus, the ability to talk and accomplish organizational goals [through talk] is viewed as one of the most important competences for school administrators” (p. 236). Cotton (2003) stated, “Researchers consistently find a positive relationship between principals’ human interaction and communication skills on one hand, and the success of their students on the other” (p. 16). J. Mayfield and Mayfield (2010) emphasized, “Consistently and over time, studies tell us that leader communication quality has a profound impact on such critical organizational outcomes as job satisfaction, innovation, attendance, retention, loyalty, and performance” (p. 407). Denning (2007), when writing about leadership and change effectively summarized and emphasized the importance of principal talk when he wrote:

If leaders’ [principals] inner commitment to change is to have any effect, they have to communicate it to the people they aspire to lead. True, the leaders’ actions will eventually speak louder than words, but in the short run, it’s what leaders say--or don’t say-- that has the impact. The right words can have a galvanizing effect, generating enthusiasm, energy, momentum, and more, while the wrong words can undermine the best intentions and kill initiative on the spot, stone dead. (p. 23)

Davis (1998) discussing principal interpersonal skills stated:

The concept that effective principals must have good people skills is so obvious that it may seem needlessly redundant to make further comment. However, if it was that obvious, then why would over 65 percent of the superintendents who responded [to author’s study] comment that poor interpersonal skill(s) was the number one reason why principals lose their jobs? (p. 9)

For example, consider the following responses to questions that illustrate principal talk about climate, vision, and professional development taken from Holmes (2009):

Interviewer: How would you describe the climate at this school?

Principal A Response: “We have an atmosphere of collegiality and collaboration.”

Principal B Response: “The climate? It depends on the day.”

Interviewer: What is your vision for the school?

Principal A Response: “We need to focus on [Tier I] classroom instruction. We need to stop letting our neighborhood lower our expectations. We need to expect all students to be engaged in learning.”

Principal B Response: “We are not implementing Trophies [reading program] and EnVisions [math program] with fidelity.”

Interviewer: What is the plan for professional development at this school?

Principal A Response: “We have a strong plan for professional development due to our restructuring plan. We are focusing on mathematics, intervention assessments, and peer-to-peer observations.”

Principal B Response: “I don’t have a plan for professional development. It is on the fly.” (pp. 3-4)

Given this data, it is clear that principal talk is an important component of leadership, it is clear that not all principals talk in the same manner--variation exists, and it is clear that this variation can have a positive or negative impact on schools.

In exploring and researching principal talk and its variations, the researcher’s line of inquiry focused on Motivating Language Theory (MLT). MLT was identified as a leadership communication theory focused on the strategic application of leader talk to improve individual worker performance and organizational outcomes. MLT is a viable theory to explore principal talk.

Statement of Problem

Motivating Language Theory has been identified as a key component in the improvement of worker and organizational outcomes based upon the strategic use of leader talk. J. Mayfield and Mayfield (2010) emphasized, “Consistently and over time, studies tell us that leader communication quality has a profound impact on such critical organizational outcomes as job satisfaction, innovation, attendance, retention, loyalty, and performance” (p. 407). To date, no MLT based research has been conducted in the area of K-12 education and has been quantitative in nature across other disciplines such

as, industry, business, and nursing. Based upon a review of research, three problems were identified as in need of further study:

1. Due to a lack of Motivating Language research in the field of K-12 education, current ML findings cannot be fully generalized into the K-12 educational context.
2. Quantitative results are alone inadequate to completely describe and explain the nature of Motivating Language in principal talk.
3. Due to a lack of qualitative ML research, specific data on the nature and composition of principal (leader) talk across different school accountability environments does not exist.

Exploration of these three issues gave structure and purpose to this study.

Purpose of Study

The purpose of this study was to examine the talk of school principals in two different school accountability contexts: continuously improving schools and continuously fluctuating schools in a zigzag pattern using the conceptual framework of Motivating Language Theory.

Research Questions

The research questions guiding this study were:

1. What is the difference, if any, in the motivating language used by principals as measured by teacher survey in elementary schools in selected achievement contexts?
2. In selected case-study elementary schools, what is the difference, if any, in the specific talk of principals?

3. In selected case-study elementary schools, what is the difference, if any, in the motivating language used by principals?

Conceptual Framework

Sullivan (1988) in order to explain and research leadership talk [managerial communication] combined speech acts and motivation to develop Motivating Language Theory. Sullivan's original model depicting the impact of managerial language usage on workers is illustrated in Figure 1.1 (Sullivan, 1988, p. 110).

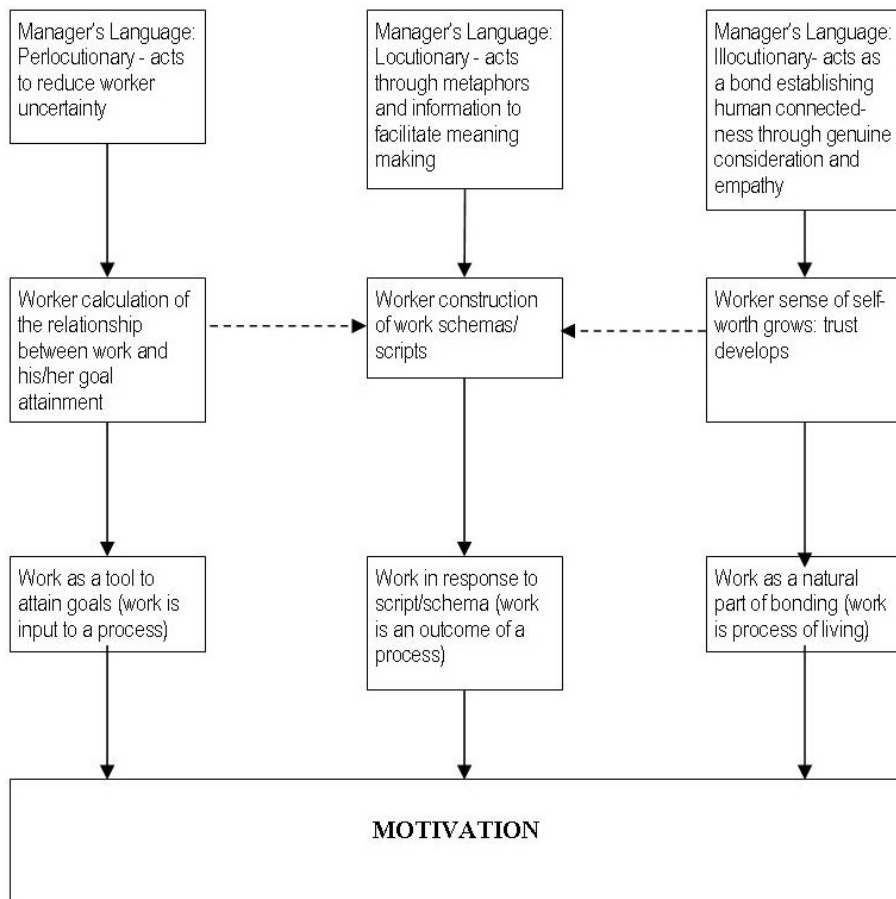


Figure 1.1. Motivating Language Theoretical Model.

Motivating Language Theory predicts that the deliberate and strategic use of leader talk in the form of speech acts can positively impact follower/employee behaviors and outcomes (J. Mayfield & Mayfield, 2006; J. Mayfield, Mayfield, & Kopf, 1998; M. Mayfield & Mayfield, 2004; Sullivan, 1988). It is the strategic application of speech acts that impacts employees and results in higher levels of worker performance and satisfaction (J. Mayfield, 1993, 2009). Motivating Language Theory focuses on *three types of speech acts* applied as purposeful/strategic leader communication (J. Mayfield & Mayfield, 2007): (a) Direction-Giving [perlocutionary] language that reduces uncertainty and clarifies goals and rewards of employees through decreased ambiguity, (b) Empathetic [illocutionary] language that takes place when leaders express compassion and other humanistic emotions with employees creating personal bonds between the leader and employee and higher levels of employee buy-in, and (c) Meaning-Making [locutionary] language that occurs when a leader clarifies organizational culture, norms, values, rules and expected behaviors that characterize the uniqueness of the organization reinforcing organizational culture. Further, MLT assumes: (a) that leader communication is one-way from leader to employee (follower), (b) the majority of leader talk is comprised of Direction-Giving, Empathetic, and Meaning-Making language with all three types of leader talk present in some combination, and (c) that a leader's talk and actions are congruent (J. Mayfield & Mayfield, 2007; M. Mayfield & Mayfield, 2009). Jacqueline Mayfield (2009) wrote,

To date, studies report that high levels of Motivating Language [in leader talk] are significantly associated with improvements in employee performance (up to 17 percent), attendance (up to 28 percent), job satisfaction (up to 70 percent), retention (intention-to-stay, up to 5 percent), and innovation (up to 20 percent). (p. 9)

Through this research, a framework was developed across multiple fields of inquiry and across national borders giving structure to research in the area of leader talk providing multiple strands for future research.

Research Hypotheses

Hypothesis 1

There is no statistically significant difference between teachers' perceived levels of Motivating Language in elementary schools in selected achievement contexts.

Hypothesis 2

There is no statistically significant difference between teachers' perception of Motivating Language constructs, Direction-Giving Language, Empathetic Language, and Meaning-Making Language in elementary schools in selected achievement contexts.

Hypothesis 3

There is no statistically significant difference between teachers' perception of outcome variables, Communication Satisfaction, Communication Competence, Job Satisfaction, and Worker Performance in elementary schools in selected achievement contexts.

Methodology

This study was a sequential transformative mixed-methods design focused on understanding the talk [oral language] of school principals in different school accountability contexts utilizing the framework of Motivating Language Theory. As a

sequential transformative design, Motivating Language Theory is foundational to the design's implementation. According to Creswell (2009):

Unlike the sequential exploratory and explanatory approaches, the sequential transformative model has a theoretical perspective to guide the study. The aim of this theoretical perspective, whether it be a conceptual framework, a specific ideology, or advocacy, is more important in guiding the study than the use of methods alone. (p. 212)

Additionally, Creswell (2009) explained:

The sequential transformative strategy is a two-phase project with a theoretical lens overlaying the sequential procedures. It too has an initial phase (either quantitative or qualitative) followed by a second phase (either qualitative or quantitative) that builds on the earlier phase. In this design, the researcher may use either method in the first phase of research, and the weight can be given to either or distributed evenly to both phases. The mixing (of data) is connected as in all sequential designs. (p. 212)

In this study, the first phase was quantitative followed by a qualitative second phase. Creswell (2005) stated, "The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is needed to refine, extend, or explain the general picture" (p. 515). Additionally, because Motivating Language Theory has been studied primarily through the use of survey methods this creates a logical beginning point for this research. A natural bridge is created from previous settings to the K-12 educational setting. The strengths of this research design were in the two clear-cut phases where only one type of data was collected at a time. The findings can be separated into quantitative and qualitative components that can stand alone. The quantitative portion of the design provides structure and organization sometimes lacking in qualitative designs, and if unexpected quantitative results arise the qualitative component lends itself to exploration of unexpected results (Creswell & Plano Clark, 2007; Ivankova, Creswell, & Stick, 2006). The challenges in this research design included the amount of time needed to

complete the study, the identification and selection of the qualitative sample, and the identification of specific quantitative results to be explored in the qualitative study portion prior to completion of the quantitative study (Creswell, 2005; Creswell & Plano Clark, 2007; Ivankova et al., 2006). Additionally, a specific weakness of the sequential transformative design is the lack of information that exists on this design limiting guidance from previous research (Creswell, 2009).

Phase One

The quantitative study collected numeric data from teachers using a survey instrument. As the recipients of principal communication, teachers are vital in understanding the effectiveness of principal communication. Geddes (1995) wrote, “We can only judge a person’s [a leader’s] communication competence by determining if the needs of others [followers] are met as well” (p. 3). The survey instrument contained the Motivating Language Scale (MLS), Communication Satisfaction Scale (CSS), the Communication Competence Scale (CCS), the Job Satisfaction Scale (JSS), and the [individual] Worker Performance Scale (WPS). Combined, these scales become the ML “Toolbox” (Sharbrough, Simmons, & Cantrill, 2006). The distribution of survey items in the form of dependent and independent variables is illustrated in Figure 1.2.

In *phase one*, teachers were selected from identified clusters of schools--cluster random sampling. The identified clusters of schools were developed through the analysis of longitudinal AYP data based upon performance trends. The longitudinal AYP data were gathered from a state department web site published online as part of the public record. The six potential clusters of schools identified over a 3-year period were: (a) schools continuously improving, (b) schools continuously declining, (c) schools

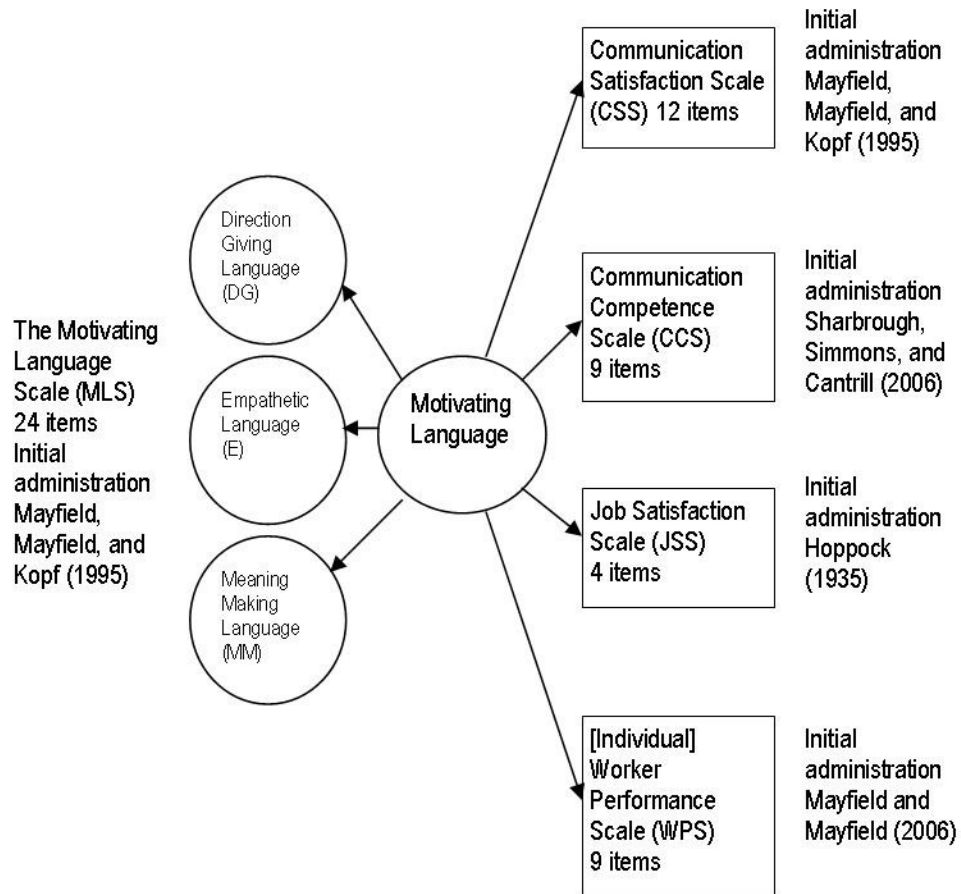


Figure 1.2. Quantitative survey questions.

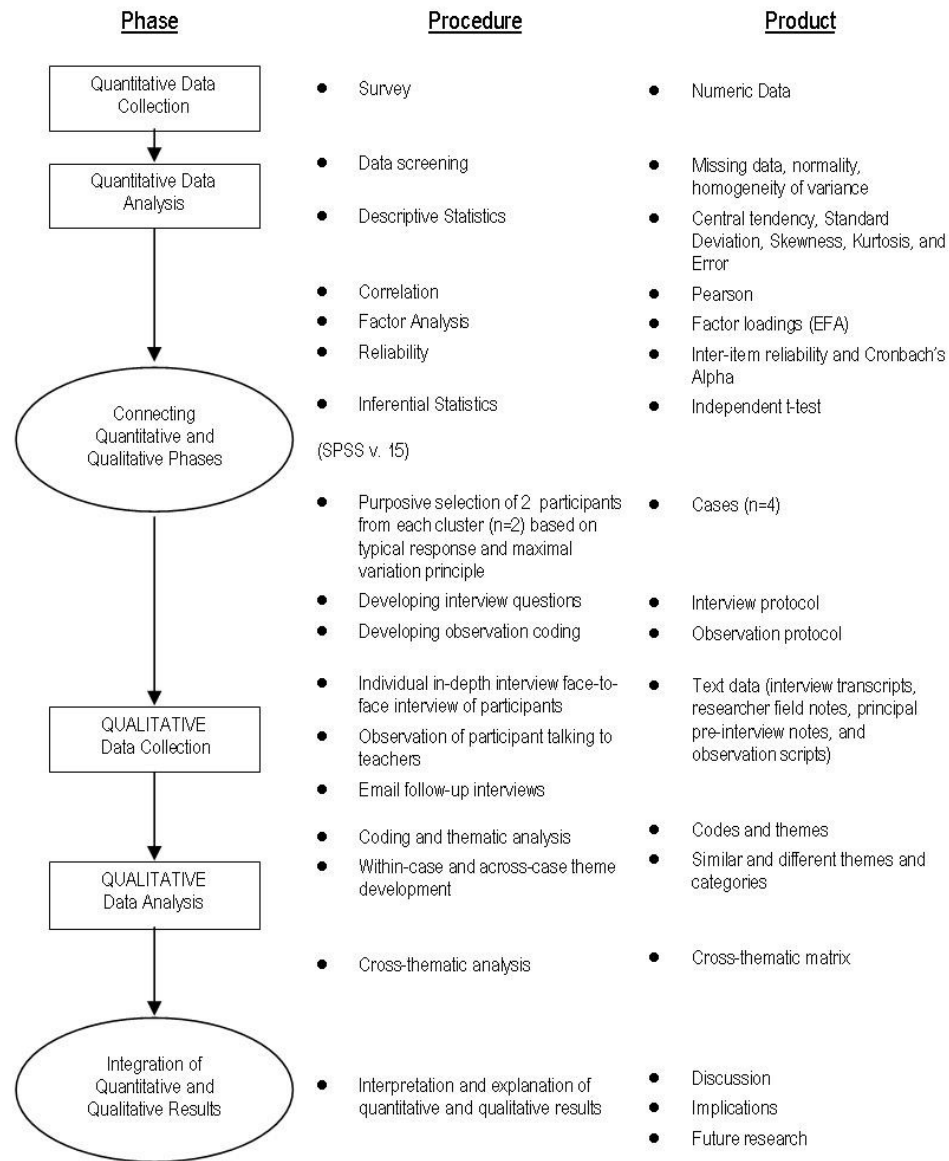
continuously flatlining (less than 5% change from year to year and over the entire 3-year period) making AYP, (d) schools continuously flatlining (less than 5% change from year to year and over the entire 3-year period) not making AYP, (e) schools continuously fluctuating in a zigzag pattern (more than a 5% change from year to year with 1 year of increase and 1 year of decrease and more than a 5% change over the entire 3-year period, and (f) schools with no discernible pattern. Additionally, in order for a school to be included in the cluster, the school had to have only one principal for the duration of the longitudinal time period. Only three of the six possible clusters were viable after an

analysis of AYP data over the 3-year period (2009-2010, 2010-2011, and 2011-2012) no discernible pattern (random), continuously zigzag, and continuously improving. From these three clusters, two clusters illustrating movement in a pattern--continuously zigzag and continuously improving--were selected for further study. Three schools within each of two clusters were randomly selected for study. Any larger number of schools in each cluster would have included the entire cluster's population. All licensed teachers in the six schools were surveyed. This allowed for conclusions to be drawn about each cluster (Fraenkel & Wallen, 2009). The study contained two different samples, one for the quantitative phase (teachers) and one for the qualitative phase (principals) in order to extend the generalizability/transferability of Motivating Language into the field of K-12 education and to give a voice to principals in the analysis of their talk. This voice is a key component of the sequential transformative strategy.

Phase Two

The qualitative study collected word data from principals during interviews and observations of verbal interactions with teachers. Purposive sampling was used to determine the qualitative study sample. Specifically, from the randomly selected clusters of schools continuously improving and schools continuously fluctuating in a zigzag pattern (three schools each), two principals were identified for further qualitative study based upon access and support from the principal, Assistant Area Superintendent, and Area Superintendent. The reason for this was to ensure access to study participants. The study phases, procedures, and products are illustrated in Figure 1.3.

Summary of Mixed-Methods Sequential Transformational Design Procedures: A Visual Model



Adapted from Ivankova (2006)

Figure 1.3. Visual model of study design.

Integration

The integration of data occurred in the intermediate and interpretation stages of the study. Quantitative findings helped determine the qualitative sample and interview protocol questions through the use of exploratory factor analysis (EFA) and a pilot. An EFA was selected due to a previous factor analysis of the MLS in the J. Mayfield, Mayfield, and Kopf, (1995) study (EFA) and Sharbrough et al. (2006) study (CFA) in order to extend the generalizability of the study into the field of education.

Paradigm

The paradigm of this study was pragmatic and due to the use of two different samples, expansive in nature (Ivankova, personal communication, April 29, 2010).

According to Tashakkori and Teddlie (2003):

Pragmatism presents a very practical and applied research philosophy. Pragmatism supports the use of both qualitative and quantitative research methods in the same research study. Pragmatists reject the forced choice between postpositivism and constructivism and reject the either/or of the incompatibility thesis and embraces both points of view (or a position between the two opposing viewpoints). (p. 21)

With pragmatic study, researchers give priority to the research question over the research study method (Charf, 2009; Tashakkori & Teddlie, 2003) a key component of the sequential transformative strategy (Creswell, 2009).

The utilization of two different samples (teachers and principals) in this study changes the purpose of this study from complementarity to expansion (Ivankova, personal communication, April 29, 2010). Greene, Caracelli, and Graham (1989) indicated:

Expansion seeks to extend the breadth and range of inquiry by using different methods for different inquiry components. [The rationale for expansion is] to increase the scope of inquiry by selecting the methods most appropriate for multiple inquiry components. (p. 259)

Restated by Tashakkori and Teddlie (2003), “. . . functions [of expansion] are more related to mixed methods studies in which inferences made at the end of one phase lead to questions and/or design of a second phase,” (p. 16). Again, expansion supports the inclusive voice inherent in the sequential transformational design. The expansive nature of this study and pragmatic paradigm were harmonious with the rationale for this research.

Rationale

The rationale for this study was that through the collection and analysis of quantitative and qualitative data a greater understanding of Motivating Language can be acquired than through either one alone. Additionally, through the inclusion of the voice of principal participants, Motivating Language Theory was expanded. Finally, through the use of the sequential transformative design, the researcher was able to use methods that best serve the theoretical perspective and the significance of study.

Significance of Study

At the time of study, no Motivating Language Theory research had been conducted in a K-12 educational setting. The significance of this study was in the extension of Motivational Language Theory into a public education context and the application of qualitative research methods to provide greater clarity, details, and explanation into the use of motivating language by leaders (Creswell, 2005). Through this study, educational leaders will be informed about the speech/talk [language] used by leaders and how that speech/talk [language] can influence performance. This information will assist school districts, preparation programs, and professional development experts in developing a

better understanding of the power of speech/talk [language] and how it can be applied by school leaders to positively impact schools.

Assumptions

Three assumptions guided this research: (a) effective schools are led by effective leaders and ineffective schools are led by ineffective leaders (Smith & Andrews, 1989; Springer, 1996), (b) individuals participating in the research engage with honesty and sincerity, and (c) AYP data provided by the state Department of Education is accurate.

Limitations

A potential limitation to the study was the lack of viable school clusters. A further limitation was access to participants. In this day and age of accountability, instructional time and personnel are protected and focused on the achievement of goals. School leaders may have perceived the study and researcher as intrusive and sought to protect school personnel and instructional time from intrusion. Fraenkel and Wallen (2009), further, noted limitations in survey research are, “to get respondents to answer questions thoughtfully and honestly, and getting a sufficient number of questionnaires completed and returned to enable making meaningful analyses” (p. 12). Additionally, the data collected from teachers was perception data. Geddes (1995) stated, “Perception of communication behaviors may be more important than actual communication behaviors” (p. 24). However, multiple factors influence perception and a number of the factors may or may not limit the data (Geddes, 1995). Examples of these factors include, motives, past experiences, expectations, knowledge, emotional state, age, physical state, cultural

differences, social roles, and the type of work (Geddes, 1995). Patton (2002) stated, “Interview data limitations include possible distorted responses due to personal bias, anger, anxiety, politics, and simple lack of awareness since interviews can be greatly affected by the emotional state of the interviewee at the time of the interview” (p. 306). Potential observation limitations can focus on the presence of the observer and how the situation and individuals may be distorted by his/her presence (Patton, 2002).

Delimitations (Boundaries)

The research study was bounded by the following elements: (a) the study was confined to the tenets of Motivating Language Theory and does not encompass the entire spectrum of communication such as, listening and nonverbal communication and (b) the study was confined to elementary schools in a large urban southwestern school district.

Definition of Terms

Consistently Achieving Public Schools. Consistently achieving public schools are schools that consistently demonstrated an increase in the percent of proficient students in both reading/language arts (ELA) and mathematics on the Nevada CRT for 3 consecutive years (Aitken, 2006).

Consistently Declining Public Schools. Consistently declining public schools are schools that consistently demonstrated a decline in the percent of proficient students in both reading/language arts and mathematics on the Nevada CRT for 3 consecutive years (Aitken, 2006).

Direction-Giving (perlocutionary) Language. Reduces uncertainty and clarifies goals and rewards through decreased ambiguity (J. Mayfield & Mayfield, 2007). An example of direction-giving speech happens when a leader clarifies tasks, goals, and rewards to a follower.

Empathetic (illocutionary) Language. Takes place when leaders express compassion and other humanistic emotions with subordinates (J. Mayfield & Mayfield, 2007). An example of empathetic speech happens when a leader compliments a follower.

Leadership. Leadership is a social practice constituted through our language and communication behavior. Leadership occurs through our interactions and symbolic behavior. Leadership is an action performed among and with people (Gaines, 2007).

Meaning-Making (locutionary) Language. Happens when a leader clarifies organizational culture, norms, values, rules and expected behaviors that characterize the uniqueness of the organization (J. Mayfield & Mayfield, 2007). An example of meaning-making speech is when a leader uses stories or metaphors with followers.

Mixed-Method Research Design. Mixed-Methods Designs are defined as including at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words), where neither type of method is inherently linked to a particular inquiry paradigm or philosophy (Greene et al., 1989).

Speech Acts. Basic or minimal units of linguistic communication where language takes the form of rules governed, intentional behavior (Searle, 1969).

Summary

Communication and talk in particular is the work of leaders and the primary tool for leadership. Differences exist in schools as in all organizations and a significant portion of the variance can be attributed to the differences in the quality of leadership (Springer, 1996). Motivating Language Theory is a research-based theory that examines the talk used by leaders and can yield significant insight into the communication effectiveness of school leaders. The study of educational leader talk will advance the understanding of how effective school leader communication can improve schools and, as a result, improve student success.

Organization of Study

This dissertation is organized into six chapters. Chapter 1 presents an overview of the study. Chapter 2 provides a review of the literature focusing on the principal, principal communication, communication theory, the connection between communication and leadership, and Motivating Language Theory. Chapter 3 details the methodology utilized in this research as well as provides descriptions of the data collection methods. Chapter 4 provides a review of the quantitative data and its analysis. Chapter 5 presents a review of the qualitative data through a case study format and a cross case analysis. Chapter 6 concludes with an integration of quantitative data and qualitative data followed by a discussion of findings, implications for practitioners, and suggestions for future research.

CHAPTER 2

REVIEW OF LITERATURE

The review of the research presented created a foundation for the importance of communication within educational leadership and the principalship. Valentine, Tate, Seagren, and Lammel (1975) not only stated, “administrative behavior is communicative behavior” (p. 67) they additionally emphasized, “Verbal interaction with the various segments of school and community is the principal’s most time consuming and important activity” (p. 67). Bredeson (1987) asserted, “Regardless of how one defines the roles and responsibilities of the principal, the communication of messages, both verbal and nonverbal, is explicitly and implicitly the essence of leadership in schools” (p. 56). Parsons (2001) stated, “If I had to cite one proficiency as being the most important to the success of a principal, it would be the skill of communicating” (p. 50). From this perspective, the review of literature illustrates the importance of the principal and their communication to schools and student achievement, provides a broad overview of communication, explores key areas in leader communication, and highlights the specifics of Motivating Language Theory (MLT) as a foundational theory of leadership communication.

Introduction

Historically, there have always been schools that have “made the grade” and schools that have “not made the grade” (Wagner, 2003). One of the many constants between schools of the past and schools of today--and between schools that are failing and those that are succeeding--is the principal and principal leadership. A review of research

indicates the role of principal leadership, is vital to the success or lack thereof, of schools (Bamburg & Andrews, 1991; Edmonds, 1979; Hart, 1992; Sebring & Bryk, 2000; Springer, 1996). Hart (1992) stated “Principals lead organizations that are among the most important in society. They fill a pivotal role in schools” (p. 37).

Hallinger and Heck (1996) in a meta-analysis of principal effectiveness research stated “The belief that principals have an impact on schools is long-standing in the folk wisdom of American educational history. Studies conducted in recent decades lend empirical support to lay wisdom” (p. 5). Barth (1991) stated, “Show me a good school and I’ll show you a good principal” (p. 64). Sebring and Bryk (2000) added, “It is clear that the quality of the principal’s leadership is a critical factor in determining whether a school moves forward to improve learning opportunities for students” (p. 440). Smith and Andrews (1989) supported this when they wrote, “Studies of teachers’ perceptions of the principal as an instructional leader suggest that many practicing principals are instructional leaders. These studies also suggest, however, that many more principals fail to exhibit day-to-day instructional leadership behavior” (p. 2).

Inconsistencies in schools and inconsistencies in principals exist. If schools are to move forward and students are to achieve success effective principals have a role to play.

Principal Effectiveness and Student Achievement

Principals are an important component in student achievement (Andrews & Soder, 1987; Bamburg & Andrews, 1991; Bartell, 1990; Cotton, 2003; Hager & Scarr, 1983; Hallinger & Heck, 1996; Leithwood & Riehl, 2003; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Marzano, Waters, & McNulty, 2005; Reeves 2008; Schmoker, 2006; Smith & Andrews, 1989; Wahlstrom, 2008). Reeves (2008) wrote,

“The relationship between leadership and student achievement is profound and significant, both in the statistical and in the practical sense of that term” (p. 13).

Hallinger and Heck (1996) in a meta-analysis study stated, “. . . research on school effectiveness concluded that strong administrative leadership was among those factors within the school that made a difference in student learning” (p. 5). Additionally, Marzano et al. (2005) in a meta-analysis of school leadership said:

Leadership has long been perceived to be important to the effective functioning of organizations in general and, more recently, of schools in particular . . . our meta-analysis of 35 years of research indicates that school leadership has a substantial effect on student achievement . . . (p. 13)

Leithwood and Riehl (2003) further clarified:

Leadership has significant effects on student learning, second only to the effects of the quality of curriculum and teachers’ instruction. To learn well, students need access to high-quality instruction and a well-crafted curriculum. After that, they benefit most of all from the positive effects of strong school leadership. (p. 2)

Finally, Cotton (2003) stated, “. . . the evidence clearly shows that principals do have a profound and positive influence on student learning” (p. 74). It is clear from the research base, that principals play an important role in the success of schools and the success of students as well.

How Does a Principal Impact Student Achievement?

Principals play an important role in schools and in the achievement of students. The research indicates that the principal impacts student achievement primarily through indirect means (Andrews & Soder, 1987; Cotton, 2003; Hart, 1992; Hallinger & Heck, 1996; Heck, Larsen, & Marcoulides, 1990; Leithwood et al., 2004; Marzano et al., 2005). Hallinger and Heck (1996) stated:

The most theoretically and empirically robust models that have been used to study leadership effects tell us that principal leadership that makes a difference is aimed

toward influencing internal school processes that are directly linked to student learning. These internal processes range from school policies and norms (e.g., academic expectations, school mission, student opportunity to learn, instructional organization, and academic learning time) to practices of teachers. Studies based on a mediated-effects model frequently uncovered statistically significant indirect effects of principal leadership on student achievement via such variables. (p. 38)

Heck et al. (1990) in a quantitative study tested a theoretical model of the principal's leadership role in schools based on Hallinger and Murphy's (1987) three domains of instructional leadership [defining the school mission, creating a positive learning climate, and managing the school's instructional program] using standardized test scores to identify outliers for further study. They found, "... the principal's role in establishing strong school climate and instructional organization is precisely the area that strongly predicts school achievement in our model" (p. 117-118). Hart (1992) further indicated:

A principal's work is often decoupled from the teaching and learning experience. Principals exert little direct control over the teaching and learning process, even as they function as the focal point of organizational processes and governance. They lack the absolute power or even direct influence that allows causal linkages (even inferred causal linkages) to be drawn with confidence. Thus, indirect interaction [between the principal and teacher(s)] becomes more important. (p. 42)

Cotton (2003) wrote, "In general, these researchers find that, while a small portion of the effect may be direct--that is, principals' direct interactions with students in or out of the classroom may be motivating, inspiring, instructive, or otherwise influential--most of it is indirect, that is mediated through teachers and others" (p. 58). Because principals are not directly involved in the instruction of students their interactions affecting teachers are critical in the success of students.

The Importance of Principal Communication

Zerfass and Huck (2007) in a conceptual article focused on strategic communication and innovation stated, “Communication is the foundation of the interaction between leaders and followers” (p. 114). Smircich and Morgan (1982) asserted that leadership is constructed socially through the interactions of leaders and followers and stated, “A focus on the way meaning in organized settings is created, sustained, and changed provides a powerful means of understanding the fundamental nature of leadership,” (p. 261). In writing about school leadership, Anderson (2006) stated, “Most administrative work, after all, centers on human interactions” (p. 337). Human interaction and communication accounts ranges between 70% (Reyes & Hoyle, 1992), 78% (Geddes, 1995), and 86% (Kmetz & Willower, 1982; Martin & Willower, 1981) of a principal’s time each working day as they speak with teachers, students, staff, parents, and community. Skow and Whitaker (1996) stated:

Communication skills are the most important tools principals have available to them as they interact with children, parents, and teachers. A principal’s ability to influence and manage people hinges on his or her ability to communicate in a variety of ways with different people throughout any given day. (p. 90)

Gronn (1983) wrote, “What all the structured observation studies reveal is that talk is the work, i.e., it consumes most of an administrator’s time and energy” (p. 2). Bredeson (1987) indicated, “. . . the principal’s work day is dominated by verbal interpersonal activities” (p. 57). Bamburg and Andrews (1991), in a quantitative study utilizing participants from 10 high achieving schools and 10 low achieving schools based upon standardized achievement scores administered two surveys with an 81.9% response rate, articulated, “. . . clear evidence that substantial differences exist in the academic achievement of students depending upon the school they attend” (p.185). Specifically,

they found significant results between high achieving schools and low achieving schools in the areas of principals being a resource provider, acting as an instructional resource, being a communicator, and being a visible presence (Bamburg & Andrews, 1991).

Within the area of communication, Bamburg and Andrews found significant results in the mean scores between principals in high achieving schools and their low achieving counterparts in low achieving schools in the communication areas of conceptualize, communicate, and focus staff on a clear school vision; the engagement of staff in instructional discussions; the communication of clear criteria for staff evaluation; frequent feedback on classroom performance; and clear communication with staff on instruction. Bamburg and Andrews called this communication “Strategic Interaction” (p. 187). Additionally, J. Mayfield and Mayfield (1995) provided further support for the strategic importance of communication when they described leader talk as, “. . . strategic leader speech i.e., language for results” (p. 136). Congruent with Bamburg and Andrews (1991), Springer (1996) found that significant differences in principal behavior existed between principals of high-achieving schools and principals of low-achieving schools. Chief among those differences were the variables of interpersonal behavior and professional integrity which were conducted primarily through principal communication. Anderson (2006) simply stated, “Effective communication is one of the keys to effective leadership” (p. 336). In a study of over 1,000 teachers, Hudson and Rea (1996) found the most important principal attribute/skill desired by teachers in a building principal was for that person to be a good verbal communicator (p. 5). Riehl (1998) wrote, “Talk has long been recognized as a significant component of the work of administering a school . . .” (p. 94). Finally, Anderson (2006) stated, “Effective communication with teachers, staff, and

students (as well as other constituents) can produce a positive school climate that leads to high-quality teaching and student achievement” (p. 357).

In summary, principals are vital to the success of schools. They interact with teachers supporting the work in classrooms providing a supportive climate, clear vision, and necessary feedback to improve instruction using the power of their words--their leadership language. Caroselli (1990) wrote, “Leadership language is an instrument for making good things happen--good for us [as leaders], good for others, and especially, good for organizations” (p. 9). Given the significant power of communication and significance of principal communication and leadership language the following section presents an overview of research in communication.

Communication Overview

Communication occurs in a variety of ways. Communication is oral, written, and nonverbal. Communication can occur formally and informally. It can flow upward, downward, and laterally. Communication is interpersonal and it is organizational. It can be synchronous and asynchronous. Communication can be in person and it can be across vast distances (telephone, e-mail, etc.). Communication is involved with almost everything we do and is vastly different today than it was even a few short years ago (DeVito, 2009; Hamilton, 2008). This section of the literature review focuses on the processes and pieces in communication, interpersonal communication, organizational communication, and communication barriers.

The Communication Process

Adair (2009) identified four “key ingredients” in communication: (a) social contact, (b) common medium, (c) transmission, and (d) understanding. Social contact is the connection between two or more people communicating. Social contact can be face-to-face or over distance [phone, email, and fax] and can be instantaneous or occur across a period of time. A common medium is needed between the parties communicating in the form of both a common language and transmission media. The message communicated must be clearly transmitted between parties, and the message must be received, understood, and interpreted correctly. Robbins (2003) provided a clear example of communication when he wrote:

In a group in which one member speaks only German and the other group members do not know German, the individual speaking German will not be fully understood. Therefore, communication must include both the transference and the understanding of meaning. (p. 284)

Hamilton (2008) emphasized the importance of transference and the understanding of meaning to organizations through her illustration of the loss of meaning through the transference of communication down the chain of command in Figure 2.1 (Hamilton, 2008, p. 11).

Hamilton (2008) illustrated through her example the power of the “telephone” game we have each learned as children--the message started is not always the same as the final message outcome--emphasizing the need for clarity and consistency in communication which are key to transference and understanding in meaning. It is clear that communication is a social process that is vital to both individuals and to organizations.

The amount of message information received when information is communicated downward through organization management levels.

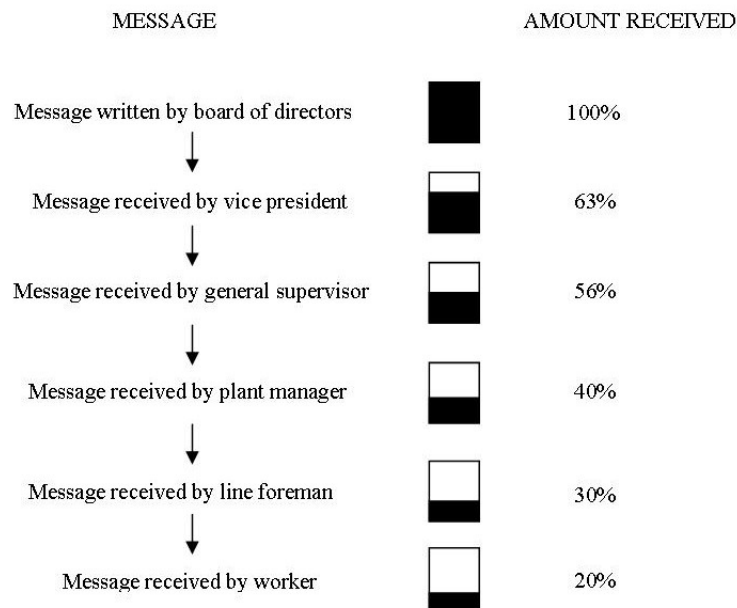


Figure 2.1. Downward message percentage received.

Interpersonal Communication

In addressing why individuals communicate, DeVito (2007) asserted, through communication with others, we gather information and skills; establish and maintain relationships; influence, control, and direct; escape and enjoy; and assist. Multiple models for the process of interpersonal communication exist. Chance and Chance (2002) wrote, “Four main components commonly identified in communication models are the source, the message, the channel, and the receiver” completing the “basic processes of communication” (p. 156). Chance and Chance defined each of these elements as:

Source--the individual or group of individuals who originate the message,
 Message--the idea that is transmitted by the source,
 Channel--the medium through which a message travels from the source to the receiver, and

Receivers--individuals who decode symbols into meaning in the form of ideas, images, and thoughts [from the source]. (p. 156)

Robbins (2003) detailed a 7 step Communication Process Model where the steps include: (a) the communication source, (b) encoding, (c) the message, (d) the channel, (e) decoding, (f) the receiver, and (g) feedback. It is through these steps that a transference and understanding of meaning occur between two or more individuals (Robbins, 2003).

This model is illustrated in Figure 2.2 (Robbins, 2003, p. 285).

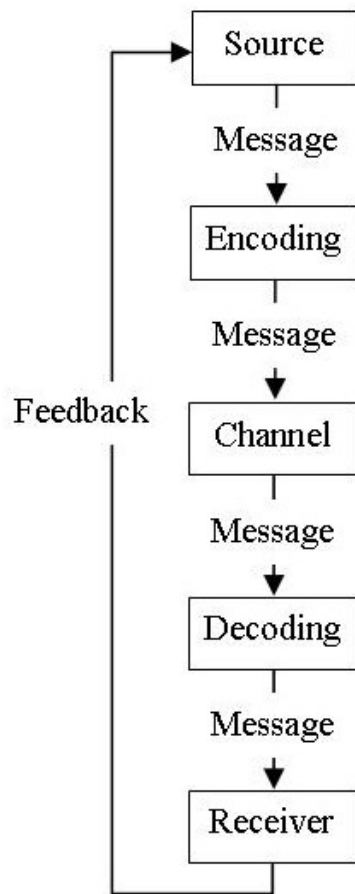


Figure 2.2. Communication process model.

DeVito (2009) asserted, “. . . the elements [are] present in all communication acts, whether intrapersonal, interpersonal, small group, public speaking, or mass communication--or whether face-to-face, by telephone, or over the internet” (p. 12). Adair (2009) repurposed/reconfigured the core elements of interpersonal communication into a Communication Star model illustrated in Figure 2.3 (Adair, 2009, p. 20).

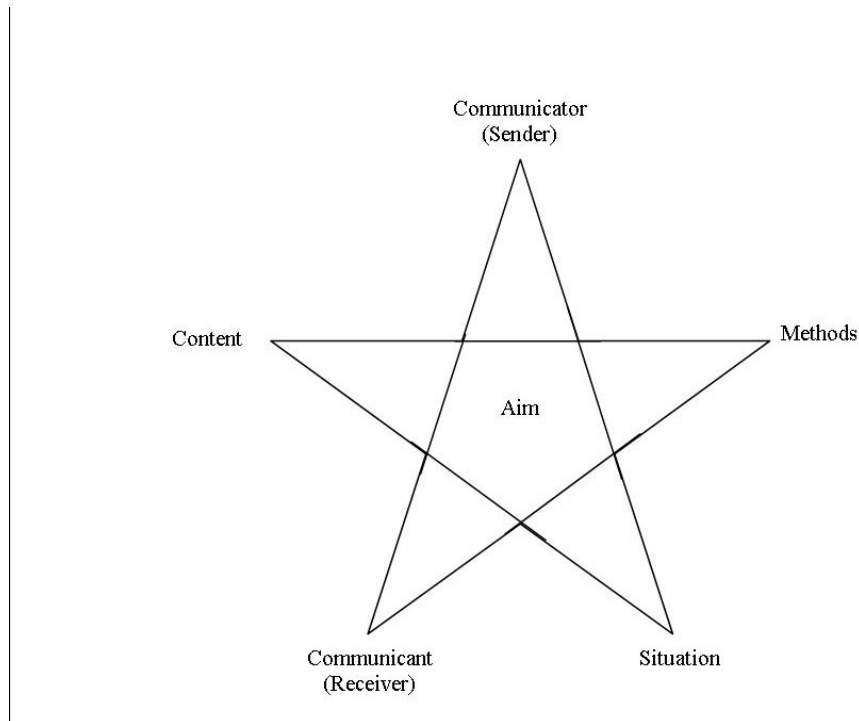


Figure 2.3. Communication star.

The Communication Star consists of the variables: (a) the communicator (the individual who has some sort of information [idea, concept, thought, etc.] to distribute), (b) the aim (intent), (c) the communicant (the individual who received the communicator’s information), (d) the content (the information), (e) the method (the transmission medium), and (f) the situation (communication context; Adair, 2009). Each

of the six variables is interconnected and according to Adair, “We may postulate that communication is likely to be good when there are strong and positive lines of relationship defining all six constants” (p. 21). From this concept, we see that communication is not distinct elements but elements that are highly connected and influenced by one another. The action of interpersonal communication “involves clarity” and centers on the sending of information (encoding) or the receiving of information (decoding). Gilbert (2004) effectively emphasized this when he said, “Communication only occurs when the listener understands a message in the same way the speaker intended that it be understood and failure to employ feedback--to confirm, clarify, or correct a message--can lead to misunderstanding” (p. 26). Regardless if illustrated in a linear fashion or interrelated across a star interpersonal communication contains many parts. The process of communication between individuals is one that is extremely complex, yet one we take for granted and assume is natural--our way of doing business.

Organizational Communication

Robbins (2003) focused on the functions of communications within organizations. He indicated individuals communicate in organizations to: (a) control, (b) motivate, (c) express emotion, and (d) transmit information. Specifically, Robbins (2003) stated:

Communication acts to control member behavior. Communication fosters motivation by clarifying to employees what is to be done, how well they are doing it, and what can be done to improve performance if subpar. Communication provides a release for emotional expression or feelings and for the fulfillment of social needs. Communication provides the information for individuals and employee groups needed to make decisions.

The communication within organizations occurs formally and informally. Kowalski, Peterson, and Fusarelli (2007) asserted, “when a principal communicates with others in their official capacity as an administrator, the communication is formal regardless of

whether it occurs verbally or non-verbally or regardless of whether it occurs face-to-face or in some other way” (p. 45). Formal communication is communication that travels along established organizationally recognized pathways. A prime example of this is communication along an organization’s chain of command. Visually, Robbins (2003) emphasized this through his illustrations shown in Figure 2.4 of “chain network [formal network with formal chain of command], wheel network [network with a strong leader], and all-channel network [network of self-managed team] groups” (p. 290).

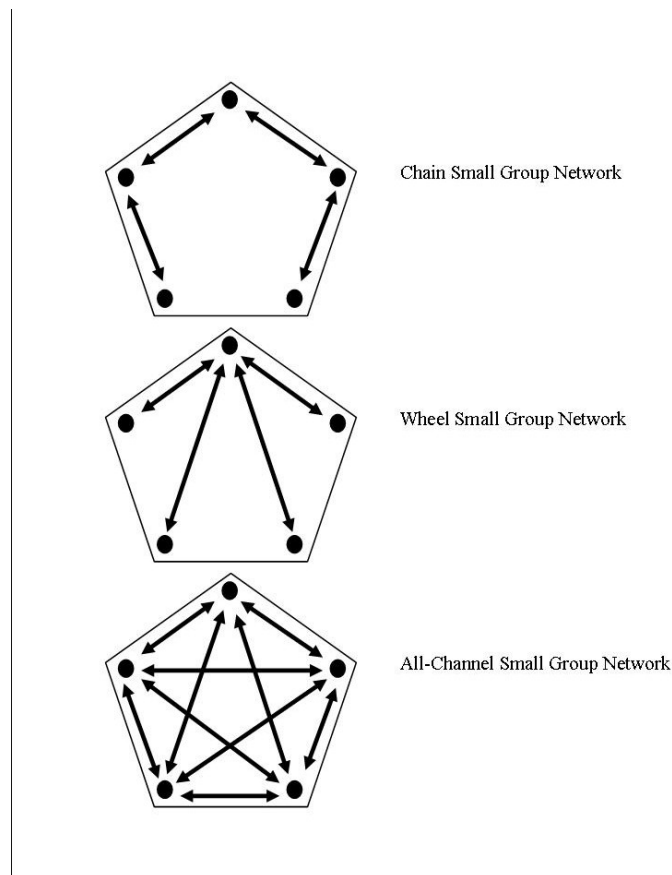


Figure 2.4. Small group communication networks.

Within formal communication, communication can be downward, upward, and horizontal. *Downward communication* flows from supervisors to employees and consists

primarily of goals and directions, instructions, policies and procedures, focus areas or areas in need of improvement, feedback, and appeals for greater effort. Downward communication supports higher levels of employee satisfaction and performance (Goldhaber, 1993). One of the downfalls of downward communication is information overload.

Upward communication flows from employees to supervisors. Examples of upward communication include suggestions for improvement, work problems, employee thoughts and feelings. Hamilton (2008) in writing about upward communication said:

For upward communication to be effective, it must be accurate. Unfortunately, many subordinates tend to conceal or distort upward communication to protect themselves and to make messages more acceptable to superiors. Upward messages are also more likely to be distorted or withheld when subordinates do not trust their supervisors or when subordinates desire upward mobility or recognition. (p. 35)

Lateral or horizontal communication flows between individuals of the same grade or rank. Horizontal communication can be used streamline and improve productivity, solve problems, and share information. Typically, this type of horizontal communication is known and endorsed by supervisors. Horizontal communication can also create back channels for work and information at times running afoul of the organization. Robbins (2003) indicated, “[horizontal lines of communication] can create dysfunctional conflicts when the formal vertical channels are breached, when members go above or around their superiors to get things done, or when bosses find out that actions have been taken or decisions made without their knowledge” (p. 286).

Informal communication typically occurs along a “grapevine” (Hamilton, 2008; Robbins, 2003). Grapevines are not controlled by supervisors and are “more believable” by employees when compared to formal supervisor communications (Robbins, 2003).

Geddes (1995) asserted, “Relevant information is learned through the grapevine” (p. 1).

Hamilton (2008) found the following grapevine components:

1) The type of information carried over the grapevine indicates the health of an organization, 2) information carried by the grapevine is 75-95 percent accurate, 3) information travels fast on the grapevine, 4) people who use the grapevine are more satisfied with their jobs and committed to their organizations, and 5) effective managers use the grapevine. (p. 36)

Organizational communication is complex. Organizational communications involve interaction between many individuals formally and informally; downward, upward and horizontally; and can range from small groups to large multinational corporations in many different forms and configurations. Communication within organizations is key to success (Anderson, 2006; Robbins, 2005) and key to successful leadership in schools (Gaziel, 1995; Gronn, 1983). In discussing school organizations, Chance (2009) asserted, “Communication is the primary function of leadership and a driving force of the school organization” (p. 164) [at the interpersonal and organizational levels].

Barriers to Communication

Many barriers to communication exist. Communication is so complex and yet we take the smooth flow of communication for granted (DeVito, 2007; Hamilton, 2008). Examples of communication barriers include encoding and decoding problems, feedback issues, selection of the most effective communication channel, word choice, and overpowering language (Geddes, 1995). Barriers exist in both interpersonal and organizational communication.

Common barriers in communication are differences in language, emotions, distractions, perception, and information overload. Language barriers are not only differences in language as in Spanish and English but also in terminology and jargon

(Robbins, 2005). Anderson (2006) stated, “Even though speakers of a common language may think they agree on the definition of a word, sometimes their definitions differ dramatically” (p. 343). Emotions play a strong role in the communication process. Robbins (2005) wrote, “The same message received when you’re angry or distraught is often interpreted differently from when you’re happy” (p. 316). In this age of multi-tasking individuals can often become distracted during communication. This distraction can be reflected through poor listening skills where receivers are not fully engaged and allow their minds to drift from the communication to other things and can additionally be reflected through physical items such as loud background noise and differences in pronunciation (Anderson, 2006). Barriers in perception occur with both senders and receivers. Anderson (2006) indicated, “Senders choose the details that seem important to them” (p. 343). Robbins (2005) wrote, “. . . receivers in the communication process selectively see and hear based on their needs, motivations, experience, background, and other personal characteristics. Receivers also project their [self] interests and expectations into communications as they decode them” (p. 316).

Geddes (1995) stated, “The stereotypes we hold and our perceptions may cripple our communication attempts” (p. 24). In this information age, many times, too much information comes at one time and individuals become overloaded with information. Robbins (2005) stated:

Individuals have a finite capacity for processing data. When individuals have more information that they can sort out and use they tend to select out, ignore, pass over, or forget information. The result is the loss of information and less effective communication. (p. 316)

A wide variety of barriers exist in communication between individuals; thus, it is vital that when leaders communicate that they be aware of barriers and use effective techniques to overcome these barriers.

In summary, the process of communication by default is complex and reflected in the many roles of interpersonal communication and the many forms of organizational communication. Communication is a key component of leadership, and according to Bennis (2007), “among the existing disciplines that must contribute if modern leadership is to be understood” (p. 3). With the importance of communication established, the next section explores the connection between communication and leadership.

Communication and Leadership

In discussing leadership in general, Baldoni (2003) said, “Of all leadership behaviors, the ability to communicate may be the most important. Communication lays the foundation for leading others” (p. 5). Brunetto and Farr-Warton (2005) described leadership, “as a process of communicating expectations from the leader of an organization to his/her employees” (p. 224). The ability of school leaders to communicate is vital to educational leadership (Gaziel, 1995; Gronn, 1983). Gilbert (2004) stated, “The implications are clear--effective communication is a requisite, if not the most important, skill area for effective educational leadership” (p. 14). Leaders spend a significant amount of time communicating and communication is especially important with regards to intent, vision, framing, and trust.

Communication and Intent

Our use of language reflects who we are as individuals (Sondel, 1958) and reveals who we are as leaders. Phillips and Hardy (2002) stated, “Our talk, and what we are, are one and the same” (p. 2). R. Scott (1997) wrote:

Although as humans our intentionality is always present in conscious acts, we are not always aware, let alone sharply aware, of our intentions. These can be sharpened, however, and since they are often sharpened in communicating with others, we recognize the reciprocal relationship between intentionality and communication. (p. 263)

Fotion (2000) wrote, “When we communicate with one another we do so intentionally,” (p. 4-5) that is to say we communicate with a purpose [an intent]. Adair (2009) stated, “If the intention is only in one person’s mind and remains obstinately there without moving out into the middle then the work of communication is unlikely to be successful” (p. 22). J. Mayfield and Mayfield (2002) wrote, “Leader communication is the bridge that transmits behavioral intent to employees, thus creating the foundation for trust [or distrust]” (p. 90). Crossland and Clarke (2008) stated, “When we choose to lead, our voice and actions speak our intentions” (p. 132). Houston and Sokolow (2006) grounded the connection between leadership and intention when they wrote:

Intention is a framework for the creation of ultimate reality. It’s the building plan for reality. Before you can have a plan, you’ve got to have an intention--the thought of what you want to see happen, or where you want to go, or what your ultimate goal is. Most leaders do not have a strong enough appreciation for the power of intention as a force for shaping reality. (p. 3)

Additionally, Houston and Sokolow (2006) asserted, “The spoken word is like an accelerant. It takes thought, and it accelerates it. It’s like pouring kerosene on a fire. The process of saying things out loud helps to clarify your thinking and state your intention clearly” (pp. 6-7).

Finally, in writing on the power of leader intention, Houston and Sokolow (2006) wrote:

Thoughts have power. Expressing those thoughts verbally steps up the power. Everyone has intentions, especially leaders who want to change the status quo. So one way of beginning the process of manifesting your intentions is to state them out loud. The process of saying things out loud also helps to clarify your thinking and state your intention clearly. When you speak it out loud, you're raising a posse. You're enlisting support and the aid of others, whether you mean to or not, simply by sharing it. You've brought those who hear you into the circle of intention at that point; you've invited them into your place. And, in doing so, you've created the possibility of their helping you. (p. 7)

A leader's intent is a powerful leadership tool in the shaping of organizations. A leader's intent is a precursor to vision.

Communication and Vision

Vision is the image or condition of the future state of an organization and is the link between the present and the future (Bennis & Nanus, 1985). Bennis and Nanus (1985) wrote, "The critical point [of vision] is that a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists" (p. 89). Robbins (2003) articulated, "... vision, if properly selected and implemented, is so energizing [to employees and organizations] that it in effect jump-starts the future by calling forth the skills, talents, and resources [necessary] to make it happen" (p. 344). Wis (2002) saw vision as the difference maker between managers and leaders. Specifically, she said, "Vision implies forward motion and growth, exploration, and risk, while managing tends to focus [vision] on efficiently managing the status quo" (p. 4). Fairhurst and Sarr (1996) asserted that effective organizational vision, "define[s] a purpose or mission; outline[s] new structures, processes, and systems; and define[s] the organization's fit with or relationship to its

environment” (p. 61). In the field of education, McEwan (2003) defined vision as “. . . a driving force reflecting instructional leaders’ image of the future, based on their values, beliefs and experiences” (p. 67). In writing about effective schools and the role of principals within effective schools, Rutherford (1985) said:

. . . clear and easily detectable distinctions between more-effective and less-effective principals emerged from data . . . effective principals: 1) have clear, informed visions of what they want their schools to become--visions that focus on students and their needs; 2) translate these visions into goals for their schools and expectations for the teachers, students, and administrators; 3) establish school climates that support progress toward these goals and expectations; 4) continuously monitor progress; 5) intervene in a supportive or corrective manner, when this seems necessary. (p. 31-32)

The creation and application of vision provides direction and focus for schools and their stakeholders (Leithwood & Riehl, 2003; Mendez-Morse, 1991). Lashway (2006) argued, “[Vision is] the crucial act of leadership that helps members of an organization make sense of an often-chaotic environment” (p. 156). Bennis (2007) said, “Because leaders must have a vision that they are able to convey and share with their followers, rhetoric [language] is part of the equation” (p. 4). Conger (1991) wrote, “Leadership today must embody the capacity to articulate an organization’s mission and communicate it in ways that inspire (p. 31). Smith and Andrews (1989) wrote:

How instructional leaders identify and communicate a vision for the school varies, based on the principal’s style of leadership. The salient message is that the strong principal has a vision and is able to clearly articulate that vision. Communication of vision is perhaps the most important way for a principal to exert effective leadership--to leave no doubt about school priorities. (p.16)

Barge, Downs, and Johnson (1989) wrote, “Transformational leaders do not depend upon their ability to manipulate rewards and punishments; rather, they set an example for their followers and use their rhetorical [words] skills to establish a common vision,” (p. 359). Further, they said, “Bass’s notion of transformation leadership emphasizes the

necessity for leaders to possess sufficient language and rhetorical skills to create compelling visions for their followers” (p. 360). Lashay (2006) stated, “A strong vision can aid in [leadership] tasks by unambiguously expressing what it means to work in a particular school and providing a shared standard by which teachers can gauge their own efforts” (p. 156). In contrast, McEwan (2003) in talking about derailers to instructional leadership said, “Lack of vision, will, and courage are the biggest barriers to becoming instructional leaders” (p.14). A review of the research indicates that vision and how it is communicated are important elements in the achievement of organizational outcomes. Restated, how a leader frames his/her communications is one of the keys to the articulation of vision.

Communication and Framing

Fairhurst and Sarr (1996) defined framing as, “A quality of communication that causes others to accept one meaning over another” (p. xi). Robbins (2003) stated, “Framing is a way for leaders to influence how events are seen and understood. It involves the selection and highlighting of one or more aspects of a subject while excluding others” (p. 340).

Framing is akin to the work of a photographer. Robbins (2003) said:

Framing is analogous to what a photographer does. When the photographer aims her camera and focuses on a specific shot, she frames her photo. Others then see what she wanted them to see. They see her point of view. That is precisely what leaders do when they frame an issue. (p. 340)

According to Fairhurst (2005) and Fairhurst and Sarr (1996), framing is based on three core components (language, thought, and forethought). Fairhurst and Sarr said, “*Language* helps in focusing; classifying; remembering and accessing information; and through metaphoric language, understanding one thing in terms of another’s properties”

(pp. 7-8). The key elements of language in support of framing are: metaphors, jargon, contrast, spin, and stories, and it is through these elements that leaders “create images that are rich, distinctive, and memorable for the ways that they crystallize understanding” (Fairhurst & Sarr, 1996, p. 100). *Thought* is important to framing because leaders create mental models for their communication and “must frame for themselves before they frame for others” (Fairhurst & Sarr, 1996, p. 100). Strong mental models allow for leaders to create and communicate clear expectations and standards; make extension to new circumstances: drive consistent communications and manage meaning across environments (Fairhurst & Sarr, 1996). The importance of *forethought* is a counter to spontaneous, extraneous communication and a key to communicating strategically (Fairhurst, 2005). Conger (1991) provided the context in which leaders use framing when he wrote, “Frames are essentially snapshots that leaders take of their organization’s purpose. In a larger sense, frames also provide a map for action. Simply ‘framing’ or wording an opportunity in a particular manner influences our perceptions of its outcomes” (p. 32).

The use of framing by a leader guides employee behavior and organizational outcomes (Conger, 1991; Fairhurst & Sarr, 1996) and creates opportunities for “joint sensemaking” (Fairhurst, 2005, p. 178) between leaders and followers. A common understanding between leaders and followers is essential in the creation and maintenance of trust.

Communication and Trust

Trust is vital to an organization and its employees (Baldoni, 2003; Kouzes & Posner, 2003; J. Mayfield & Mayfield, 2002; Reina & Reina, 2006; Tschannen-Moran, 2007). J.

Mayfield and Mayfield (2002) wrote, “Communication is a powerful catalyst for establishing and sustaining trust” (p. 90). Within the context of education, Tschannen-Moran (2007) summed up the importance of trust and communication when she stated:

Trust is a significant factor in successful schools. Communication flows more freely when teachers are not afraid of the consequences of candor. A high level of trust helps these schools be wonderful places to learn and grow: a positive, open and healthy climate pervades the school. The costs of broken trust are great. When distrust pervades a school, constrained communication, poor organizational citizenship, and a proliferation of dysfunctional rules are often the result. Trust matters because it hits schools in their bottom line; it makes a difference in student achievement. (p. 110)

Reina and Reina (2006) asserted “Trust influences communication, and communication influences trust” (p. 34). Positively, trust can inspire employees and bring energy to the work place (Reina & Reina, 2006). Reina and Reina stated:

Trust-inspiring work environments are liberating. When employees feel good about the people they are working with and the company they are working for, they enjoy coming to work and generally work harder at their jobs, giving more of themselves--accepting challenges, stepping into the unknown, and seeing change as an opportunity rather than a threat. (p. 9)

Tschannen-Moran (2007) indicated, “Without trust, communication becomes constrained and distorted, thus making problems more difficult to resolve” (p. 99). Negatively, trust can weaken the bonds between leaders and followers, have a negative impact on the climate of work, and destroy employee productivity. Reina and Reina (2006) wrote:

Whether the situation involves an employee-to-employee or supervisor-to-employee relationship, painful misunderstandings, ill-placed outbursts, and undeserved hurts happen everyday on the job. They result in decreased risk taking and collaboration, breakdowns in information sharing, decreased performance, and diminished communication trust. (p. 34) . . . When we don’t do what we say we will do, when we gossip about others behind their backs, when we renege on decisions we agreed to, when we hide our agenda and work it behind the scenes, and when we spin the truth rather than tell it, we break trust and damage our relationships. (p. 7)

Hackman and Johnson (2004) supported the concept of negative communication and trust when they wrote:

Communication is irreversible. Like a permanent ink stain, communication is indelible. If you have ever tried to “take back” something you have said to another person, you know that while you can apologize for saying something inappropriate, you cannot erase your message. We can never completely un-communicate. (p. 11)

This is why a leader’s communication is so vital to trust at both the individual employee level and entire organizational level. Workplace trust helps employees buy in to the organization, collaborate, communicate, share, and are not afraid to make mistakes or communicate a contrarian point of view all of which are signs of a healthy and effective organization (Reina & Reina, 2006). Reina and Reina (2006) said, “When leaders readily and consistently share information and involve employees in the running of the business, it not only affects the trust between them but also [positively] affects productivity and profitability” (p. 34).

The transference of leader intent, the co-construction of organizational vision, the framing of meaning, and building of trust are not done by osmosis or by mental telepathy. They are conducted through the process of communication. A key element in this communication is the communication between leaders and followers. Astute leaders strategically provide direction, connect with employees, and build common meaning.

Motivating Language Theory

Motivating Language

Sullivan (1988) combined speech act theory and motivation to develop Motivating Language Theory as a method to describe managerial communications and its ability to impact employees and organizational outcomes. J. Mayfield (2009) wrote,

To date, studies report that high levels of Motivating Language [in leader talk] are significantly associated with improvements in employee performance (up to 17 percent), attendance (up to 28 percent), job satisfaction (up to 70 percent), retention (intention-to-stay, up to 5 percent), and innovation (up to 20 percent). (p. 9)

J. Mayfield and Mayfield (2007) wrote, “MLT [Motivating Language Theory] proposes that leaders can strategically [and purposefully] direct language to subordinates as a powerful tool to improve organizational outcomes through the use of three universal categories of speech acts” (p. 87). The three types/categories of leader speech acts are Direction-giving speech, Empathetic speech, and Meaning-making speech. Motivating Language is a powerful tool and path of inquiry. M. Mayfield and Mayfield (2009) indicated, “ML Theory appears to be generalizable to many settings. It has been tested across a wide range of leader-follower types. ML findings (both at theoretical and scale/implementation levels) seem robust across many organizational settings and worker levels” (p. 67).

Direction-giving speech. Direction-giving speech is *perlocutionary language* [talk] that reduces uncertainty, ambiguity and doubt for followers. Howell and Costley (2006) stated:

Directive leadership has one of its most important psychological effects on followers’ role clarity. A follower’s clear understanding of his or her correct role in accomplishing work tasks, as well as the follower’s relationship with his or her leader and peers, is usually essential to effective task performance. When a leader provides information about expectations, guides a follower in the use of work methods, or assigns a task that utilizes the follower’s ability, the leader is providing a clear picture for the follower of what needs to be done. This clear picture often relieves followers’ uncertainty and tension; they know exactly how they are to behave. (p. 104)

Direction-giving language is a means to communicate structure and is aligned with the structure dimension of the Ohio State studies and path-goal theory (J. Mayfield et al., 1998). Leader initiating structure behavior focuses on the organization of work,

definition of work relationships, and goal setting activities for followers (Robbins, 2003). Additionally, direction-giving speech is congruent with the directive and achievement oriented leadership behaviors in path-goal theory (Howell & Costley, 2006). Howell and Costley (2006) wrote:

Nonauthoritarian and nonpunitive directive leadership behavior will increase follower satisfaction and performance when followers are engaged in unstructured or ambiguous tasks. Achievement-oriented leadership behavior will increase follower effort and confidence in goal achievement when tasks are ambiguous, nonrepetitive, and challenging. (pp. 47-48)

Examples of direction-giving language include the clarification of goals, reinforcement of vision, and prioritization. Sullivan (1988) originally stated, “As perlocutionary language, the [leader’s] words reduce the worker’s uncertainty about the relationship between an action and the attainment of a need, value, or goal, and triggers a mental calculation [decision] that results in a [worker’s] intention to expend effort” (p. 109).

Empathetic speech. Empathetic speech is *illocutionary language* [talk] that joins/connects leaders and followers together through the leader’s use of emotional and humanistic expressions creating “stronger emotional bonds” between a leader and followers (M. Mayfield & Mayfield, 2009). Gilbert (2004) wrote, “The power of empathy provides an entrée and invitation for others [followers] to connect with you [as leader]” (p. 9). The greater range of a leader emotion the greater the range of connections with employees (Crossland & Clarke, 2008). M. Mayfield and Mayfield (2009) stated, “[Empathetic language] is also used to show that a worker is valued for more than his or her workplace performance abilities--as a human being rather than simply as an organizational asset” (p. 67). Empathetic speech is aligned with the consideration

dimension of the Ohio State studies and is reflective of a leader who shows concern for followers' comfort, well-being, status, and satisfaction (Robbins, 2003). Howell and Costley (2006) connects empathic language to supportive leader behavior in the path-goal theory of leadership when they wrote, "The supportive leader creates a friendly and psychologically supportive work environment" (p. 47). Examples of this type of talk include praise and complements, reinforcement, validation, and an interest in personal problems and frustrations. Through the use of empathetic speech, a leader develops a connection and trust relationship with employees creating higher levels of worker loyalty, performance and satisfaction (M. Mayfield & Mayfield, 2009).

Meaning-making speech. Meaning-making speech is *locutionary language* [talk] that provides organizational clarity and illumination of organizational culture and related norms for followers. Meaning-making speech is conducted through the use of stories, metaphors, symbols, and rituals. Crossland and Clarke (2008) discussed the power of symbols and wrote, "Symbols are as natural as smiles, shrugs, and winks. They are the communication shortcuts that do the heavy lifting for both the sender and the receiver. They convey mutual understanding and individual meaning at the same time" (p. 70).

Leader meaning-making speech helps followers create a picture in the mind's eye similar to the leader's mental picture (Kouzes & Posner, 1987; McKee, 2003). Shaw (2005) stated, "Effective communicators make good use of storytelling--using examples from the organization that illustrate the vision [and culture of the organization]" (p. 9). Goldhaber (1993) addressed the importance of stories to an organization when he said:

Stories about the personal successes or "screwups" of organizational members are not merely entertaining narratives but constitute organizational reality insofar as they signify possible future scenarios of organizational life. Other stories take on folkloric

qualities which are used [by leaders] to substantiate organizational knowledge or pass on the unrecorded traditions or customs of organizational life. (p. 71)

Kouzes and Posner (1987) discussed, “Successful leaders use metaphors and figures of speech; they give examples, tell stories, and relate anecdotes; they draw word pictures . . .” (p. 118). Further, Kouzes and Posner (1987) said, “Leaders [who] make conscious use of metaphorical expressions give vividness and tangibility to abstract ideas” (p. 119). Examples of this type of talk include stories of employee successes [or failures], and information on how to socially fit-in to the organizational work structure. Cooke and Rousseau (1988) stated, “Communication in such forms as stories, rumors, reported events, and role expectations convey normative information about the appropriateness and desirability of [worker] behaviors, and [these] culture-bearing elements are reinforcers of ways of [employee] thinking” (p. 247). Finally, M. Mayfield and Mayfield (2009) talking about meaning-making language stated:

Meaning-making language is used by leaders to convey to a worker an organization’s culture and what workplace behaviors are culturally appropriate. It is expected that as a worker better understands a workplace’s cultural norms, he or she will be able to perform better by adapting his or her workplace performance to methods that will be more effective and efficient within the given organizational setting. (p. 67)

Motivating Language Assumptions

Motivating Language is, additionally, based on the following assumptions: (a) when leader speech is incongruent with leader action, followers focus on action instead of speech; (b) for leader speech and communication to be effective and predictive all three speech acts (direction-giving, empathetic, and meaning-making) of Motivating Language must occur during the course of leader-to-follower speech interactions; and (c) ML focuses on leader-to-follower speech only (M. Mayfield & Mayfield, 2009).

Leader communication and action congruence. Graen (2006) said, “Clearly, it doesn’t matter what a leader says about vision, if followers do not really listen and buy in” (p. 276). A leader’s walk and talk must match and be highly congruent (Bardwick, 1996, Kouzes & Posner, 2003; Reina & Reina, 2006). Poole (1998) wrote, “When member interpretations of management actions are not congruent with management espousals there is a danger that this words-deeds inconsistency can make an [organizational] transformation more difficult, perhaps impossible” (p. 55). Phrases that describe the connection and, necessary, congruence between leader communication and action are, typically, “Leaders do what they say they will do,” “Leaders practice what they preach,” “Their actions are consistent with their words,” and “Leaders walk their talk.” Bowerman (2003) stated:

It is simply inadequate for leaders to talk about their experiences, and their views of leadership without being prepared to put some kind of action into their words. The leadership message must have an action component, or else it has no integrity. (p. xii)

J. Mayfield and Mayfield (2007) indicated, “Employees interpret leader speech within a behavioral context and, in cases of incongruity, tend to rely on actions in lieu of words” (p. 88). J. Mayfield et al. (1998) stated, “Talk is viewed as cheap when it conflicts with actions” (p. 237) and, as a result, when conflict or discongruence exists between a leader’s words and their actions/behaviors--behavior trumps (J. Mayfield, 1993). Crossland and Clarke (2008) wrote, “Our [leader] ability to walk our talk demands an integration of voice and behavior. When we choose to lead, our voice and actions speak our intentions” (p. 132).

J. Mayfield and Mayfield (2007) called for new research in this area when they wrote, “Most notably, new investigations should include a leader behavioral component that also

has sufficient discriminant validity to substantiate the assumption that ‘walking the talk’ is an essential ingredient for optimal engagement of ML” (p. 96).

In 2009, M. Mayfield and Mayfield (2009) conducted an initial study of the leader behavior and communication congruence assumption using Leader-Member Exchange (LMX) theory. In the research, M. Mayfield and Mayfield (2009) proposed four potential models of leader behavior and communication congruence: (a) a fully independent model where leader behavior and leader communication are fully independent and unrelated, (b) a partially independent model where a correlation exists between leader communication and leader behavior but leader communication is not facilitated by leader behavior, (c) a partially mediated model where the effect of leader communication is fractionally reliant and connected to leader behavior, and (d) a fully mediated model where leader behavior must be totally congruent with leader communication in order for leader communication to be effective. The study findings indicated that leader behavior is indeed needed to support effective leader communications (M. Mayfield & Mayfield, 2009). The fully mediated model is illustrated in Figure 2.5 (M. Mayfield & Mayfield, 2009, p. 71). M. Mayfield and Mayfield (2009) concluded:

Based on our results, leader communication can only be successfully translated into higher worker performance and job satisfaction through appropriate leader behavior. In short, it is not enough to simply talk a good game, leaders must be able to put this communication into concrete, positive leader behavior. (p. 79)

Finally, M. Mayfield and Mayfield (2009) called for further work examining if their findings hold across environments and with other variables and if alternate measures can determine what specific leader behaviors support leader communication.

Fully Mediated Model for Leader Behavior and Communication Congruence
(M. Mayfield and J. Mayfield, 2009, p. 71.)

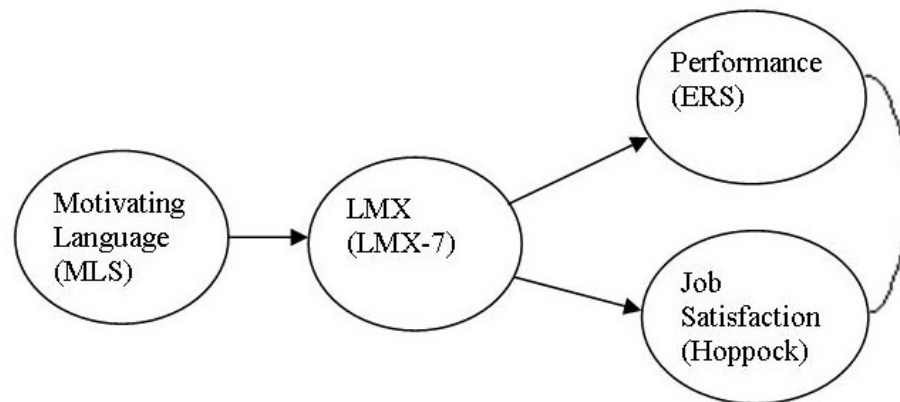


Figure 2.5. Fully mediated leader behavior and communication model.

ML speech acts combined. Direction-giving, empathetic, and meaning-making language comprise most speech and when intentionally combined create a synergy more powerful than any one of the three individually. J. Mayfield et al. (1998) stated, “The three basic speech acts [direction-giving, empathetic, and meaning-making] represent most verbal expressions that can occur in leader-worker talk” (p. 237). M. Mayfield and Mayfield (2004) said, “In other words, a leader’s strategic communication is only expected to have a positive and significant impact when all three factors are used in a coordinated effort” (p. 47). Key to this “coordinated effort” is situational and employee/stakeholder awareness (Geddes, 1995). Howell and Costley (2006) wrote:

Nearly all current leadership experts agree that effective leadership behavior depends on situational and follower characteristics. This means that a leadership behavior pattern that is effective in one situation is not necessarily effective in another situation. For a leader to be continuously effective over time and in different situations, the leader’s behavior must vary with the situation. (p. 11)

Monford and Willing (1993) said “One of the most important [principles of effective communication] is the awareness that different individuals respond to different communication styles” (p. 9). It is this ability to adjust and emphasize the type of Motivating Language to best fit the person and situation [while still utilizing all three components] that emphasizes the “strategic” use of ML (J. Mayfield, 2009; J. Mayfield & Mayfield, 2009; M. Mayfield & Mayfield, 2009). It is a conscious leader decision to use ML and in what form, fashion, sequence, and context to best address the needs of the follower and situation. J. Mayfield and Mayfield (2009) illustrated the combination of speech acts:

For example, a leader may use multiplex forms of motivating language at the same time; that is, a boss gives a subordinate task requirements (direction-giving language) that include cultural norms of delivery such as a required presentation on an organization’s intranet (meaning-making language) along with verbal reassurances of task encouragement (empathetic language). (p. 460)

Leader-to-follower communication. Howell and Costley (2006) wrote, “Communication is the means leaders use to influence their followers” (p. 356). ML focuses only on leader to follower communication (leader initiated speech). Communication from a leader-to-employee or superior-subordinate communication is a key factor in employee job satisfaction (Goldhaber, 1993; Goldhaber, Yates, Porter, & Lesniak, 1978; Pettit, Goris, & Vaught, 1997). Pincus (1986) stated, “The results from this study confirmed the vital importance of employee-immediate supervisor communication on employee job satisfaction. Moreover, perceptions of top management communication were also found to be separately and substantially related to employee job satisfaction and job performance” (p. 413). King, Lahiff, and Hatfield (1988) reported “. . . consistently strong and positive relationships exist between the

communication employees report receiving from their supervisors and their satisfaction with both supervision and their job” (p. 41).

Motivating Language Foundations

J. Mayfield (1993) asserted in her dissertation, “The motivating language construct is based on the theory that language becomes a vital link between behavior and outcomes” (p. 9). Speech Act Theory (Austin, 1962; Searle, 1969) serves as the ML communication link through the strategic and specific use of direction-giving, empathetic, and meaning-making speech acts that together comprise the majority of leader to follower speech (J. Mayfield, 1993; Sullivan, 1988). It is the strategic application of these speech acts that impacts workers and the resulting higher levels of worker motivation that improves employee and organizational outcomes (J. Mayfield, 1993; Sullivan, 1988). J. Mayfield et al. (1995) wrote, “ML theory predicts that strategic oral communication is an important motivational tool which has positive, measurable effects on employee performance and job satisfaction” (p. 331). The foundation of ML centers upon the interaction of speech acts and motivation.

Speech Act

Searle (1969) defined speech acts as, “the basic or minimal units of linguistic [oral] communication . . . where language takes the form of ‘rules governed, intentional behavior’” (p. 16). The concept of intention is key in understanding speech acts and how they differ from emotional reactions (Austin, 1962; Fotion, 2000; Searle, 1969). Fotion (2000) stated:

If I utter a series of unprintable expressions as, in total darkness, I futilely fumble to fit my key into the door lock, I am not using language intentionally. What I say counts as an event or an uncontrolled reaction, but not an act. But if I say, in a calm, clear, and deliberate voice, ‘There is a stranger at the door,’ ‘Please close the door,’ ‘You’re hired,’ or ‘Congratulations,’ I speak intentionally. As such each of these utterances is a speech act. (p. 5)

Crossland and Clarke (2008) wrote, “(Speech Act) theory suggests that speech acts commit a speaker to some factual truth, cause someone to take action, commit the speaker (and perhaps others) to future acts, reflect the speaker’s emotional state about the content of the spoken words, or actually declare the conclusion of certain actions and what they mean, often in symbolic terms” (p. 11). Speech Act theory categorizes intentional oral language as locutionary, illocutionary, and perlocutionary acts (Austin 1962; Searle 1969). Sullivan (1988) in putting forward Motivating Language Theory as a method to focus attention on the communications of managers and leaders and defined speech acts as,

The differing functions of language can be described in terms of speech act theory (Austin 1962), which classifies the uses of utterance in terms of *locutionary* [italics used by author] acts, focused on the meaning of words; *illocutionary* [italics used by author] acts, focused on what the speaker [leader] is doing while talking; and *perlocutionary* [italics used by author] acts, what the speaker [leader] hopes to accomplish. (p. 108)

Additionally, Sullivan (1988) wrote:

Perlocutionary communication by managers helps employees answer the question, “What is or will be the nature of my work environment, given my work behavior and the management’s behavior?” Locutionary speech helps the employee construct a set of meanings to answer the question, “What should I think, feel, and do?” Illocutionary language between managers [leaders] and employees makes work a part of the employee’s human bonding. It does not reduce uncertainty or foster meaning making: It simply affirms human existence. (p. 109)

Howell and Costley (2006) best summarized and conceptualized the essence and impact of speech acts, “Oral communication skills are essential to show followers the

leader cares about their welfare, to provide the direction needed in ambiguous situations, to convey an inspiring vision of the future, or to establish a working relationship with another department or organization” (p. 356). Crossland and Clarke (2008) stated, “Leadership communication [leader speech acts] at its best (using facts, emotions, and symbols) establishes understanding, invites agreement, encourages and enables a willingness to act, and creates a path for action” (p. 19).

Motivation

Chance (2009) defined motivation as, “the reason or cause that produces some effect” (p. 128). Sullivan (1988) in writing about Motivation Language Theory asserted that information was key to motivation because it reduced uncertainty in deficits, evaluation, goal setting, reward, and fairness in followers thereby improving performance (Sullivan, 1988). In Sullivan’s context, a lack of information produces uncertainty decreasing employee motivation and vice-versa. Morrison (2002) wrote:

Organizations are institutions characterized by ambiguity, change, and uncertainty. For employees, these conditions can create discomfort and anxiety, particularly as there are often damaging career implications of not knowing what one needs to know to be effective in one’s job. (p. 229)

Through the strategic application of ML, [providing information to employees that gives direction, provides for emotional support, and develops meaning] leaders leverage the employee’s need for information and thereby reduce employee uncertainty leading to improved motivation and associated organizational outcomes (J. Mayfield, 2009). However, little, if any, of the subsequent research in field of Motivating Language following Sullivan (1988) has specifically addressed motivation, uncertainty, and information (Mayfield & Mayfield, personal communication, March 18, 2009) and has,

rather, focused on the impact of leader communication within models of leadership on worker motivation. J. Mayfield and Mayfield (2007) best summarized this work:

Throughout the development of modern leadership models, researchers have implicitly and explicitly identified leader communication as a critical path for improving worker motivation. For example, verbal communication is the primary communication channel for considering and initiating structure, the two main leader dimensions of the Ohio State studies. Furthermore, articulation of the relation between performance and rewards has been the foundation of the expectancy, path-goal, and LMX leadership models. In addition, empirical and ethnographic studies have hypothesized and supported that leader talk is a major tool for gaining subordinate trust and acceptance of leader authority. In recent years, several management experts have also recognized leader language skills as instrumental for communicating organizational vision and culture. (p. 87)

J. Mayfield and Mayfield (2009) declared, “Yet as motivating language research is extended, greater understanding of the motivational component including affective states is needed to support progress” (p. 461). Refocusing on information and uncertainty, Sullivan (1988) stated, “Information (defined as message content that reduces uncertainty) is believed to be crucial in the motivation process” (p. 104). He further remarked, “The [motivation] theories assume that uncertainty-reducing language is the primary form of communication in organizational settings where workers are motivated” (p. 105). Bordia, Hobman, Jones, Gallois, and Callan (2004) indicated:

Management communication is one of the most commonly used and advocated strategies in reducing employee uncertainty during change. Change communication can provide information that helps people understand and deal with the change process. (p. 513)

Finally, Parry (1999) stated, “Effective communication of desirable messages [by leaders] was found to reduce follower uncertainty and improve the attitudes of followers toward the change process” (p. 146). This finding is congruent with Sullivan’s (1988) postulation regarding the leader’s ability through the use of language to strategically use

information to reduce follower uncertainty, improve follower motivation and, as a result, achieve organizational goals.

Motivating Language Research

The review of research focusing on Motivating Language covered 21 published articles, dissertations, research studies, and/or conference papers. Two master's level thesis were not included as part of the review of research. ML research has been conducted in the United States, Taiwan, and Macedonia. The cross section of areas researched include nursing/health care, management students, members of the Association for Business Communication and Decision Sciences Institute, private industry, unionized telecommunications, foreign business, Fortune 500 industry and the Army of Taiwan. A timeline of ML research may be found in Appendix A.

Informational articles. Several information articles have been written about Motivating Language to provide guidance for implementation, suggest future research direction, and summarize research and theory to further understanding and acceptance of MLT.

J. Mayfield and Mayfield (1995) in their article "Learning the Language of Leadership: A Proposed Agenda for Leader Training" suggested both a research agenda and call for training in ML. The authors proposed an implementation of a data-driven feedback system to improve ML, individual communication, and organizational outcomes. Additionally, the authors suggested the use of "ML scores" as an analytical instrument to guide training and established strategic leader speech as language for results in the literature.

J. Mayfield and Mayfield (2002) in the article “Leader Communication Strategies Critical Paths to Improving Employee Commitment” addressed how MLT can increase worker loyalty and trust. J. Mayfield and Mayfield (2002) wrote:

The ML model presents a clear, practical strategic path for improving worker loyalty through leader speech. Overall, MLT’s greatest value may be in its role as a planning/measurement tool for implementing leader trust development programs. (p. 92)

The authors integrated the ML model with effective leadership communication strategies such as walking the talk, active listening, feedback, guidance, and coaching as strategies for boosting worker loyalty. In closing the article, J. Mayfield and Mayfield (2002) put forth a “Best Practices Checklist” to support effective leader communications through the emphasis on the components of Motivating Language.

Jacqueline Mayfield (2009) in the article “Motivating Language: A Meaningful Guide for Leader Communication” established why ML matters, provided a basic “primer” on ML, set forth guidelines for the practical application of ML by leaders in the form of a “Behavioral Checklist,” couched ML as a valuable tool and resource for achieving organizational outcomes, and set the course for future ML research. She effectively repositioned ML and established a jumping forth point for future ML research and expansion of theory.

Motivating Language Criticisms

Zorn and Ruccio (1998) set out to research the effects of manager communication to increase employee work motivation. Zorn and Ruccio wrote:

The most popular theories of motivation all imply but do not recognize explicitly a central role for communication. Furthermore, leadership theories are notoriously general in their treatment of communication, paying little attention to language or other specific features of interaction and instead focusing on broad categories of behavior such as directing and supporting. [Finally,] Sullivan’s motivational

language theory is the only theory that explicitly addresses motivational communication processes [of leaders]. (p. 470)

Having stated the usefulness of MLT in the study of leadership and motivation, Zorn and Ruccio (1998) felt that MLT contained multiple flaws. Specifically, Zorn and Ruccio asserted: (a) the three MLT speech acts (direction-giving, empathetic, and meaning-making) were not singular in their focus but able to address multiple goals and outcomes, (b) the three speech acts were not stand alone components of speech but dimensions contained within each and every speech act, and (c) speech acts as originally defined by Sullivan (1988) are perceived by the receiver (the employee) and, in fact, contain both a leader intent and researcher interpretation as well. The conclusions drawn by Zorn and Ruccio stated:

First, as MLT (Sullivan, 1988) suggests, managers should develop and use a varied repertoire of motivational communication strategies, and not, as other motivational theories imply, focus solely on the processes of uncertainty reduction. Second, managers must be aware that any communicative act potentially has multiple functions, multiple implications, and multiple interpretations, and that the meaning(s) of motivational communication attempts must be negotiated and not assumed. Finally, motivational communication strategies cannot be considered in isolation, but must be considered in the light of context, or culture, in which they are used. (p. 496)

Zorn and Ruccio (1998) recommended that future research (a) study communication in context, (b) strengthen the roll and prominence of communication within motivation and leadership theory, and (c) expand beyond the labeling of speech to include data on ambiguity and multiple meanings.

Summary of Motivating Language Research

In summary, Motivating Language is a growing and evolving theory in the field of leadership communication. In the 24 years since the origination of Motivating Language Theory, strategic leader communication utilizing the areas of direction-giving,

empathetic, and meaning-making language has shown to have a significant impact on follower and organizational outcomes. Specifically, within the ML context, leader communication has shown to have an impact on worker performance and job satisfaction and positively influence worker intent to stay, retention, innovation, attendance, and self-esteem.

Summary

This literature review examined the role of communication within the context of principal leadership, reviewed the major components and processes of communication, explored how leaders use communication, and illustrated the role of Motivating Language Theory in leadership communication.

CHAPTER 3

METHODOLOGY

Introduction

The research design used in this research study was a mixed-methods sequential transformative design. According to Ivankova et al. (2006) mixed methods designs, “. . . are a procedure for collecting, analyzing, and ‘mixing’ or integrating both quantitative and qualitative data at some stage of the research process within a single study for the purpose of gaining a better understanding of the research problem” (p. 3). The rationale for selecting this design is it utilizes the strengths of both quantitative and qualitative methods (Ivankova et al., 2006). Ivankova (2004) explained, “The rationale for mixing or integrating both data are neither quantitative nor qualitative methods are sufficient by themselves to capture the trends and details of situations . . . [and] when used in combination, quantitative and qualitative methods complement each other and allow for a more complete analysis” (p. 55). Through this method, a multifaceted issue, such as principal talk and how it may or may not differ across school accountability contexts, can be studied and analyzed at a deeper level than if a quantitative or qualitative method were used in isolation.

Quantitative methods focus on the collection and analysis of numeric data. Specifically, quantitative researchers deal primarily with numbers, work with large sample sizes, generalize their findings to large populations, and are detached observers. Typical methods used in quantitative research are experiments, correlational studies and surveys. Quantitative researchers conduct research for the purpose of looking at

relationships between variables and to explain results. Creswell (2009) discussed the quantitative paradigm and stated:

The postpositivist assumptions have represented the traditional form of research and these assumptions hold true more for quantitative research than qualitative research. This worldview is sometimes called scientific method. It is also called positivist/postpositivist research, empirical science, and postpositivism. The last term is called postpositivism because it represents the thinking after positivism, challenging the traditional notion of the absolute truth of knowledge and recognizing that we cannot be “positive” about our claims of knowledge when studying the behavior and actions of humans. (pp. 6-7)

Qualitative methods focus on the collection and analysis of word data. Specifically, qualitative researchers deal primarily with words, work with small sample sizes, are less interested in generalizing results and more interested in the transferability of findings, and are immersed observers. Qualitative research techniques are, typically, interviews, observations, field notes, and document analysis. Types of qualitative research include narrative research, phenomenology studies, grounded theory, case studies, and ethnographies. Qualitative researchers seek to understand and interpret phenomenon, process, and perspectives in a natural setting. Creswell (2009) in discussing the qualitative paradigm wrote:

Social constructivists hold assumptions that individuals seek understanding of the world in which they live and work. Individuals develop subjective meanings of their experiences--meanings directed toward certain objects or things. These meanings are varied and multiple, leading the research to look for the complexity of views rather than narrowing meanings into a few categories or ideas. [Additionally,] An advocacy/participatory worldview holds that research inquiry needs to be intertwined with politics and a political agenda. The researcher often begins with an issue begins with one of these issues as the focal point of the study. The research also assumes that the inquirer will proceed collaboratively so as to not further marginalize the participants as a result of the inquiry. (pp. 8-9)

In mixed methods research, researchers combine quantitative and qualitative methods and perspectives to best fit the research situation. Ivankova (2004) wrote, “. . . both

numerical and text data, collected sequentially or concurrently, can help better understand the research problem” (p. 56). In a mixed methods study, the quantitative and qualitative phases of study can be implemented concurrently or sequentially, quantitative and qualitative data are either given equal or unequal priority or emphasis, and the integration or mixing of the quantitative and qualitative phases can occur at the beginning, middle, and/or end of research. Mixed methods researchers conduct research in postpositivist, constructivist, and pragmatic paradigms (Creswell & Plano Clark, 2007).

Purpose of Study

The purpose of this study was to examine the talk of school principals in two different school accountability contexts: continuously improving schools and continuously fluctuating schools in a zigzag pattern using the conceptual framework of Motivating Language Theory.

Research Questions

The research questions guiding this study are:

1. What is the difference, if any, in the motivating language used by principals as measured by teacher survey in elementary schools in selected achievement contexts?
2. In selected case-study elementary schools, what is the difference, if any, in the specific talk of principals?
3. In selected case-study elementary schools, what is the difference, if any, in the motivating language used by principals?

Research Hypotheses

Hypothesis 1

There is no statistically significant difference between teachers' perceived levels of Motivating Language in elementary schools in selected achievement contexts.

Hypothesis 2

There is no statistically significant difference between teachers' perception of Motivating Language constructs, Direction-Giving Language, Empathetic Language, and Meaning-Making Language in elementary schools in selected achievement contexts.

Hypothesis 3

There is no statistically significant difference between teachers' perception of outcome variables, Communication Satisfaction, Communication Competence, Job Satisfaction, and Worker Performance in elementary schools in selected achievement contexts.

Mixed Methods Sequential Transformative Strategy

This study employed a sequential transformative mixed-methods design focused on understanding the talk [oral language] of school principals in different school accountability contexts utilizing the framework of Motivating Language Theory (MLT). As a sequential transformative design, Motivating Language Theory was foundational to the design's implementation. According to Creswell (2009):

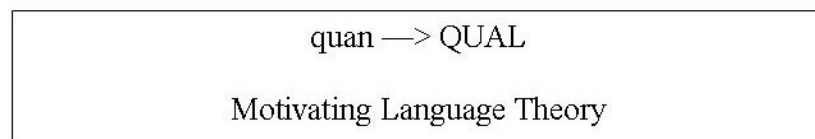
Unlike the sequential exploratory and explanatory approaches, the sequential transformative model has a theoretical perspective to guide the study. The aim of this theoretical perspective, whether it be a conceptual framework, a specific ideology, or advocacy, is more important in guiding the study than the use of methods alone. (p. 212)

Additionally, Creswell (2009) explained:

The sequential transformative strategy is a two-phase project with a theoretical lens overlaying the sequential procedures. It too has an initial phase (either quantitative or qualitative) followed by a second phase (either qualitative or quantitative) that builds on the earlier phase. In this design, the researcher may use either method in the first phase of research, and the weight can be given to either or distributed evenly to both phases. The mixing (of data) is connected as in all sequential designs. (p. 212)

The Sequential Transformative Strategy (Creswell, 2009, p. 209) is illustrated in Figure 3.1.

Sequential Transformative Design



Adapted from Creswell (2009) pg. 209

Figure 3.1. Sequential transformative design.

In the Sequential Transformative Design, as in every mixed methods research design, three critical components are *implementation*, *priority*, and *integration* (Creswell, 2009). Additionally, in any discussion regarding mixed methods research design, it is necessary to provide a comprehensive picture of the research design in the areas of worldview, rationale, advantages and disadvantages of the research design, target population, research permission and ethical considerations, as well as the role of the researcher in order to provide depth and perspective to the research design.

Implementation

The implementation of this study occurred in two phases. *Phase one* describes survey research and *phase two* describes case study research.

In *phase one*, the quantitative or numeric data were collected using a survey. The survey was in a paper format and participants individually completed the survey. Participants were compensated for their responses. Quantitative data were analyzed using descriptive statistics, inferential statistics and factor analysis. Exploratory factor analysis was selected due to the previous administration of the survey by J. Mayfield et al. (1995) and their use of exploratory factor analysis which will assist in supporting the reliability and validity of this study as the MLS is extended into K-12 education. The goal of the first phase was to create a bridge from the existing Motivating Language body of research to K-12 education and identify specific findings that need additional or further explanation (the results from factor analysis). Additional quantitative findings that could be appropriate for follow-up include the potential impact of outliers and/or unexpected results (Creswell & Plano Clark, 2007). Finally, the survey findings guided the construction of the qualitative interview protocol.

In *phase two*, a case study approach was utilized to collect word data through observation, field notes, and semi-structured interviews to explain how factors identified in *phase one* were similar and/or different within and across each of the different school accountability groups. The analysis of qualitative data was performed within individual cases and across cases. With the use of three different methods of qualitative data collection, qualitative data were triangulated for the purpose of trustworthiness (Merriam, 2009). The goal of the *phase two* was to understand principal talk and Motivating

Language within each of the different school achievement environments and across those environments.

Participant Selection

In discussing participant selection, Creswell and Plano Clark (2007) wrote:

Should the same or different individuals be selected for the quantitative and qualitative samples? A clear consensus does not exist on this question, but a common practice among mixed methods researchers is to select the same individuals for both the quantitative and qualitative data collection, so the data can be more easily converged or compared. (p. 119)

This study deviated from the common participant selection practice for the following reasons: (a) the quantitative survey instrument, the Motivating Language Scale (MLS), was administered to followers and no leader self-reporting instrument exists, (b) a study of principal talk must include the voice of principals (giving voice to principals is a key component of the Sequential Transformative Strategy) and not be limited only to teachers, and (c) through the mixing of participants, the study became expansive in nature potentially bringing a divergent perspective and possibly extending the study findings (Ivankova, personal communication, April 29, 2010). Therefore, the participants in this study came from two different samples. The survey sample was comprised of teachers identified through *cluster random sampling*. The qualitative sample was comprised of principals identified thorough *purposive sampling*.

Priority

The survey instrument, the Motivating Language Scale (MLS), is designed to be administered to subordinates in the leader-worker relationship. In this specific situation, subordinates were teachers. However, in a study focused on principal talk, priority must be given to the voice of principals. Thus, using the data of teachers as a guide, the

priority of the study was given to the qualitative collection and analysis of word data from principals. Ivankova et al. (2006) discussing priority stated, “However, depending on the study goals, the scope of quantitative and qualitative research questions, and the particular design of each phase, a researcher may give priority to the qualitative data collection and analysis or both” (p. 9).

Given the focus of the MLS (subordinates [teachers]) and importance of the principal “voice,” the assignment of qualitative priority was congruent with the goals of the study and research strategy.

Integration

The integration or mixing of the quantitative and qualitative phases of study occurred in the intermediate and interpretation stages of study. Specifically, the statistical findings (exploratory factor analysis) from *phase one* guided the construction of qualitative interview questions in *phase two* as a connecting or intermediate step. The qualitative data were connected with quantitative data during the interpretation of the study outcomes. In the interpretation of the study, qualitative and quantitative results from the study that answer each research question were interpreted and connected to related research. This integration maintained fidelity to the implementation of the Motivating Language Scale, gave a voice to principals, was congruent with the Sequential Transformative Strategy, and supported the pragmatic and expansive nature of this study.

Worldview

The paradigm for this study was pragmatic and expansive. According to Tashakkori and Teddlie (2003):

Pragmatism presents a very practical and applied research philosophy. Pragmatism supports the use of both qualitative and quantitative research methods in the same

research study. Pragmatists reject the forced choice between postpositivism and constructivism and reject the either/or of the incompatibility thesis and embraces both points of view (or a position between the two opposing viewpoints). (p. 21)

Charf (2009) asserted, “For the pragmatist, values and visions of human action and interaction precede a search for descriptions, theories, explanations, and narratives” (p.

6). Pragmatists guided by their personal values and interests decide what they want to research, how they want to research it, and make use of the results to bring about positive change (Tashakkori & Teddlie, 2003). With pragmatic study, researchers give priority to the research question [theory] over the research study method (Charf, 2009; Tashakkori & Teddlie, 2003). Tashakkori and Teddlie (2003) in discussing school effectiveness research stated:

What constitutes the belief system of pragmatists conducting effective schools research? First, they believe that some schools are more effective in educating their students than are other schools serving the same general population of students (e.g., more effective and less effective schools serving students from primarily middle-class backgrounds). Thus, these pragmatists believe that there is a school effect. Second, these pragmatic researchers believe that there are discernible practices that distinguish more effective schools from less effective ones. Third, these researchers believe that mixed methods are most appropriate for answering their research questions because these methods provide the broadest array of techniques to answer those queries. Fourth, pragmatists believe that the results from their research should be written up in a manner that highlights the effective schools processes; that is, researchers focus on results that they think will best illuminate the processes whereby schools become more effective. (p. 678)

The utilization of two different samples (teachers and principals) in this study changed the purpose of this study from *complementarity* (i.e., seeking elaboration, enhancement, illustration, and clarification of the results from one method with the results from the other method (Onwuegbuzie & Teddlie, 2003) to *expansion* (Ivankova, personal communication, April 29, 2010). Greene et al. (1989) indicated, “Expansion seeks to extend the breadth and range of inquiry by using different methods for different

inquiry components. [The rationale for expansion is] to increase the scope of inquiry by selecting the methods most appropriate for multiple inquiry components” (p. 259).

The expansive nature of this study and pragmatic paradigm are congruent with the rationale for this research.

Rationale

The rationale for this research design was through the collection and analysis of quantitative data, an overall picture of Motivating Language can be ascertained in K-12 education and through the collection and analysis of qualitative data the voice of principals can provide a deeper and richer understanding of the survey results. The collection of K-12 MLS quantitative data extended the Motivating Language body of research. The inclusion of qualitative principal data provided greater depth to the Motivating Language construct and added to the body of research on principal talk. The use of both quantitative methods and qualitative methods advanced understanding greater than either method in isolation would.

Advantages and Limitations of the Sequential Transformative Design

Mixed methods research strives to bring the best of quantitative and qualitative research together building on the strengths of both. Fraenkel and Wallen (2009)

identified three common strengths in mixed methods research:

First, mixed-methods research can help to clarify and explain relationships found to exist between variables. Second, mixed-methods research allows us to explore relationships between variables in depth. Third, mixed-methods studies can help to confirm or cross-validate relationships discovered between variables, as when quantitative and qualitative methods are compared to see if they converge on a single interpretation of a phenomenon. If they do not converge, the reasons for the lack of convergence can be investigated. (p. 558)

Creswell (2009) in discussing the strengths of the sequential transformative design stated, “This design places mixed methods research within a transformative framework

[making] this strategy more appealing and acceptable to researchers already using a transformative framework within one distinct methodology” (p. 213). Fraenkel and Wallen (2009), additionally, identified two common weaknesses in mixed methods research: “First, mixed-methods studies are often extremely time-consuming and expensive to carry out. Second, many researchers are experienced in only one type of research” (p. 558). Creswell (2009) in discussing the weaknesses of the sequential transformative design stated, “Little guidance on how to use the transformative vision to guide results has been written to date” (p. 213).

Study Population

The elementary, middle, and high school teachers and principals within a large urban southwest district were the target population of this study. From the target population, an accessible population was identified through the following steps: a review of public records at the state Department of Education revealed the number of schools reporting Adequate Yearly Progress (AYP) results in a large urban southwest district for the 2010-2011 school year was 385 schools; a Criterion Reference Exam (CRT) is administered in elementary and middle schools, and a High School Proficiency Exam (HSPE) is administered to high schools.

Schools identified within the large urban southwestern school district as rural schools, special education schools, alternative education schools, schools with only grades K-2, schools with only grades 3-5, Edison schools, charter schools, magnet schools and empowerment schools were removed from the list, leaving 235 schools.

Due to changes in the administration of the HSPE during the period of study, it was decided to remove high schools from the population leaving 210 elementary and middle schools.

Due to the natural differences between elementary schools and middle schools, it was decided to remove middle schools from the population leaving 166 elementary schools.

AYP data were reviewed for the 2008-2009, 2009-2010, 2010-2011 school years and schools without AYP data in all 3 years were eliminated leaving 159 schools.

AYP data were reviewed for the 2008-2009, 2009-2010, 2010-2011 school years and schools with more than one principal noted during these 3 years were removed leaving 92 schools.

In order to increase access to participants, schools in the remaining population located within a service center area were selected to be the accessible population reducing the number of elementary schools to 29.

The remaining 29 elementary schools make up the accessible population of this study from which the study sample was drawn.

Study Sample

AYP data from the state Department of Education were categorized according to achievement clusters over a 3-year period--*cluster random sampling*. Specifically, each school's English and Language Arts (ELA) and math AYP data were analyzed over a 3-year period and six clusters or groups of schools were identified. The clusters are: (a) continuously improving, (b) continuously declining, (c) continuously flatlining (less than 5% change from year to year and over the entire 3-year period) making AYP, (d) continuously flatlining (less than 5% change from year to year and over the entire 3-

period) not making AYP, (e) continuously fluctuating in a zigzag pattern (more than a 5% change from year to year with 1 year of increase and 1 year of decrease and more than a 5% change over the entire 3-year period, and (f) no discernible pattern. Not all six clusters were identified within the accessible population. Only three clusters or groups of schools were identified within the accessible population and they are: (a) continuously improving, (b) continuously fluctuating in a zigzag pattern (more than a 5% change from year to year with 1 year of increase and 1 year of decrease and more than a 5% change over the entire 3-year period, and (c) no discernible pattern. From this point, each school within the accessible population was assigned a random name and was identified by such. Two clusters of schools (schools continuously improving, schools continuously fluctuating in a zigzag pattern [more than a 5% change from year to year with 1 year of increase and 1 year of decrease and more than a 5% change over the entire 3-year period]) were selected for further study. Three schools in each cluster were randomly selected. All licensed teachers in the six schools were surveyed. This allowed for conclusions to be drawn about each cluster (Fraenkel & Wallen, 2009). The study contained two different samples. Teachers constituted the sample in *phase one* and principals made up the sample in *phase two* in order to extend the transferability of Motivating Language into the field of K-12 education and to give a voice to principals in an analysis of their talk. *Phase two* collected word data from principals gathered during interviews and observations of verbal interactions with teachers. Purposive sampling was used to determine the sample in *phase two*. Specifically, from the randomly selected clusters of schools (schools continuously improving and schools continuously fluctuating in a zigzag pattern [three schools each]) two principals from each cluster were identified

for further study based upon access and support from the principal, Assistant Area Superintendent, and Area Superintendent. The reason for this was to ensure access to study participants. For *phase one* of the study, the initial study sample of teachers were approximately 240 ($n = 240$), and for *phase two* of the study the study sample of principals were $n = 4$. The sample clusters are in Table 3.1. Each school was given a fictitious name to protect anonymity.

Table 3.1

Sample Schools Within Each Cluster

Continuously improving	Continuously fluctuating in zigzag pattern
Clark ES	Bruce ES
Kent ES	Wayne ES
Falcon ES	Eagle ES

Research Permission and Ethical Considerations

Standard procedures and protocols were followed at the university and school district level to gather permission to conduct the study. Approval to conduct the study was obtained prior to conducting the study from both the university's IRB board and school district's research office. During the quantitative phase of the study, all participants at each identified school were sent an informational email inviting them to participate in the research study. In the email, participants were assured of the voluntary nature of the study, and the confidentiality and anonymity of responses along with study information, information on the \$10 dollar financial incentive, information on the 70% return rate financial incentive, the informed consent, and how to participate in the study (in person, by mail, or opt out), and the date the study would begin. Two days later, an identical

cover letter (as the email), explaining the research study and how to participate, an (University) informed consent document, a \$5 dollar financial incentive, the second \$5 dollar financial incentive, information on the 70% return rate incentive, a survey instrument, a self-addressed stamped envelope for mail returns, and a manila envelope for in-person returns were placed at each school along with a pink box for in person returns. Five days later, an email reminder was sent to all participants reminding them of the survey return date (10 days) and that an additional \$5 financial incentive would be available regardless of participation (in person, mail in, or opt out) along with information on the seventy percent return rate incentive. At 10 days, the survey boxes were picked up at each school and a thank you letter regardless of participation (in-person, mail in, or opt out) along with the final \$5 financial incentive was given to all school participants. Dillman (2007) stated, “Second to multiple contacts, no response-inducing technique is likely to improve mail response rates as much as the appropriate use of financial incentives” (p. 167). During the qualitative phase of the study, participants received an informed consent form along with a preview of the interview questions to facilitate the interview process. The researcher collected a signed copy of the consent form prior to interview and observation activities.

The Role of Researcher

The role of the researcher during the study varied from phase to phase. In *phase one*, the role of the researcher was to be objective in the collection and analysis of survey data. Standardized procedures were used to administer the survey and in data collection. Reliability and validity checks were conducted, and the data analysis was performed using standardized statistical techniques. In *phase two*, the case studies, the role of the

researcher was to be an observer, transcriber, and participant in the collection and analysis of data. During the interview, the researcher systematically recorded interviewee main ideas and points for each question--field notes. The interviewer relied upon recorded data to construct the detailed interview transcript. During the principal observations, the observer scripted select pieces or sections of principal talk for follow-up coding. The researcher's main idea/field notes gathered during the interview and observations focused the analysis of data along with principal main idea debriefing notes from the observation and principal pre-interview memo notes from the interview.

Researcher Bias

The researcher was a current principal working in the large urban southwestern school district for over 20 years. The researcher has an extensive background with the population and sample of this study, and for the sake of full disclosure, it is essential to recognize the reality of possible researcher biases. The articulation of possible researcher biases or positions illuminates them and forces the researcher to account for them within the study.

- Effective schools are led by effective principals.
- Principal behavior impacts schools, achievement, and stakeholders.
- Chief among principal behaviors is communication, in particular, talk.
- Differences in principal talk exist, that is, not every principal will talk in the same way.
- Principals and (leaders in general) can change their behaviors.

These positions are core beliefs of the researcher. Marshall and Rossman (2006) stated, "The qualitative researcher's challenge is to demonstrate that this personal

interest--increasingly referred to as the researcher's positionality--will not bias the study" (p. 30). I have seen principal talk galvanize a school positively and negatively to such extremes that I became acutely aware of my own talk and its potential effects. So much so, that principal talk became my research interest and dissertation focus. In order to address this positionality and potential bias, the researcher implemented multiple strategies to demonstrate trustworthiness in the study.

Phase One: Data Collection and Analysis

The collection and analysis of quantitative data in *phase one* of the study is numeric data taken from the MLS survey administered to teachers. The discussion of quantitative data collection and analysis in the following sections will focus on: the quantitative variables, the survey protocol, the *phase one* sample, survey administration, data screening, and data analysis.

Variables

The independent variable in this study is Motivating Language (ML). Latent variables within the ML construct are Direction-Giving (DG) Language, Empathetic (E) Language, and Meaning-Making (MM) Language. The dependent or outcome variables in this study were Communication Competence (CC), Communication Satisfaction (CS), Job Satisfaction (JS), and [individual] Worker Performance (WP). The quantitative variables in this study are illustrated in Figure 3.2.

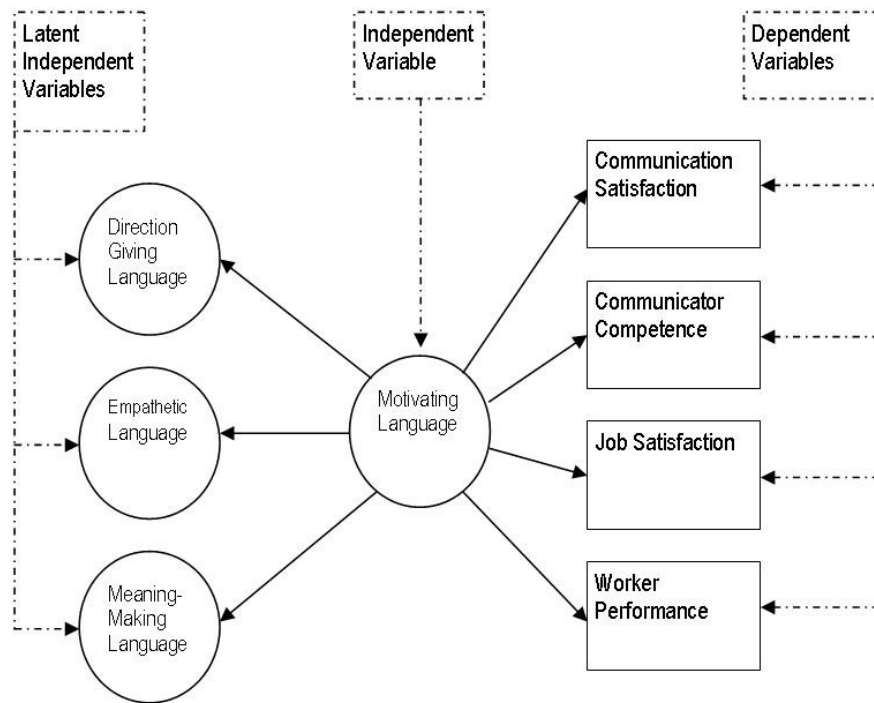


Figure 3.2. Quantitative variables.

Survey Instrument

The complete survey instrument used in the study contained five sub survey instruments known as the “ML Toolbox” (Sharbrough et al., 2006): the Motivating Language Scale (MLS), Communication Satisfaction Scale (CSS), the Communication Competence Scale (CCS), the Job Satisfaction Scale (JSS), and the [individual] Worker Performance Scale (WPS). The scale instruments are attached as Appendix B. The MLS contains 24 items divided by latent variable (Direction-giving Language, 10 items; Empathic Language, six items; and Meaning-making Language, eight items). The CSS contains nine items. The CCS contains 12 items. The JSS contains four items. The WPS contains nine items. The MLS, CCS, CSS, and WPS are all on a 5-point Likert scale and

the JSS is on a 7-point Likert scale. All of the items but four were positively worded and do not require reverse scoring; however, on the CCS items 40 and 42 and on the JSS items 2 and 4 have reversed Likert scales which must be accounted for in the screening of data. Visually, the survey instrument is illustrated in Figure 3.3.

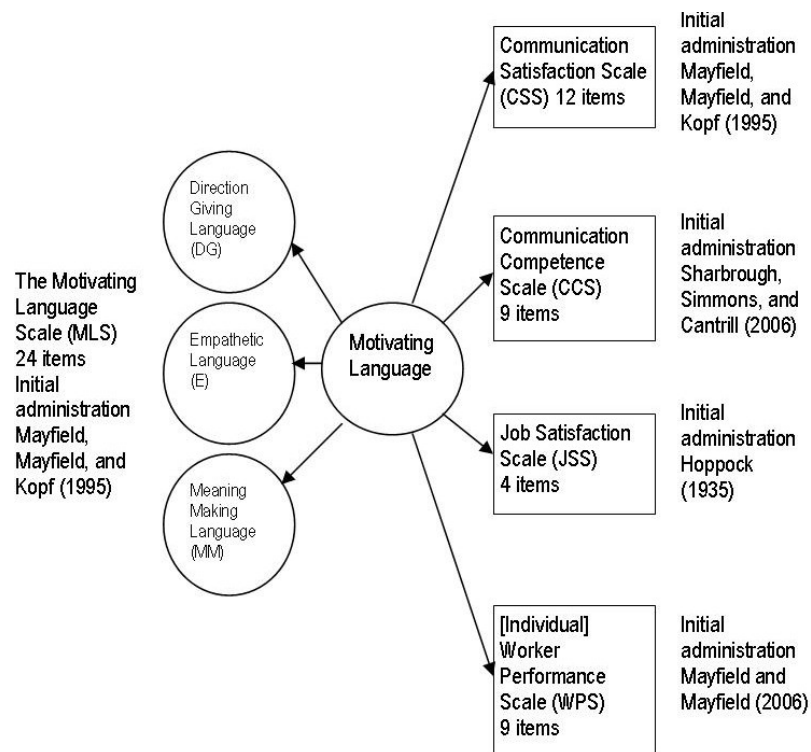


Figure 3.3. Survey instrument with initial implementation.

Each sub survey of the complete survey instrument were previously administered. Previous key administrations of these instruments are illustrated in Table 3.2.

Permission to use the scales was given by the authors of the survey instruments (J. Mayfield & Mayfield, October 2, 2008; Sharbrough, Simmons, & Cantrill, October 1, 2008).

Table 3.2

Previous Key Administrations of Survey

Survey	Previous key survey administrations
MLS	Mayfield, Mayfield, and Kopf (1995) Mayfield, Mayfield, and Kopf (1998) Mayfield and Mayfield (2006)
CSS	Sharbrough, Simmons, and Cantrill (2006) Mayfield, Mayfield, and Kopf (1995)
CCS	Sharbrough, Simmons, and Cantrill (2006)
JSS	Sharbrough, Simmons, and Cantrill (2006) Mayfield, Mayfield, and Kopf (1998) Mayfield and Mayfield (2006)
WPS	Sharbrough, Simmons, and Cantrill (2006) Mayfield and Mayfield (2006)

Survey Administration

The quantitative survey was administered in a sequential manner beginning with an email appeal, follow-up letters, in person survey administration with mail in alternative, financial appeal, and follow-up. The researcher made contact with each of the six school principals in the survey sample and discussed the survey administration gathering buy in and participation from the principal. The researcher provided to each teacher an informational letter, a letter of informed consent with an administration option (in person, by mail, or opt out), self addressed-stamped envelope, manila envelope for in person turn in (next to a sealed and labeled pink box for survey returns) and a token financial incentive (\$5 dollars). Dillman (2007) stated:

Research has shown consistently that the inclusion of small, token financial incentives of one to five dollars with a request to respond to a [mail] questionnaire can improve response rates significantly. If the surveyor has made a goodwill gesture such as sending a dollar or two as a token of appreciation in advance, that produces a sense of reciprocal obligation, especially if the offer is made in a pleasant way. (p. 153).

The informational letter (a) identified a date for in person administration of the survey, (b) explained the purpose of the survey, (c) indicated the length of time needed to complete the survey (15-25 minutes), (d) explained an alternative method for completing the survey (mail), and (e) explained the follow-up financial incentive. Specifically, participants were told that they would receive an additional \$5 dollars for completion of the survey and if 70% or more of the teachers participated that the participants would be able to participate in a random drawing for a \$100 gasoline gift card. Five days later, an email reminder was sent to all participants reminding them of the survey return date (10 days) and that an additional \$5 financial incentive would be available regardless of participation (in person, mail in, or opt out) along with information on the seventy percent return rate incentive. At 10 days, the survey boxes were picked up at each school and a thank you letter regardless of participation (in person, mail in, or opt out) along with the final \$5 financial incentive was given to all school participants.

Data Screening

The quantitative data were screened upon receipt for complete demographic information and scale completion using descriptive statistics. Any missing data were replaced by mean substitution (Buhi, Goodson, & Neilands, 2008). Upon the creation of the data matrix, the data were screened for normality.

Data Analysis

The quantitative data were examined looking for relationships between variables and examined looking for differences between groups on one or more variables. The quantitative data were analyzed using correlation, inferential statistics, and factor

analysis. Specific tests used in the data analysis were Pearson's correlation, *t*-test for independent samples, and exploratory factor analysis.

Reliability

Cronbach's alpha is the measure of internal consistency and reliability. The Cronbach's alpha from previous key administrations is illustrated in Table 3.3.

Table 3.3

Cronbach's Alpha in Previous Survey Administrations

Scale	Mayfield, Mayfield, and Kopf (1995)	Mayfield, Mayfield, and Kopf (1998)	Mayfield and Mayfield (2006)	Sharbrough, Simmons, and Cantrill (2006)
MLS	0.97	-	-	0.95
DG	0.92	0.95	0.92	-
E	0.97	0.97	0.92	-
MM	0.93	0.93	0.93	-
CSS	0.95	-	-	0.92
CCS	-	-	-	0.78
JSS	-	0.71	0.85	0.74
WPS	-	-	0.93	-

Note: Equals statistic not reported

In each of the studies, the Cronbach's alpha of the MLS and its latent variables (DG, E, and MM) are high. The reliability for each of the scales was greater than 0.70 and therefore acceptable (Fraenkel & Wallen, 2009).

Factor Analysis

J. Mayfield et al. (1995) conducted an exploratory factor analysis (EFA) and Sharbrough et al. (2006) conducted a confirmatory factor analysis (CFA) on the

Motivating Language Scale (MLS). J. Mayfield et al. (1995) identified a three factor solution (Direction-giving Language, Empathetic Language, and Meaning-Making Language). J. Mayfield et al. (1995) reported all scale items above 0.70 and noted the Eigenvalue for each factor (DG = 14.26, MM = 2.62, and E = 1.15), with a total explained variance of 75.10%. Sharbrough et al. (2006) confirmed the J. Mayfield et al. (1995) three factor solution and reported all scale items. Specifically, Sharbrough et al. stated:

The current study found that responses to the ML questionnaire [MLS] loaded on three well-defined factors that represented the three factors presented in earlier research [J. Mayfield et al. (1995)]. This finding further confirmed that respondents were interpreting the ML questionnaire [MLS] in a way comparable with respondents in previous ML research. (p. 332)

Together, the EFA and CFA data supported the reliability and validity of the MLS.

Validity

Validity can be thought of and defined as the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences made by researchers based upon data collected (Taasoobshirazi, personal communication, May 19, 2009). Multiple types of validity exist. Content and construct validity of the MLS were established in the J. Mayfield et al. (1995) study. Additionally, J. Mayfield et al. (1995) stated, “LISREL results supported the convergent and divergent validity of the motivating language scale” (p. 336). Discriminant and convergent validity of the MLS were established thorough the EFA conducted by J. Mayfield et al. (1998) and the CFA conducted by Sharbrough et al. (2006). Through the administration of the MLS and subsequent EFA, construct validity will be established in the field of K-12 education.

Summary of Phase One Quantitative Study

Fifty eight survey questions from the MLS, CCS, CSS, JSS, and WPS instruments were administered to six randomly identified schools from schools in the continuously improving and continuously fluctuating school clusters (three schools each). The results of this data were analyzed using descriptive statistics, inferential statistics, and an exploratory factor analysis. The analysis of data from the EFA guided the construction of the qualitative interview instrument. The quantitative data gathered was used in support of the qualitative findings in the integration of data portion of this study.

Phase Two: Data Collection and Analysis

The collection of qualitative data were gathered from principals selected purposefully from within the two identified clusters in order to facilitate access. Principals were interviewed using a protocol developed from a factor analysis of the data gathered from teachers. Principals were observed during interactions with staff at the group and individual levels. Data were coded at four levels and analyzed within case themes and cross case themes. Trustworthiness was determined through the triangulation of data from multiple methods and sources, though the use of member checks, and the construction of an audit trail.

Interview

The interview protocol was constructed using the highest factors from each of the three ML constructs (Direction-giving language, Empathetic language, and Meaning-making language), elements from the tenets of ML (reduction of uncertainty, structure, emotion, humanistic, clarity, organizational culture and stories and metaphors) gathered

from a review of research, and elements from the assumptions of ML (leader to follower talk, leader walk and talk congruence, and credibility) gathered from a review of the literature. The interview protocol was reviewed and approved by the researcher's dissertation committee with revision if necessary. Following approval of the dissertation committee, a small pilot study was conducted to further refine and clarify the protocol.

The interview protocol was constructed in three pieces: ML construct questions, ML tenet questions, and ML assumption questions. The use of quantitative factors in the qualitative interview represents a key connection in the integration of quantitative and qualitative data. In order to illustrate the power of factor-based (quan) ML construct questions an illustration is warranted. J. Mayfield et al. (1995) conducted an Explanatory Factor Analysis of the Motivating Language Scale (MLS), and Sharbrough et al. (2006) conducted a Confirmatory Factor Analysis of the MLS. The highest loading factors from the two studies are illustrated in Table 3.4.

From this data, four different direction-giving language factors were identified and one of the four (My boss gives me useful explanations of what needs to be done in my work.) was common to both studies. Four different empathetic language factors were identified and three of those (My boss shows me encouragement for my work efforts. My boss shows me praise for my good work. My boss shows concern about my job satisfaction.) were common to both studies. Five different meaning-making language factors were identified and two of the factors (My boss tells me stories about people who have been rewarded by this organization. My boss tells me stories about people who have left this organization.) were common to both studies. Using this data, potential ML construct (quan factors) interview questions were:

Table 3.4

Highest Loading Factors From Previous MLS Administrations

Study	ML Construct Direction Giving	ML Construct Empathetic	ML Construct Meaning-Making
Mayfield, Mayfield, and Kopf (1995)	My leader provides me with helpful information about forthcoming changes affecting my work - 0.75	My leader shows me encouragement for my work efforts - 0.80	My leader offers me advice about how to behave at the organization's social gatherings - 0.85
	My leader gives me useful explanations of what needs to be done in my work - 0.74	My leader shows concern about my job satisfaction - 0.79	My leader offers me advice on how to "fit in" with other members of this organization - 0.84
		My leader gives me praise for my good work - 0.76	
		My leader expresses his/her support for my professional development - 0.76	My leader tells me stories about people who have left this organization - 0.83
			My leader tells me stories about people who have been rewarded by this organization - 0.83
Sharbrough, Simmons, and Cantrill (2006)	My boss offers me helpful directions on how to do my job - 0.83	My boss shows me encouragement for my work efforts - 0.86	My boss tells me stories about people who are admired in my organization - 0.88
	My boss gives me useful explanations of what needs to be done in my work - 0.82	My boss shows me praise for my good work - 0.84	My boss tells me stories about people who have been rewarded by this organization - 0.85
	My boss gives me clear instructions about solving job-related problems - 0.79	My boss shows concern about my job satisfaction - 0.80	My boss tells me stories about people who have worked hard in this organization - 0.82
	My boss provides me with easily understandable instructions about my work - 0.78		My boss tells me stories about key events in the organization's past - 0.79
			My boss tells me stories about people who have left this organization - 0.76

When talking to teachers what type of explanations do you give to teachers to help them understand what to do in their work?

As you talk to teachers describe how you show encouragement?

Describe how you verbally praise teachers?

When talking to teachers how do you show concern for their job satisfaction?

As you talk to teachers what do you say regarding people who have been rewarded at school?

When talking to teachers what do you say regarding people who have left the school?

It is from the data in this illustration that the connection and integration between the quantitative and qualitative phases of this study is apparent. A lack of word data exists within the literature regarding the tenets of ML. ML tenets are the core foundational elements of ML theory and include the reduction of uncertainty, creation of clarity, use of emotional and humanistic expressions, the application of story and metaphor, and focus on organizational culture. Potential ML tenet questions were:

As you talk to teachers how do you help them to reduce their uncertainty about school goals, expectations, and tasks?

What do you say to a teacher that helps them gain clarity on items and issues important to the school?

When talking to teachers what do you say that helps them to get a clear picture about school goals and expectations?

Describe conversations with teachers that focus on emotional bonds between you and a teacher or teachers?

Talk about your conversations with teachers when the conversation is more about them as human beings than as members of your school organization?

As you talk to teachers how do you use stories and metaphors?

What do you say when you talk to teachers so that they have the same mental picture as you do?

What do you say to teachers about school culture?

From the ML tenet questions, data in a different form (word data) were gathered and extended upon current numeric data. ML assumptions questions focus on the issues or conditions assumed to be present in ML theory. Potential ML assumption questions were:

As you talk to teachers what happens when what you say and what you do are different?

As you talk to teachers what do you find to be the most effective ideas, strategies, or techniques to utilize to make the most out of the interaction?

Communication encompasses many things such as nonverbal communication and reflective listening skills for example. As part of your overall leadership communication, when is it most critical or important for you to have one way directional communication from you as principal to teachers?

How do you define leader credibility and how can your words enhance or damage your credibility as principal with teachers?

From this qualitative data, the potential for a greater understanding of the ML assumptions exist. It is clear from this illustration of ML construct (quan factor based)

questions, ML tenet questions, and ML assumption questions that understanding of ML theory could expanded.

Interview data were collected during a time and in a location selected by the participant (interviewee). Data were collected in two forms: written and audio recording. Participants were provided the interview questions prior to the interview. The preview interview form was provided in two columns. The first column contained the interview question, and the second column provided a space for the principal to write pre-interview thoughts to assist in answering the interview questions. These pre-interview notes were collected as part of the interview data. The pre-interview questions included a letter of consent/participation and were collected prior to the interview. The audio recording of each interview provided the interview text through transcription. The interview transcript was provided to each principal for an opportunity to clarify answers and ensure transcript accuracy. During the interview, the researcher systematically recorded principal main ideas and points for each question--memo or field notes. The researcher's main idea notes assisted in the analysis of data for all participants. Qualitative data gathered during the interview included the principal pre-interview notes, interview transcript, and the researcher's interview memos.

Observation

The observation process was multi-faceted. Observation data were collected during a time and activity selected by the principal. Each principal participated in an observation. Observation options were whole group meetings, such as staff meetings, small group meetings such as grade level or committee meetings, and/or individual one to one meetings such as pre or post observation conferences. Each principal determined the

observation group(s). Data were collected in two columns, with the left hand column containing time notations, physical descriptors, and spoken words noted in a scripted fashion. The right hand column contained observer memos (questions and thoughts) occurring to the observer during the observation (written in black ink), with post observation comments, thoughts, and questions (written in blue ink), and debriefing information (written in red ink). The three step process provided the researcher with the opportunity to refine the memos over time to ensure accuracy. Principals reviewed the observation script immediately following the observation to assist with accuracy and guide debriefing. The qualitative data gathered during observation were observation script(s), observer memos, post observation memos, and debriefing memos.

Interview and Observation Scripts

The interviewer was unable to script or write verbatim every word spoken during the interview and observation(s). Green, Franquiz, and Dixon (1997) presented “. . . the understanding that a transcript is a text that ‘re’-presents an event; it is not the event itself” (pg 172). They further noted, “. . . choice is a central part of the political process of constructing a transcript, we see choice as also involving a series of interpretive processes” (p. 173). It is with this understanding that scripts were collected during the interview and observation activities.

Analysis of Data

Data were transcribed from audio recordings, interview memo notes, and observation scripts. Transcribed data were shared with participants to ensure accuracy. Following transcription, the data were coded and developed into themes.

Coding. The coding of data occurred along pre-existing codes with an additional open level of coding. Creswell (2007) discussed pre-existing codes as, “prefigured” codes (p. 152). Additionally, Creswell (2007) stated that prefigured codes come out of existing theory or literature (p. 152). The first layer of coding in the analysis of data is by primary speech act. Speech Act theory categorizes intentional oral language as perlocutionary (direction-giving speech), locutionary (empathetic speech), and illocutionary (meaning-making speech) acts (Austin 1962; Fotion, 2000; Searle 1969). All intentional speech reflects a speech act whereas utterances do not (Fotion, 2000). Specifically, first layer coding of interview text, observational scripts, and memo data were coded by primary speech act direction-giving speech (perlocutionary), empathetic speech (locutionary), meaning-making speech (illocutionary), utterance, and/or undeterminable by researcher. Data that were coded direction-giving, empathetic, and meaning-making were secondly coded by primary ML content that was directly taken from the MLS leading to congruence between data. Specifically, the second layer of coding was based upon the content of the MLS as defined in the Sharbrough et al. (2006) study and may be found in Appendix C.

The third level of coding took all second level data and further attempt to code the data according to content. This coding was done during the debriefing and was done with the principal collecting their main idea thoughts to guide the coding and increase both their participation with and credibility of the data. The content coding elements provided context, that is, the topic of each speech act. Examples of content coding could be classroom management, curriculum, instruction, assessment, school improvement, lesson

planning, et cetera. An illustration of levels one, two, and three coding levels can be illustrated in Table 3.6.

An additional fourth level of coding was open coding. Creswell (2007) stated, “If a prefigured coding scheme is used in analysis, I typically encourage the researchers to be open to additional codes emerging during the analysis” (p. 152). Open coding was conducted through the use of tally data of researcher reflective memo data.

Themes. Themes were developed within cases and across cases. Findings were first presented as four individual cases (two from the continuously improving cluster of schools and two from the continuously fluctuating cluster of schools). According to Merriam (2009), these individual cases can be thought of as “portraits.” From these portraits, cross-case analysis occurred. Merriam (2009) stated, “The inclusion of multiple cases is, in fact, a common strategy for enhancing the external validity or generalizability of your findings” (p. 50).

Table 3.5

Sample of Level One, Two, and Three Coding

Speech act	Level one coding type of speech act	Level two coding motivating language factor	Level three coding content/context
“I would like for all teachers to turn in their lesson plans on Friday before they go home for the weekend as part of our monitoring of the School Improvement Plan.”	A – Direction-Giving	EZ_INSTR	School Improvement

Through the coding of qualitative data at multiple levels and development of themes both within and across cases, the data collected was better utilized and better able to be understood.

Trustworthiness

Trustworthiness (Lincoln & Guba, 1985) is used to discuss the accuracy and value of qualitative results and inferences (Tashakkori & Teddlie, 1998). According to Lincoln and Guba (1985):

The basic issue in relation to trustworthiness is simple: How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of? What argument can be mounted, what criteria invoked, what questions asked, that would be persuasive on this issue? (p. 290)

Trustworthiness in this study focuses the credibility, confirmability, dependability, and transferability of the findings. Rolfe (2006) stated:

Trustworthiness has been further divided into credibility, which corresponds roughly with the positivist concept of internal validity; dependability, which relates more to reliability; transferability, which is a form of external validity; and confirmability, which is largely an issue of presentation. (p. 305)

Tashakkori and Teddlie (1998) listed the following eleven activities to establish trustworthiness:

1. Prolonged engagement
2. Persistent observation
3. Use of triangulation techniques
4. Peer debriefing
5. Negative case analysis
6. Referential adequacy
7. Member checks

8. Thick description
9. Dependability audit
10. Comfirmability audit
11. Reflexive Journal

Creswell (2007) stated:

Examining these procedures as a whole, I recommend that qualitative researchers engage in at least two of them in any given study. Unquestionably, procedures such as triangulating among different data sources, writing with detailed and thick description, and taking the entire written narrative back to participants in member checking are all reasonably easy procedures to conduct. (p. 209)

Credibility in this study was determined by member checks. Principals had an opportunity to review interview transcripts and to debrief following observations using the observation script. *Confirmability* in this study was determined through triangulation. Data were triangulated using multiple methods of data collection and multiple sources of data. The multiple methods of data collection were interviews, observations, and memo documents. The data gathered during the interview process were checked against principal pre-interview memos and further checked against observation data and principal debrief memos. *Dependability* in this study was determined by an audit trail. *Transferability* was determined by thick and rich descriptions of case data.

Summary of Phase Two Qualitative Study

Two principals from the cluster of continuously improving schools and two principals from the cluster of continuously fluctuating schools were purposefully selected. Principals were interviewed using a protocol developed from the findings of a confirmatory factor analysis and review of literature. Additionally, principals participated in two observations of their talk in action. This qualitative data plus field

note memo data and participant feedback data were combined and coded. The data were coded to type of speech act, type of MLS item, and content. A fourth layer of coding was open coding. The coding of data was then analyzed within cases and across cases for the identification of themes. Each of the themes was then connected to quantitative data in the integration of data portion of the study.

Mixed Methods Integration of Data

Qualitative data were priority in this study. Themes from the qualitative data were connected to quantitative data providing a richer understanding of the findings. Participant quotes connected and reflective of identified themes were shared and quantitative findings provided congruent or contrasting support in tabular form.

Summary of Methodology

This study was a sequential transformative design focused on understanding the talk [oral language] of school principals in different school accountability contexts utilizing the framework of Motivating Language Theory (MLT). In *phase one*, quantitative data were first collected and analyzed followed by *phase two* qualitative data collection and analysis. In *phase one* numeric data were collected from teachers using a survey instrument. The study contained two different samples, one for *phase one* (teachers) and one for *phase two* (principals) in order to extend the transferability of Motivating Language into the field of K-12 education and to give voice to principals in an analysis of their talk. *Phase two* collected word data from principals gathered during interviews and observations of verbal interactions with teachers. The integration of data occurred in the

intermediate and interpretation stages of study. The paradigm of this study was pragmatic and due to the use of two different samples the study was additionally expansive in nature. The rationale for this study was that a mixed methods design would provide for a greater understanding of Motivating Language than could be realized from the use of a singular design.

CHAPTER 4

PHASE ONE DATA ANALYSIS

Phase One Quantitative Methods and Procedures

Phase one quantitative data methods and procedures include a discussion of survey administration, sample attrition, school demographics, participant demographic information, data screening, reliability, data analysis, factor analysis, validity, and overall *phase one* summary. The *phase one* data analysis was based on survey data. The completed survey was known as the ML Toolbox and was comprised of five sub surveys (Sharbrough et al., 2006): the Motivating Language Scale (MLS), Communication Satisfaction Scale (CSS), the Communication Competence Scale (CCS), the Job Satisfaction Scale (JSS), and the [individual] Worker Performance Scale (WPS). The scale instruments may be found in Appendix B.

Utilizing Dillman's (2007) Tailored Design Method as a guide the researcher gathered the survey data through the following steps:

1. Recruitment email to all teachers informing them of the research study, goals, process, and financial incentives;
2. Physical placement of survey packet containing: (a) an informational flyer (identical to recruitment email) detailing steps in participation (in person turn in, mail in, or opt out), (b) an informed consent form, (c) ML Toolbox survey, (d) \$5 financial incentive, (e) self-addressed first-class stamped envelope (mail in option), (f) manila envelope (in person turn in option) along with pink survey return box (for in person returns; sealed) placed in the teachers' lounge;
3. A midpoint encouragement email (sent at 5 days); and

4. A thank you letter with final \$5 financial incentive. The in person window for survey return was 10 days. Mail in surveys continued to return for an additional 10 days following the close of the survey. The researcher emphasized Dillman's (2007) use of a respondent-friendly questionnaire, use of a pre-notice letter, cover letter, thank you letter, return envelope with first-class stamp, personalized correspondence (in the form of thoughtful letters written) and token financial incentives (both the pre/post survey incentives and total return incentive). The IRB Approval Documents and survey recruitment/participation materials may be found in Appendix D.

During the period from prospectus defense through IRB approval and study implementation, participant attrition occurred. Specifically, a school from each cluster was dropped reducing the number of schools in each cluster from three to two. In the Continuously Improving cluster, the principal of Falcon ES was transferred following IRB approval and prior to study implementation. In the Continuously Fluctuating in a Zigzag Pattern cluster, the principal of Eagle ES announced her retirement after agreeing to participate in the study and during the IRB approval process. The researcher and dissertation chair decided to continue the study as designed with the remaining schools and clusters. The viable clusters and schools with sample size are illustrated in Table 4.1.

Table 4.1

Sample Schools with Sample Size by Cluster

Continuously Zigzag Cluster	<i>n</i>	Continuously Improving Cluster	<i>n</i>
Bruce ES	33	Clark ES	32
Wayne ES	44	Kent ES	54
Total	77	Total	86

The total number of participants targeted in the survey was 163. The total number of surveys returned was 110 for a response rate of 67.48%. Two surveys were returned without demographic information and were unusable (one from Bruce ES and one from Kent ES) and therefore were not counted in the return rate nor included in the data matrix. The original distribution of sample size based upon clusters and the actual samples returned are illustrated in Table 4.2.

Table 4.2

Distribution of Surveys by Cluster

Cluster	School	Original survey distribution	Actual survey return
Zigzag	Bruce ES	21%	14%
	Wayne ES	27%	29%
	Total	48%	43%
Improving	Clark ES	19%	18%
	Kent ES	32%	39%
	Total	51%	57%

The returned samples did not drastically alter or skew the sample to one cluster or the other and individual school return rates are illustrated in Table 4.3.

Table 4.3

Individual School Return Rates

School	Survey return rate
Bruce ES	51.51%
Wayne ES	72.72%
Clark ES	62.50%
Kent ES	79.63%

Note: Wayne ES and Kent ES met the 70% school return rate and received the \$100 gas card incentive

Creswell (2005) discussed high return rates as highly desirable, and Punch (2003) stated, “Clearly, higher response rates are better, and I believe survey researchers should strive for response rates of at least 60%” (p. 42). With an overall response rate of 67.48%, this study meets established criteria.

School Demographic Information

Information about each school is important in the overall understanding of study data. The school data provided was drawn from publicly available data sources in the public record and schools were identified by fictitious school names. Specific longitudinal AYP data was not be provided because that information when coupled with specific Principal demographic information and case descriptions could not assure participant anonymity. All four schools were located in at-risk neighborhoods within the large urban southwest school district with Wayne ES and Kent ES being classified as Title I by the Federal government. Demographically, the student data for each school are illustrated in Table 4.4.

Table 4.4

<i>Selected Sample School Student Demographics</i>							
School	American Indian	Asian	Hispanic	Black	White	Two Races	Pacific Island
Bruce	2.0	2.4	59.3	15.8	15.4	4.7	0.4
Wayne	1.1	5.1	78.0	7.0	7.3	1.6	0.0
Clark	0.0	3.5	71.2	9.5	11.4	4.1	0.3
Kent	0.4	1.6	88.5	6.1	2.5	0.2	0.7

Note: All data reported in percents.

Each of the schools within the sample was a minority majority schools with the Hispanic subgroup being the dominant student demographic. Enrollment and subgroup population data for each school are illustrated in Table 4.5.

Table 4.5

Selected Sample School Student Enrollment and Student Subgroup Data

School	Total ENR (<i>n</i>)	% Cont ENR	% FRL	% LEP	% IEP
Bruce ES	524	81.8	84.2	35.6	12.3
Wayne ES	757	83.9	83.9	56.7	13.4
Clark ES	641	85.8	85.1	44	14.9
Kent ES	956	88.1	100	66.1	6.7

Note: All data reported in percents with the exception of enrollment information (*n*).

The minority majority demographic continues to be reflected in the large number of free and reduced price lunch and limited English proficient students as well as the Hispanic demographic category.

With a high rate of survey return and student demographic contextual information by school, the survey participant demographic information was explored.

Participant Demographic Information

Participant demographic information was collected for the following: (a) gender, (b) race, (c) age, (d) total years in K-12 education, (e) total years in district, (f) total years at school, (g) level of education, and (h) job classification. Out of 110 participants, two participants did not fully complete the demographic information leaving out level of education and job classification and these items were not mean substituted. The participant demographic information was significantly reflective and bounded by the

teacher demographics of the entire large urban southwestern school district from which the sample was drawn.

The distribution of male and female participants was consistent across all schools and is illustrated in Table 4.6.

Table 4.6

Gender

Gender	Total	Bruce ES	Wayne ES	Clark ES	Kent ES
Male	17.4%	20%	19.4%	10%	18.6%
Female	81.6%	80%	80.6%	90%	81.4%

The distribution was heavily skewed toward females; however, was reflective of the overall elementary teaching population within the district under study, the state and the nation as a whole.

The distribution of race was consistent across all schools with the majority of teachers reporting in the White/Caucasian category followed by the Hispanic category. Data are illustrated in Table 4.7.

Table 4.7

Race

Race	Total	Bruce ES	Wayne ES	Clark ES	Kent ES
White	64.2%	73.3%	74.2%	60%	55.8%
Black	8.3%	6.7%	3.2%	10%	11.6%
Asian	5.5%		3.2%	5%	9.3%
Hispanic	21.1%	20.0%	16.1%	25%	23.3%
Amer. Ind.					
Hawaiian					
Other	0.7%		3.2%		

Note: Missing data equals none/no reporting

The racial teaching demographic is not congruent with the student demographic of each school; however, the data are reflective of the elementary teaching demographic across the entire large urban southwestern school district bounding this research study.

The age of the participants is skewed towards younger teachers with the largest categories containing teachers in the 26-30, 31-35, and 36-40 brackets respectively. Data are illustrated in Table 4.8.

Table 4.8

Age

Age in years	Total	Bruce ES	Wayne ES	Clark ES	Kent ES
Under 25	3.6%		6.3%		4.7%
26-30	22.7%	20.0%	21.9%	15.0%	27.9%
31-35	18.2%	40.0%	15.6%	20.0%	11.6%
36-40	14.5%	6.7%	15.6%	20.0%	14.0%
41-45	8.2%	6.7%	12.5%		9.3%
46-50	10.0%	6.7%	9.4%	15.0%	9.3%
51-55	10.0%	13.3%	9.4%	10.0%	9.3%
56-60	8.2%	6.7%	6.3%	15.0%	7%
61- 65	.9%		3.1%		
66-70	1.8%			5.0%	2.3%
71-75	.9%				2.3%
Over 76	.9%				2.3%

Note: Missing data equals none/no reporting. Kent ES contributed all age data age 66 and above.

The total number of years in K-12 education was heavily skewed to less than 10 years and with over 75% for the years totaling 15 or less. The total years in K-12 education is illustrated in Table 4.9. This data are particularly reflective of the school district in this research study and is reflective of its growth over the last 20 years.

Table 4.9

Total Years in K-12 Education

Years	Total	Bruce ES	Wayne ES	Clark ES	Kent ES
1-5	25.0%	20.0%	25.0%	15.8%	31.0%
6-10	31.5%	46.7%	28.1%	36.8%	26.1%
11-15	21.3%	6.6%	31.3%	26.3%	16.7%
16-20	10.2%	13.4%	9.4%	10.6%	9.5%
21-25	5.5%	13.3%	3.1%	5.2%	4.8%
26-0	0.9%				2.4%
31+	5.6%		3.1%	5.3%	9.5%

Note: Missing data equals none/no reporting.

The total number of years within the district was heavily skewed to 10 years or less with 70% of participants and grew to over 68% of the years being 15 or less. The total years within the district are illustrated in Table 4.10.

Table 4.10

Total Years in District

Years	Total	Bruce ES	Wayne ES	Clark ES	Kent ES
1- 5	34.3%	33.3%	34.4%	36.8%	33.3%
6-10	36.1%	40.0%	31.2%	47.4%	33.4%
11-15	16.4%	13.4%	18.8%	10.5%	19.0%
16-20	7.4%	6.6%	12.5%		7.2%
21-25	4.7%	7.7%	3.1%	5.3%	4.7%
26-30					
31+	0.9%				2.4%

Note: Missing data equals none/no reporting.

This data are particularly reflective of the large urban district in this research study and reflective of the district's hiring practices and employment trends based upon the substantive growth occurring within the district.

The total number of years within the school is heavily skewed to over 50% of the participants having 5 years or less at their respective schools. This was consistent across all schools and is reflective of the nature of the selected schools. The total years within schools is illustrated in Table 4.11.

Table 4.11

Total Years in School

Years	Total	Bruce ES	Wayne ES	Clark ES	Kent ES
1-5	55.6%	53.3%	62.5%	57.9%	50.0%
6- 10	30.5%	47.7%	25.0%	36.8%	30.5%
11-15	10.2%		9.4%	5.3%	10.2%
16- 20	0.9%				0.9%
21- 25	1.8%		3.1%		1.8%
26- 30					
31+	0.9%				0.9%

Note: Missing data equals none/no reporting.

The data reflects both the growth trend of the district, the reflection of each schools' at-risk populations, and the schools' ability to retain teachers long-term.

The level of education is consistent throughout the sample and at each school with the majority of participants having a master's degree (68.5%) and having a bachelor's degree (27.8%). Two of the 110 participants failed to provide this data.

The majority of participants were classroom teachers (75.9%) followed by teachers classified as specialist with students (14.8%), and teachers identified as other (9.3%) types of teachers (teachers not working directly with students) and this was consistent in each school as well.

Key highlights from the review of demographic information include the following items:

- 67.48% of those surveyed responded,
- 81% of sample is Female,
- 85% of sample is White (64%) and Hispanic (21%),
- 40% of sample is under 35 years of age,
- 25% of sample has 5 years or less in education total,
- 70% of sample has 10 years or less in district total,
- 55% of sample has 5 years or less in school,
- 68.5% of sample has Master's degree,
- 75% of sample is classroom teachers.

Data Screening and Descriptive Statistics

The data matrix contained 110 responses on 58 total items from The Motivating Language Toolbox. As a series of subscales, the Motivating Language Toolbox is made up of the Motivating Language Scale (MLS), the Communication Satisfaction Scale (CSS), the Communication Competence Scale (CCS), the Job Satisfaction Scale (JSS), and the Worker Performance Scale (WPS). The MLS contains 24 items divided by latent variable (Direction-giving Language (DG), ten items; Empathic Language (E), six items; and Meaning-making Language (MM), eight items). The CSS contains nine items. The CCS contains 12 items. The JSS contains four items. The WPS contains nine items. The MLS, CCS, CSS, and WPS are all on a 5-point Likert scale and the JSS is on a 7-point Likert scale. All of the items but four were positively worded and did not require reverse scoring; however, on the CCS items 40 and 42 and on the JSS items 2 and 4 had reversed

Likert scales which must be accounted for in the screening of data. The total number of items within the data matrix was 6,380 out of which 67 data points (missing items) were missing. The variable with the largest number of missing items was within Meaning-making with 20 items missing out of a possible 880 items or 02.27% of the total items. Missing data within the data matrix was substituted using the group mean of the variable. In assessing the normality of the ML Toolbox data matrix, skewness ranged from an absolute value of .004 to 1.067 with a standard error for all items of .230. Kurtosis ranged from an absolute value of .002 to 1.563, with a standard error of .457 for all items. All items were unimodal in their distribution. An administration of the Kolmogorov-Smirnov Z test identified the distribution as normal with the significance for all items ranging from $p = .000$ to .004. Descriptive statistics of the variables are consistent with previous studies and reported for this study in Table 4.12.

Table 4.12

Descriptive Statistics

Variable	<i>N</i> statistic	Mean statistic	Std. deviation	Skewness statistic	Std. error	Kurtosis statistic	Std. error
DG	110	3.25	.92	-.089	.230	-.295	.457
E	110	3.23	1.07	-.329	.230	-.666	.457
MM	110	2.36	.92	.564	.230	-.232	.457
CS	110	3.69	.94	-.756	.230	.284	.457
CC	110	3.71	.76	-.280	.230	-.428	.457
JS	110	5.55	.92	-.671	.230	.152	.457
WP	110	3.15	.82	.609	.230	-.511	.457

The mean statistic and standard deviation were taken from group scores in SPSS v15 and divided by the number of questions within each variable to create a consistent

reporting format with previous studies. A comparison of descriptive statistics with previous studies (J. Mayfield et al., 1995; J. Mayfield & Mayfield, 2006) is illustrated in Table 4.13.

Table 4.13

Comparison of Descriptive Statistics With Previous Studies

	Mean statistic	Std. deviation	MM&K (1995) Mean statistic	MM&K (1995) Std. deviation	M&M (2006) Mean statistic	M&M (2006) Std. deviation
DG	3.25	.92	3.61	.89	2.99	.9
E	3.23	1.07	3.51	1.09	3.25	1.07
MM	2.36	.92	2.35	1.01	2.45	.98
CS	3.69	.94	3.98	.71		
CC	3.71	.76	3.99	.54		
JS	5.55	.92			4.9	1.18
WP	3.15	.82			3.41	.80

Note: Missing data equals none/no reporting.

Key highlights from the review of descriptive information include the following:

- 67 items were missing out of 6380 items in the data matrix,
- missing items were substituted using the group mean of the variable,
- the distribution of the data matrix was normal, and
- the mean statistic and standard deviation were similar to previous salient research studies,

The descriptive data revealed a normally distributed sample with mean statistics and standard deviations similar to previous survey administrations.

Reliability

The reliability of the data was robust and consistent with previous administrations of the MLS and the ML Toolbox. Cronbach's Alpha for the MLS was .965 and for the ML Toolbox was .974. Cronbach's Alpha overall and for each variable are reported and compared to previous salient studies (J. Mayfield & Mayfield, 2006; J. Mayfield et al., 1995; J. Mayfield et al., 1998; Sharbrough et al., 2006) in Table 4.14.

Table 4.14

Reliability

Scale	Current study	MM&K (1995)	MM&K (1998)	M&M (2006)	SS&C (2006)
ML Tool	.974				
MLS	.965	.97			.95
DG	.942	.92	.95	.92	
E	.942	.97	.97	.92	
MM	.922	.93	.93	.92	
CS	.942	.95			.92
CC	.922				.78
JS	.834			.85	.74
WP	.931			.93	

The overall reliability of the current study and the congruence of reliability of all the study variables when compared to previous salient survey administrations are significant. Additionally, the Item If Deleted for the 24 MLS items ranged from .963 to .965 and for the 58 ML Toolbox items ranged from .972 to .974 which indicate a high level of reliability throughout the survey.

Data Analysis

The analysis of data conducted was in the form of correlations and independent *t*-test of sample means.

Correlations

Correlations statistics (coefficients) were gathered to examine the extent to which relationships may or may not exist between variables. In this examination of correlations an assessment of correlations was conducted at three levels: (a) the variable level and compared with other salient studies, (b) the MLS at the .70 or greater level, and (c) the ML Toolbox at the .70 or greater level. Frankel and Wallen (2009) indicated that correlation coefficients between .61 and .80 were very important, “but rarely obtained in educational research,” (p. 249). The researcher used .70 as a cut point to introduce a higher level of expectation based on Frankel and Wallen’s assertion.

Variable level correlations. Correlations were examined between Motivating Language’s latent independent variables Direction-Giving (DG) Language, Empathetic (E) Language, and Meaning-Making (MM) Language and the dependent (outcome) variables Communication Satisfaction (CS), Communication Competence (CC), Job Satisfaction (JS) and Worker Performance (WP). The Pearson’s Product Correlations for each of the variables are illustrated in Table 4.15.

All correlations were significant at the $p < .01$ level and strong correlations above .70 existed between the following: (a) Direction Giving Language and Empathetic Language, (b) Direction-Giving Language and Communication Satisfaction, (c) Direction-Giving Language and Communication Competence, (d) Empathetic Language and Communication Satisfaction, (e) Empathetic Language and Communication Competence,

Table 4.15

Independent (Latent) and Dependent (Outcome) Variable Correlations

	E	MM	CS	CC	JS	WP
DG	.794**	.675**	.721**	.731**	.316**	.267**
	.000	.000	.000	.000	.001	.005
E		.643**	.837**	.752**	.351**	.310**
		.000	.000	.000	.000	.000
MM			.556**	.507**	.245**	.386**
			.000	.000	.010	.000
CS				.852**	.415**	.306**
				.000	.000	.000
CC					.431**	.279**
					.000	.003
JS						.374**
						.000
WP						

Note: **Correlation is significant at the 0.01 level (2-tailed)

and (f) Communication Satisfaction and Communication Competence. Mayfield and Mayfield (2006) conducted a study involving full-time and part-time workers. As part of their data reporting, they included correlation data involving the Motivating Language latent variables Direction-Giving, Empathetic, and Meaning-Making Language and outcome variables of Job Satisfaction and Worker Performance in a similar manner to this study. A comparison of their reported findings and this study's findings of similar variables is reported in Table 4.16. This study numbers are on top in bold and the Mayfield and Mayfield (2006) numbers are on the bottom for each variable.

Strong similarities can be identified throughout the data. In the current study, Motivating Language, when treated as a single, unified variable, was correlated to the four outcome variables (CC, CS, JS, and WP) as illustrated in Table 4.17.

Table 4.16

Correlations Comparison With Mayfield and Mayfield (2006)

	DG	E	MM	JS	WP
DG		.794**	.675**	.316**	.267**
E		.750**	.690**	.360**	.140**
MM			.643**	.351**	.310**
JS			.570**	.470**	.170**
WP				.245**	.386**
				.260**	.10**
					.374**
					.360**

Note: **Correlation is significant at the 0.01 level (2-tailed).

Table 4.17

Motivating Language (ML) Correlations

	CS	CC	JS	WP
ML	.780**	.741**	.343**	.353**
	.000	.000	.000	.000

Note: **Correlation is significant at the 0.01 level (2-tailed)

All correlations were again significant at the $p < .01$ level and strong correlations above .70 existed between Motivating Language and Communication Competence and Communication Satisfaction. This data are favorable and comparable when examined with the Sharbrough et al. (2006) data where the Motivating Language correlated to Communication Competence .592 ($p < .001$), Communication Satisfaction .633 ($p < .001$), and Job Satisfaction .343 ($p < .001$) respectively. Additionally, this data are favorable and comparable when examined with the J. Mayfield et al. (1998) study where they provided correlation data between Motivating Language and Job Satisfaction at .34 (significance not reported).

Key highlights from the review of variable correlations include the following:

- Motivating Language, Direction-Giving Language, and Empathetic Language were correlated to Communication Satisfaction and Communication Competence above .70 and significant at the $p < .01$ level, and
- Correlation data were similar to J. Mayfield and Mayfield (2006), J. Mayfield et al. (1998), and Sharbrough et al. (2006).

MLS correlations and ML Toolbox correlations. Two hundred seventy six correlations were calculated within the 24 item Motivating Language Scale. Two hundred seventy one items were correlated at the $p < .01$ level of significance and five items were correlated at the $p < .05$ level of significance. The weakest correlation existed between the items E_Trust <-> MM_Beh_Social at the .208* ($p < .029$) and the strongest correlation existed between E_Praise <-> E_Encouragement .907** ($p < .000$). Using a cut score of .70 or better (Frankel & Wallen, 2009), 24 strong correlations existed significant at $p < .000$ and are listed in order in Table 4.18.

Frankel and Wallen (2009) indicated, “Correlation Coefficients with a magnitude .81 or above [are interpreted as] a very sizable relationship” (p. 249). Six correlations were correlated .81 or above with four being Empathetic to Empathetic correlations and two being Direction-Giving to Direction-Giving correlations. Out of the 48 items correlated, 20 items were Empathetic, 18 items were Direction-Giving, and 10 items were Meaning-Making. Out of the top five strongest variables three were Empathetic and two were Direction-Giving. No items were correlated across variables only within variables. Expanding the examination of strong correlations above the .70 level or better to the ML

Table 4.18

Strong MLS Correlations - .70 and Above

Item to item correlation	Correlation value
E_Praise <-> E_Encouragement	.907**
DG_Help_Directions <-> DG_Advice	.861**
E_Encouragement <-> E_Prof_Well_Being	.838**
E_Encouragement <-> E_Concern_Job	.814**
DG_Explanation <-> DG_Help_Directions	.813**
E_Prof_Dev <-> E_Prof_Well_Being	.810**
MM_PPL_Admired <-> MM_PPL_Work_Hard	.802**
DG_Explanation <-> DG_Advice	.799**
DG_Help_Directions <-> DG_Under_Instruction	.789**
MM_Behave_Social <-> MM_Member_Advice	.796**
E_Concern_Job <-> E_Prof_Well_Being	.791**
MM_Past_Events <-> MM_Unofficial_Info	.790**
E_Praise <-> E_Prof_Well_Being	.778**
DG_Explanation <-> DG_Under_Instruction	.766**
E_Encouragement <-> E_Prof_Dev	.764**
E_Concern_Job <-> E_Prof_Dev	.746**
MM_PPL_Work_Hard <-> MM_PPL_Rewarded	.736**
E_Praise <-> E_Concern_Job	.732**
DG_Future_Change <-> DG_Past_Change	.726**
E_Praise <-> E_Prof_Dev	.723**
DG_Under_Instruction <-> DG_Advice	.715**
MM_Past_Events <-> MM_PPL_Work_Hard	.711**
DG_Advice <-> DG_Solve_Job_Problems	.710**
DG_Under_Instruction <-> DG_Solve_Job_Problems	.707**

Toolbox revealed an additional 30 strong correlations above .70 significant at $p < .000$

and listed in order in Table 4.19.

Six correlations were correlated .81 or above with four being Worker Performance to Worker Performance correlations, one being a cross variable correlation between Communication Competence and Communication Satisfaction, and one being a Communication Satisfaction to Communication Satisfaction correlation. The two major themes out of these six correlations were change (within the concept of the self-rating

Table 4.19

Strong ML Toolbox Correlations .70 and Above

Item to item correlation	Correlation value
WPS_Change_Quickly <-> WPS_Change_Adjustment	.880**
WPS_Quantity <-> WPS_Quality	.871**
WPS_Change_Effectively <-> WPS_Change_Quickly	.863**
WPS_Change_Effectively <-> WPS_Change_Adjustment	.857**
CCS_Trust_Principal <-> CSS_Principal_Honesty	.847**
CSS_Principal_Honesty <-> CSS_Principal_Listen	.816**
E_Encouragement <-> CSS_Principal_Praise	.801**
CSS_Principal_Satisfying <-> CCS_Easy_to_Talk	.776**
CSS_Trust_Principal <-> CSS_Principal_Listen	.773**
E_Praise <-> CSS_Principal_Praise	.773**
CCS_Attention <-> CCS_Listener	.770**
CCS_Lang_Command <-> CCS_Deal_Others	.765**
WPS_Change_Effectively <-> WPS_Work_Emergency	.752**
WPS_Change_Adjustment <-> WPS_Work_Emergency	.748**
CCS_Listener <-> CCS_Easy_to_Talk	.745**
CSS_Principal_Listens <-> CSS_Principal_Understand	.740**
CCS_Deal_Others <-> CCS_Listener	.739**
CSS_Principal_Understand <-> CCS_Deal_Others	.739**
CSS_Disagree_With_Principal <-> CSS_Tell_When_Wrong	.739**
CSS_Principal_Listens <-> CSS_Principal_Understand	.739**
CSS_Trust_Principal <-> CSS_Principal_Understand	.734**
JSS_Like_Job <-> JSS_Satisfy_Job	.732**
E_Prof_Dev <-> CCS_Easy_to_Talk	.724**
CCS_Sensitive <-> CCS_Listener	.723**
CSS_Principal_Understand <-> CCS_Listener	.713**
E_Concern_Job <-> CSS_Principal_Praise	.710**
E_Encouragement <-> CSS_Principal_Honesty	.709**
CCS_Lang_Command <-> CCS_Clear_Ideas	.708**
CSS_Trust_Principal <-> CSS_Principal_Satisfying	.707**
E_Encouragement <-> CSS_Trust_Principal	.703**

Worker Performance Scale) and principal trust/honesty/listener. Out of the 60 items correlated, 24 items were Communication Satisfaction, 16 items were Communication Competence, 12 items were Worker Performance, six items were Empathetic Language, and 2 items were Job Satisfaction. Nine items were correlated across variables.

Specifically, three items correlated from dependent variable to dependent variable (CC to CS) and six items correlated from independent variable to dependent variable (E to CS – 5 items and E to CC 1 item). Empathetic Language was the only independent variable to have items that significantly correlated above the .70 level with dependent variables on an item to item level.

Key highlights from the review of item correlations at the MLS and ML Toolbox levels include the following items:

- No item to item correlation data exists in previous salient research studies,
- Within the MLS, the strongest correlation was within Empathetic Language (Items Praise and Encouragement .907** $p < .000$)
- Within the MLS, Empathetic Language contained the strongest number of item correlations (20) followed by Direction-Giving Language (18) and Meaning-Making Language (10),
- Within the MLS, items with multiple correlations within each variable were in Empathetic - Language Encouragement, Praise, Professional Well Being, Job Concern, and Professional Development (Trust being the only item without a correlation); in Direction-Giving Language - Understanding Instructions, Advice, Helpful Instructions, and Explanations; and in Meaning-Making Language - People Working Hard as the singular item with multiple item correlations,
- Within the ML Toolbox, the strongest item to item correlations existed within the Worker Performance variable,
- Within the ML Toolbox, outside of the Worker Performance (a self-rating scale) the strongest principal-focused item to item correlation existed between two

dependent variables Communication Competence and Communication Satisfaction in the area of Principal trust and honesty,

- Within the ML Toolbox, items with multiple correlations above .70 (more than two) within each variable were in Communication Satisfaction in the items of Principal Understands, Principal Trust, Principal Listens, Principal Honesty, Principal Praise; in Communication Competence Principal as Listener, Principal Easy to Talk To, and Principal Dealing with Others; in Worker Performance adjusting to change and dealing with change effectively (no multiple item correlations existed in Job Satisfaction), and
- Within the ML Toolbox, the only independent variable to have items to correlate with dependent variables at the .70 level and above was Empathetic Language (Encouragement, Praise, Professional Development, and Job Concern).

Correlations by school and cluster at the variable level. The initial correlation review of motivating language variables was repeated at the school and cluster level to examine correlation data from that perspective and is illustrated in Table 4.20.

Motivating Language (ML) is not correlated above .70 at all four schools with the dependent variables Communication Satisfaction and Communication Competence as with overall data review. School Sample size may have an impact upon correlation findings.

Key highlights from the review of correlations include the following items:

- Empathetic Language was the highest correlated latent variable to a dependent variable (Empathetic to Communication Satisfaction .837** ($p < .000$),

Table 4.20

Variable Correlations by School and Cluster

	ML <-> CS	ML <-> CC	ML <-> JS	ML <-> WP
Bruce ES <i>n</i> = 15	.754** (<i>p</i> < .001)	.559* (<i>p</i> < .03)	-.010 (<i>p</i> < .972)	.112 (<i>p</i> < .69)
Wayne ES <i>n</i> = 32	.824** (<i>p</i> < .000)	.851** (<i>p</i> < .000)	.347 (<i>p</i> < .052)	.407* (<i>p</i> < .021)
Clark ES <i>n</i> = 20	.654** (<i>p</i> < .002)	.598** (<i>p</i> < .005)	.139 (<i>p</i> < .559)	.227 (<i>p</i> < .236)
Kent ES <i>n</i> = 43	.788** (<i>p</i> < .000)	.729** (<i>p</i> < .000)	.587** (<i>p</i> < .000)	.440** (<i>p</i> < .003)
Zigzag <i>n</i> = 47	.806** (<i>p</i> < .000)	.783** (<i>p</i> < .000)	.192 (<i>p</i> < .192)	.319* (<i>p</i> < .029)
Improving <i>n</i> = 63	.748** (<i>p</i> < .000)	.683** (<i>p</i> < .000)	.471** (<i>p</i> < .000)	.384** (<i>p</i> < .002)

- Empathetic Language correlated most significantly to Communication Satisfaction (.837** *p* < .000), followed by Direction-Giving Language (.721** *p* < .000), and Meaning-Making Language (.556** *p* < .000),
- Empathetic Language correlated most significantly to Communication Competence (.752** *p* < .000), followed by Direction-Giving Language (.731** *p* < .000), and Meaning-Making Language (.507** *p* < .000),
- Empathetic Language correlated most significantly to Job Satisfaction (.351** *p* < .000), followed by Direction-Giving Language (.316** *p* < .001), and Meaning-Making Language (.245** *p* < .010),
- Meaning-Making Language correlated most significantly to Worker Performance (.386** *p* < .000), followed by Empathetic Language (.310** *p* < .000), and Direction-Giving Language (.267** *p* < .005),

- Motivating Language correlated to all the outcome variables as follows:
Communication Satisfaction (780** $p < .000$), Communication Competence (.741** $p < .000$), Worker Performance (.343** $p < .000$), and Job Satisfaction (.343** $p < .000$)
- The strongest item to item correlation was within Empathetic Language variable (Empathetic Language Items Praise and Encouragement .907** $p < .000$),
- The latent variable with the most item to item correlations was Empathetic Language above .70 and Empathetic Language was the only latent variable to have item to item correlations above .70 with dependent variables,
- Out of the seven study variables, the rank order of item to item correlations is Empathetic Language – 26, Communication Satisfaction – 24, Direction-Giving Language – 18, Communication Competence – 16, Worker Performance – 12, Meaning-Making Language – 10, and Job Satisfaction – 2,
- Motivating Language (ML) is not correlated above .70 at all four schools with the dependent variables Communication Satisfaction and Communication Competence, and
- A comparison of variable correlation data found similar findings with previous salient research studies.

Independent *t*-Tests

The independent *t*-test of sample means was used to determine if differences existed between variables within school clusters and between clusters. The null hypothesis is that no difference in variables exists within school clusters nor between school clusters.

Bruce ES and Wayne ES comprise the Continuously Zigzag Cluster of schools and their group descriptive data are illustrated in Table 4.21.

Table 4.21

Zigzag Cluster School Descriptive Statistics

Variable	School	N	Mean	Std. deviation	Std. error mean
Direction – Giving	Bruce	15	30.998	7.633	1.971
	Wayne	32	29.871	9.403	1.662
Empathetic	Bruce	15	17.332	6.591	1.702
	Wayne	32	17.000	6.175	1.092
Meaning – Making	Bruce	15	17.824	6.451	1.666
	Wayne	32	18.525	7.743	1.369
Communication Satisfaction	Bruce	15	31.440	8.043	2.077
	Wayne	32	31.593	9.062	1.602
Communication Competence	Bruce	15	41.867	7.279	1.879
	Wayne	32	40.959	9.500	1.679
Job Satisfaction	Bruce	15	20.533	5.221	1.348
	Wayne	32	22.721	3.314	.586
Worker Performance	Bruce	15	28.065	7.026	1.814
	Wayne	32	28.217	6.514	1.152
Motivating Language	Bruce	15	66.144	18.292	4.723
	Wayne	32	65.396	21.447	3.791

The null hypothesis for the Zigzag Cluster of school assumes no variance between Bruce ES and Wayne ES. The independent *t*-test data are illustrated in Table 4.22.

From these statistics Levene's Test was not significant at the $p < .05$ level for the Direction-Giving (DG), Empathetic (E), Meaning-Making (MM), Communication Satisfaction (CS), Communication Competence (CC), Worker Performance (WP), and Motivating Language (ML) variables. Equal variance was assumed, and the independent *t*-test level of significance for each of these items was greater than $p > .05$; therefore, we do not reject the null hypothesis and assume no variance between Bruce ES and Wayne

Table 4.22

Zigzag Cluster School Independent t-test Statistics

Variable	Equal variance	Levene's Test sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference
DG	assumed	.303	.405	45	.687	1.127	2.78
	≠ assumed		.437	33.374	.665	1.127	2.58
E	assumed	.853	.163	45	.871	.322	1.97
	≠ assumed		.159	25.910	.875	.322	2.02
MM	assumed	.202	-.304	45	.763	-.700	2.30
	≠ assumed		-.325	32.580	.747	-.700	2.16
CS	assumed	.618	-.056	45	.956	-.153	2.74
	≠ assumed		-.058	30.709	.954	-.153	2.62
CC	assumed	.241	.327	45	.745	.907	2.76
	≠ assumed		.360	35.159	.721	.907	2.52
JS	assumed	.007	-1.75	45	.088	-2.187	1.25
	≠ assumed		-1.49	19.470	.153	-2.187	1.47
WP	assumed	.599	-.072	45	.943	-.151	2.09
	≠ assumed		-.070	25.674	.944	-.151	2.15
ML	assumed	.254	.117	45	.908	.748	6.42
	≠ assumed		.124	31.879	.902	.748	6.06

ES. Levene's test was significant at the $p < .05$ level for the Job Satisfaction (JS; $p < .007$) variable therefore equal variance was not assumed; however, the independent t -test level of significance was greater than $p > .05$ at the $p = .153$ level and we do not reject the null hypothesis and assume no variance between Bruce ES and Wayne ES.

Clark ES and Kent ES comprise the Continuously Improving Cluster of schools and their group descriptive data are illustrated in Table 4.23.

The null hypothesis for the Improving Cluster of school assumes no variance between Clark ES and Kent ES. The independent t -test data are illustrated in Table 4.24.

From these statistics Levene's Test was not significant at the $p < .05$ level for the Direction-Giving (DG), Empathetic (E), Meaning-Making (MM), Communication Satisfaction (CS), Communication Competence (CC), Job Satisfaction (JS) Worker Performance (WP), and Motivating Language (ML) variables. Equal variance was

Table 4.23

Improving Cluster School Descriptive Statistics

Variable	School	N	Mean	Std. deviation	Std. error mean
Direction – Giving	Clark	20	33.164	9.058	2.025
	Kent	43	34.644	9.423	1.437
Empathetic	Clark	20	22.150	5.294	1.184
	Kent	43	20.683	6.404	.976
Meaning – Making	Clark	20	21.350	7.307	1.634
	Kent	43	18.682	7.395	1.128
Communication Satisfaction	Clark	20	33.700	6.473	1.448
	Kent	43	34.698	8.800	1.342
Communication Competence	Clark	20	46.113	9.174	2.051
	Kent	43	47.395	8.985	1.370
Job Satisfaction	Clark	20	22.200	2.966	.663
	Kent	43	22.395	3.586	.547
Worker Performance	Clark	20	27.250	7.812	1.747
	Kent	43	29.007	8.039	1.226
Motivating Language	Clark	20	76.664	18.925	4.231
	Kent	43	74.009	20.984	3.200

Table 4.24

Improving Cluster School Independent t-test Statistics

Variable	Equal variance	Levene's Test sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference
DG	assumed	.746	-.587	61	.559	-1.479	2.520
	≠ assumed		-.596	38.526	.555	-1.479	2.483
E	assumed	.437	.891	61	.376	1.466	1.645
	≠ assumed		.956	44.364	.344	1.466	1.534
MM	assumed	.998	1.337	61	.186	2.667	1.994
	≠ assumed		1.343	37.559	.187	2.667	1.985
CS	assumed	.159	-.452	61	.653	-.997	2.205
	≠ assumed		-.505	49.245	.616	-.997	1.973
CC	assumed	.853	-.524	61	.602	-1.281	2.447
	≠ assumed		-.520	36.454	.607	-1.281	2.466
JS	assumed	.352	-.212	61	.833	-.195	.921
	≠ assumed		-.227	44.346	.821	-.195	.859
WP	assumed	.897	-.815	61	.418	-1.756	2.156
	≠ assumed		-.823	38.137	.415	-1.756	2.134
ML	assumed	.396	.482	61	.632	2.654	5.512
	≠ assumed		.500	40.891	.620	2.654	5.305

assumed, and the independent t -test level of significance for each of these items was greater than $p > .05$; therefore, we do not reject the null hypothesis and assume no variance between Clark ES and Kent ES.

Based upon the Independent t -test of Sample Means no difference in variance exists between Bruce ES and Wayne ES (Zigzag Cluster) and between Clark ES and Kent ES (Improving Cluster) in the study variables and we do not reject the null hypothesis.

In examining the two school clusters the null hypothesis states that no variances exist between the clusters on the assessed variables. Descriptive cluster data are illustrated in Table 4.25.

Table 4.25

Continuously Zigzag Cluster and Continuously Improving Cluster Descriptive Statistics

Variable	Cluster	N	Mean	Std. deviation	Std. error mean
Direction – Giving	Zigzag	47	30.230	8.809	1.284
	Improv	63	34.173	9.261	1.166
Empathetic	Zigzag	47	17.102	6.240	.910
	Improv	63	21.148	6.069	.764
Meaning – Making	Zigzag	47	18.301	7.292	1.063
	Improv	63	19.529	7.414	.934
Communication Satisfaction	Zigzag	47	31.544	8.662	1.263
	Improv	63	34.381	8.095	1.019
Communication Competence	Zigzag	47	41.248	8.781	1.280
	Improv	63	46.987	8.991	1.132
Job Satisfaction	Zigzag	47	22.023	4.093	.597
	Improv	63	22.333	3.379	.425
Worker Performance	Zigzag	47	28.168	6.604	.963
	Improv	63	28.449	7.947	1.001
Motivating Language	Zigzag	47	65.634	20.296	2.960
	Improv	63	74.851	20.238	2.549

The null hypothesis assumes no variance in variables between the Continuously Zigzag Cluster and the Continuously Improving Cluster. The independent *t*-test data are illustrated in Table 4.26.

Table 4.26

*Continuously Zigzag Schools Cluster and Continuously Improving Schools Cluster
Independent t-test Statistics*

Variable	Equal Variance	Levene's Test Sig.	t	df	Sig. (2-tailed)	Mean diff.	Std. error difference
DG	assumed	.704	-2.255	108	.026	-3.943	1.748
	≠ assumed		-2.272	101.78	.025	-3.943	1.735
E	assumed	.562	-3.417	108	.001	-4.045	1.184
	≠ assumed		-3.403	97.73	.001	-4.045	1.188
MM	assumed	.799	-.866	108	.389	-1.228	1.419
	≠ assumed		-.868	100.13	.388	-1.228	1.415
CS	assumed	.451	-1.764	108	.081	-2.836	1.607
	≠ assumed		-1.747	95.41	.081	-2.836	1.623
CC	assumed	.605	-3.345	108	.001	-5.739	1.715
	≠ assumed		-3.356	100.48	.001	-5.739	1.710
JS	assumed	.101	-.435	108	.664	-.310	.713
	≠ assumed		-.423	87.81	.673	-.310	.733
WP	assumed	.072	-.197	108	.844	-.280	1.427
	≠ assumed		-.202	106.69	.840	-.280	1.389
ML	assumed	.675	-2.360	108	.020	-9.217	3.905
	≠ assumed		-2.359	99.10	.020	-9.217	3.907

From these statistics Levene's Test was not significant at the $p < .05$ level for the Direction-Giving (DG), Empathetic (E), Communication Competence (CC), and Motivating Language (ML) variables, equal variance was assumed, and the independent *t*-test level of significance was less than $p < .05$ for Direction Giving ($p = .026$), Empathetic ($p = .001$), Communication Competence ($p = .001$) and Motivating Language ($p = .020$). The null hypothesis was rejected and a variance in these variables between

the Continuously Improving Schools Cluster and the Continuously Zigzag Schools Cluster was assumed. From these statistics Levene's Test was not significant at the $p < .05$ level for the Meaning-Making (MM), Communication Satisfaction (CS), Job Satisfaction (JS) and Worker Performance (WP) variables, equal variance was assumed. The independent t -test level of significance was greater than $p < .05$ for Meaning Making ($p = .389$), Communication Satisfaction ($p = .081$), Job Satisfaction ($p = .664$), and Worker Performance ($p = .844$). The null hypothesis was accepted and it was assumed no variance in these variables between the Continuously Improving Schools Cluster and the Continuously Zigzag Schools Cluster.

Key highlights from the review of the independent t -test of sample means include the following:

- No significant differences exist among the assessed variables in the Continuously Zigzag Cluster of Schools,
- No significant differences exist among the assessed variables in the Continuously Improving Cluster of Schools,
- Significant differences exist among the Motivating Language, Direction-Giving Language, Empathetic Language, and Communication Competence variables between in the Continuously Improving Cluster of Schools and the Continuously Zigzag Cluster of Schools, and
- No significant differences exist among the Meaning-Making Language, Communication Satisfaction, Job Satisfaction, and Worker Performance variables between the Continuously Improving Cluster of Schools and the Continuously Zigzag Cluster of Schools.

Factor Analysis

An Exploratory Factor Analysis (EFA) was originally done by J. Mayfield et al. (1995) constructing the Motivating Language Scale (MLS) and was included within this study for two purposes: (a) to support the generalizability of the study findings and (b) to guide the construction of qualitative interview questions for *phase two* of the research methodology. A step-by-step process was followed in conducting the EFA. The correlation matrix was reviewed and found to have sufficient correlations above .30 for all pair-wise combinations of the 24 items and the resulting matrix of correlations was appropriate for factor analysis by means of the determinant (8.50E-012) not 0 or 1, Bartlett's test of sphericity significant $p < .000$ ($\chi^2 = 2553.334$, $df = 276$), the Kaiser – Meyer – Olkin (KMO) measure of sampling adequacy .921, and all MSA values above .84. Combined, all of these items indicated that an EFA would yield useful information with the understanding that the sample size of 110 participants was not ideal. Tabachnick and Fidell (2007) stated, “Solutions that have several high loading marker variables ($> .80$) do not require such large sample sizes (about 150 cases should be sufficient) . . . under some circumstances 100 – or even 50 – cases are sufficient” (p. 613). Factors were extracted using Principal Component Analysis (PCA) on the Motivating Language Scale's 24 items yielding a four factor solution with four factors having Eigenvalues greater than one accounting for 75.188% of the cumulative variance and verified using a scree plot. The four factors were rotated using Varimax rotation into a simple structure and loadings less than the absolute value of .40 (Taasobshirazi, personal communication, October 15, 2009) were suppressed in order to facilitate interpretation. Tabachnick and Fidell (2007) stated, “Choice of the cutoff for size of loading to be

interpreted is a matter of researcher preference” (p. 649). The rotated component matrix with suppressed values, named factors, initial Eigenvalues with percent of variance and cumulative percent, and rotated sums of squared loadings with percent of variance and cumulative percents are illustrated in Table 4.27.

Table 4.27

Rotated Factor Analysis Results

Item	Factor 1	Factor 2	Factor 3	Factor 4
DG_Explanation	.436	.725		
DG_Help_Directions	.557	.574		.414
DG_Under_Instructions	.507	.620		
DG_Advice	.529	.580		.412
DG_Definitions	.498	.573		
DG_Solve_Job_Prob	.448	.642		
DG_Eval_Info		.706		
DG_Future_Change		.795		
DG_Past_Change		.697		
DG_School_Achievement_Finance		.711		
E_Praise	.826			
E_Encouragement	.860			
E_Concern_Job	.789			
E_Prof_Dev	.703	.405		
E_Prof_Well_Being	.788			
E_Trust	.682			
MM_Past_Events	.483	.410	.594	
MM_Unofficial_Info	.456	.443	.595	
MM_Ppl_Admired			.712	
MM_Ppl_Work_Hard	.406		.725	
MM_Behave_Social			.625	.594
MM_Membership_Advice			.702	.536
MM_Ppl_Rewarded			.815	
MM_Ppl_Left			.833	
NAME OF FACTORS	E	DG	MM	Guidance
EIGENVALUES	13.401	2.344	1.291	1.009
% OF VARIANCE	55.838	9.769	5.378	4.203
CUMULATIVE %	55.838	65.607	70.985	75.118
ROTATED SUMS OF SQUARED LOADINGS	6.126	5.745	4.774	1.400
% OF VARIANCE	25.525	23.936	19.892	5.835
CUMULATIVE %	25.525	49.461	69.353	75.188

Items that loaded on multiple factors were placed on the factor with the highest loading (Tabachnick & Fidell, 2007). Comrey and Lee (1992) provided guidance in evaluating the quality of factor loadings and Pett, Lackey, and Sullivan (2003) indicated that loadings .40 and above should be retained. Using these guidelines along with the correlation data, the researcher named the factors as factor 1 = Empathetic, factor 2 – Direction Giving, factor 3 – Meaning Making, and factor 4 = Guidance. Factor 4 was an unexpected finding pulling items from both the Direction-Giving and Meaning- Making factors and centered around giving employees support, advice and guidance on personal behavior within the work setting. Tabachnick and Fidell (2007) indicated, “A researcher usually tries to characterize a factor by assigning it a name or a label, a process that involves art as well as science” (p. 650). It is important to note that in J. Mayfield et al. (1995) they identified a three factor solution with similar Eigenvalues and % of Variance (Eigenvalues = 14.26, 2.62, 1.15 and % of variance = 59.40%, 10.90%, 4.80%); however, they identified Factor 1 as Direction-Giving, Factor 2 as Empathetic, and Factor 3 as Meaning Making. They did not report item by item correlations; however, as with this study Empathetic Language was more strongly correlated with Communication Satisfaction and Competence than was Direction-Giving Language. The strongest items in each of the factors were: Empathetic Language - Encouragement (.860), Praise (.826), and Job Concern (.789); Direction-Giving Language - Future Change (.795), Explanation [How to perform one’s job] (.725), and School Achievements (.711); Meaning-Making Language – People who Left [the school] (.833), People who were Rewarded (.815), and People who Work Hard (.725); and Guidance – How to Behave at School Social Events (.594) and Advice on School Membership (.536). As reported earlier, the reliability for

each of the factors is quite high and consistent with other salient studies (E =.942, DG =.942, MM =.922).

J. Mayfield et al. (1995) published several factor loadings for select scale items from their EFA and a comparison with their data and the current study data may be useful in extending the generalizability of the MLS. This is illustrated in Table 4.28.

Table 4.28

Factor Loading Comparison Data Mayfield, Mayfield, and Kopf (1995)

Item	MMK DG	(1995) E	MM	Current DG	Study E	MM
Direction Giving Language						
Future_Change	.75	.32	.19	.80	.25	.20
Explanation	.74	.20	.06	.73	.44	.15
Past_Change	.70	.29	.33	.70	.29	.35
Solve_Job_Problem	.70	.46	.23	.64	.45	.22
Under_Instruction	.70	.30	.29	.62	.50	.14
Empathetic Language						
Encouragement	.45	.80	.25	.32	.86	.20
Concern_Job	.45	.79	.28	.30	.79	.20
Praise	.40	.76	.27	.30	.83	.16
Prof_Dev	.44	.76	.28	.41	.70	.26
Prof_Well_Being	.42	.70	.36	.32	.79	.32
Meaning Making Language						
Behave_Social	.10	.11	.85	.19	.06	.63
Membership_Advice	.19	.14	.84	.17	.11	.70
Ppl_Left	.17	.10	.83	.01	.16	.83
Ppl_Reward	.20	.30	.83	.29	.10	.82
Ppl_Admired	.36	.38	.71	.34	.30	.71
Ppl_Work_Hard	.36	.36	.70	.22	.40	.73

When examined item by item and in an overall manner, the two sets of data are more similar in nature than diverse lending support to the concept of generalizability to the application of the MLS within the K-12 setting. Sharbrough et al. (2006) conducted a Confirmatory Factor Analysis (CFA) providing rotated factor analysis results. While a

CFA and EFA are not equal statistical techniques they are often used in support of one other building upon the efforts of the other. Given the theoretical perspective of this study, the Sequential Transformative Model [where theory and advocacy is more important than a strict adherence to methods (Creswell, 2009)], a comparison of data from the CFA data gathered in the Sharbrough et al. and the EFA data gathered in the current study may provide additional information for generalizability of this study's findings. This CFA and EFA data are illustrated in Table 4.29.

Table 4.29

Factor Loading Comparison Data Sharbrough, Simmons, and Cantrill (2006)

Item	SSC DG	(2006) E	MM	Current DG	Study E	MM
Direction Giving Language						
Explanation	.828	.269	.206	.725	.436	.153
Help_Directions	.831	.289	.179	.574	.557	.085
Understand_Instructions	.787	.153	.261	.620	.507	.141
Advice	.697	.384	.324	.580	.529	.069
Definitions	.444	.341	.415	.573	.498	.265
Solve_Job_Problems	.796	.222	.254	.642	.448	.219
Evaluation_Information	.428	.309	.418	.706	.287	.264
Future_Change	.531	.541	.227	.795	.247	.203
Past_Change	.648	.271	.398	.697	.290	.349
School_Achievement_Finance	.096	.443	.487	.711	.193	.225
Empathetic Language						
Praise	.182	.844	.156	.295	.826	.162
Encouragement	.310	.864	.141	.319	.860	.202
Concern_Job	.371	.805	.147	.302	.789	.198
Prof_Development	.528	.599	.255	.405	.703	.257
Prof_Well_Being	.496	.621	.268	.320	.788	.322
Trust	.486	.442	.047	.241	.682	.245
Meaning Making Language						
Past_Events	.263	.110	.792	.410	.483	.594
Unofficial_Information	.441	.176	.538	.443	.456	.595
Ppl_Admired	.167	.222	.881	.339	.300	.712
Ppl_Work_Hard	.249	.214	.829	.265	.406	.725
Behave_Social	.138	.168	.708	.193	.060	.625
Membership_Advice	.232	.263	.724	.168	.106	.702
Ppl_Rewarded	.223	.184	.853	.294	.104	.815
Ppl_Left	.168	-.135	.762	.007	.163	.833

Again, when examined item by item and in an overall manner, the two sets of data are more similar in nature than diverse lending support to the concept of generalizability to the application of the MLS within the K-12 setting.

The second purpose of the factor analysis was to identify key components for follow-up in the phase two principal observation and interview. Combining key factors from previous research and factors from this study the researcher put forth the following themes for further study:

- Empathetic Language: Encouragement, Praise, and Job Concern
- Direction-Giving Language: Explanation, Future Change, and Achievements,
- Meaning-Making Language: People Rewarded and People Left, and
- Guidance.

These themes were imbedded as part of the interview, observation, and coding process in the qualitative phase two research.

Key highlights from the review of the factor analysis include the following:

- A four factor solution with factor 1 = Empathetic, factor 2 – Direction Giving, factor 3 – Meaning Making, and factor 4 = Guidance,
- The strongest items in each of the factors were: Empathetic Language - Encouragement (.860), Praise (.826), and Job Concern (.789); Direction-Giving Language - Future Change (.795), Explanation [How to perform one's job] (.725), and School Achievements (.711); Meaning-Making Language – People who Left [the school] (.833), People who were Rewarded (.815), and People who Work Hard (.725); and Guidance – How to Behave at School Social Events (.594) and Advice on School Membership (.536), and

- A comparison of factor analysis data found similar findings with previous salient research studies.

Validity

In chapter three, the researcher discussed the goal of establishing the construct validity of the Motivating Language Scale (MLS) [and Motivating Language Theory] in K-12 education through the research presented in this study. Throughout the data presented, a similarity with previous salient research was established in terms of descriptive statistics, reliability, correlations, and factor analysis, thereby, establishing construct and convergent validity. Restated, the data presented was in line with previous studies in the field and consistent with the expectations for generalizability into the field of K-12 education thus supporting the use of Motivating Language Theory in education research.

Summary of Phase One

In summary, the researcher conducted survey research as *phase one* of a two part research design administering the Motivating Language Toolbox, a 58 item survey containing 5 subscales (the Motivating Language Scale, the Communication Satisfaction Scale, the Communication Competence Scale, the Job Satisfaction Scale, and the Work Performance Scale) taken from the field of business and industry to learn about Principal communication. The survey was administered to 110 teachers at four at-risk (majority Hispanic, Free and Reduced Priced Lunch, and Limited English Proficient student populations) schools within a large urban southwestern school district with a response rate of 67.48%. The researcher used Dillman's (2007) Tailored Design Method to

administer the survey. Sample demographics included the following highlights: 81% female, 64% White, 25% Hispanic, 40% under 35 years of age, 25% under 5 years in education or less, 70% 10 years or less in district, 55% 5 years or less in school, 68.5% Master's degree, and 75% of the sample were classroom teachers. The data matrix was normally distributed with 67 out of 6380 missing items substituted using the group mean of the variable. The mean statistic and standard deviation for all variables were similar to previously conducted salient research studies. The Cronbach's Alpha for the MLS was .965 and for the ML Toolbox was .974. The reliability for each of the variables (E = .942, DG = .942, MM = .922) were similar to previously conducted salient research studies and the Item if Deleted for the MLS was above .963 and for the ML Toolbox was above .972. In terms of correlations, ML correlated to all the outcome variables. A comparison of variable correlation data found similar findings with previous salient research studies. An independent *t*-test of sample means was used to determine if differences existed between variables within school clusters and between clusters with the following results: no significant differences exist among the assessed variables in the Continuously Zigzag Cluster of Schools; no significant differences exist among the assessed variables in the Continuously Improving Cluster of Schools; significant differences exist among the Motivating Language, Direction-Giving Language, Empathetic Language, and Communication Competence variables between the Continuously Improving Cluster of Schools and the Continuously Zigzag Cluster of Schools. No significant differences existed among the Meaning-Making Language, Communication Satisfaction, Job Satisfaction, and Worker Performance variables between the Continuously Improving Cluster of Schools and the Continuously Zigzag Cluster of Schools. An Exploratory

Factor Analysis was conducted to assist in generalizing the study findings and to guide the identification of content for phase two principal interviews. A four factor solution was identified with the following factors: factor 1 = Empathetic, factor 2 – Direction Giving, factor 3 – Meaning Making, and factor 4 = Guidance. A comparison of factor analysis data found similar findings with previous salient research studies. Based upon the data presented construct and convergent validity were established. The four factors from the EFA were used to construct questions for the principal interview protocol. (See Appendix E for the principal interview protocol and Appendix F for the principal electronic principal follow-up interview protocol.)

CHAPTER 5

PHASE TWO QUALITATIVE METHODS AND PROCEDURES

Principals were interviewed utilizing an interview protocol constructed from a review of research and quantitative data from a factor analysis of the Motivating Language Scale conducted in *phase one*. The collection of qualitative data was gathered from principals purposefully selected from the Zigzag Cluster (Bruce ES and Wayne ES) of schools and the Improving Cluster (Clark ES and Kent ES) of schools. Principals were also observed speaking to teachers in a setting of their choice. The data were coded utilizing the Motivating Language Scale items (factors) and open coding of both principal debriefing memos and researcher memos [field notes]. The interview and observation data were combined into case themes and cross case themes. Trustworthiness was determined through the triangulation of data from multiple methods and sources, through the use of member checks, the construction of an audit trail, and a thick and rich description of the individual cases.

Connecting Phase One and Phase Two

This study is a sequential transformative mixed-methods design focused on understanding the talk [oral language] of school principals in different school accountability contexts [Continuously Zigzag and Continuously Improving] utilizing the framework of Motivating Language Theory. The quantitative data from *phase one* were integrated at the intermediate stage of the study with the qualitative *phase two* data. The application of a *phase one* factor analysis guided the construction of the principal interview protocol along with research findings from the review of literature. The factors

explored were *Direction-Giving Language*: Future-Change, Useful Explanations, and School Achievements; *Empathetic Language*: Encouragement, Praise, and *Job Concern*; and *Meaning-Making Language*: People Who Left Organization, People Who Rewarded in Organization, and People Who Work Hard in Organization. An electronic follow-up protocol containing five additional questions was constructed due to unexpected quantitative findings in the area of guidance as a fourth factor emerging from the factor analysis.

Development of Interview Protocol and Piloting

The initial interview protocol was constructed based upon the review of research described in Chapter 3. (See Appendix E for interview protocol.) The interview protocol contained three sections: (a) a demographic section that was completed by the principal prior to the interview, (b) a pre-interview principal thoughts/ideas section where principals wrote main ideas/memos for each interview question as additional memo data for triangulation and to help the principal during the interview stay on message, and (c) the interview questions which resulted in an interview transcript. The interview protocol contained 19 questions: six Motivating Language *construct questions* (one Direction-Giving Language – Useful Explanations; three Empathetic Language – Encouragement, Praise, and Job Concern; and two Meaning-Making Language – People Rewarded at School and People Who Left School), eight Motivating Language *tenet questions*, four Motivating Language *assumptions questions*, and one *general principal talk question*. The researcher conducted a pilot of the interview protocol to refine the questions, interview technique, transcription process, and member checking procedure. The researcher interviewed a principal from a nearby neighborhood school. Based upon

feedback from the pilot, the researcher added a question on leadership style, reworded the principal talk question, and revised the transcription procedure. As a follow-up to the analysis of data, the researcher determined the need for further data collection and conducted a follow-up electronic interview gathering additional data on Direction-Giving Language – Future Change and School Achievements; the unexpected factor of Guidance, and the theme of failure as part of the Meaning-Making Language construct. The follow-up electronic interview protocol may be found in Appendix F.

Development of Observation Protocol and Piloting

The observation protocol recorded the principal's language-in-use when the principal was speaking to teachers (leader-to-follower oral language). Specifically, the researcher recorded a principal's speech act in a scripted format, made a physical descriptor note when appropriate, and recorded an observer/researcher memo. The researcher attempted to record as many speech acts as possible during the observation. Following the observation, the researcher debriefed with the principal collecting memo data for each speech act using the trigger phrase, "Your intention was?" to gather principal thoughts which were then recorded. Then, the researcher asked the principal to identify a main idea(s) for each speech act which was used as the third layer of coding for each speech act as context. The researcher conducted a pilot of the observation protocol that he used to adjust the format of the protocol and procedures for debriefing and coding to increase principal participation and trustworthiness.

Trustworthiness

Trustworthiness in this study focused on the credibility, confirmability, dependability, and transferability of the findings. *Credibility* was determined by member checks. Each principal member checked both the interview and observation data. Each principal reviewed the interview transcript to ensure accuracy of the data collected and provide additional data if desired. Each principal added additional information to the observation script in the form of responding to the question, “Your intention was?” to increase the content and clarity of each speech act along with providing contextual content (third level coding) to each speech act increasing the overall credibility of the data. *Confirmability* through the triangulation of both interview and observation data were conducted. For each interview, the data collected included the interview transcript, principal pre-interview memo (main idea response) data and researcher memo data. For each observation, the data collected included speech act data and observer memo data, principal debrief memo data and coding, and observer post observation reflection memo data. An audit trail in the form of a description of research steps including pilot information, field notes from the principal and researcher, personal notes, and protocols were kept to support *dependability*. *Transferability* was established through the construction of thick and rich descriptions for each case built upon each principal’s school demographic data, personal demographic data, *phase one* qualitative data, self described leadership style, principal pre-interview (main idea) memo data, and researcher memo (field) data. Combined, these techniques of member checking, triangulation, audit trail, and thick and rich descriptions were used to establish the overall rigor and trustworthiness of the *phase two* study.

Phase Two Qualitative Data Collection and Analysis

Phase two qualitative data collection consisted of the administration of the interview protocol (two parts) and observation protocol with an analysis of the data coded and organized into cases with themes and further organized into cross-case themes.

Interview

Each principal was contacted; provided an informed consent form and a pre-interview form containing demographic information, interview questions, and a section for pre-interview thoughts and ideas (principal memo data). A date, time, and location were established to conduct the interview. The interview was held at a time that was convenient for the principal and an electronic recording was made for later transcription.

Observation

Each principal was observed in a setting and context of their own selection. Susan and Betty did not fully understand the process and at the time of the observation pulled a teacher into a meeting and conducted a one-one conference. Susan held a classroom observation debriefing with a classroom teacher where she reviewed a classroom observation protocol conducted by an outside of the school, school administrator. The observation lasted 25 minutes. Betty held a planning meeting with her Instructional Coach to plan upcoming staff development day activities and future follow-up activities. The observation lasted 17 minutes. Principals Alice and Kathy conducted regularly scheduled meetings with teams of teachers. Alice held a Structured Teacher Planning Time/Professional Learning Community meeting with her team of second grade teachers. The observation lasted 40 minutes. Kathy held a teacher leadership team meeting with her Grade Level Chair/School Improvement Team committee. The observation lasted 45

minutes. During each observation, the researcher explained his role and his actions as an individual sitting in the room providing transparency to the process.

Observation script. During each observation, the researcher recorded only the oral speech acts of the principal and attempted to place a physical descriptor and memo to each one. As a result, the researcher did not record continuous speech and collected semi-continuous speech. The researcher did not collect utterances and short conversational speech (yes, no, huh, etc.).

Phase Two Qualitative Findings

The *phase two* qualitative findings will be detailed in a case study format where each principal will be described with an initial thick and rich case description setting the stage for analysis of the individual case data through coding and the development of emerging themes. Following each of the four cases, an analysis of cross-case themes will be conducted.

Case 1 Susan

Susan is Principal of Bruce ES and is within the Zigzag cluster of schools. By way of review, Bruce ES is the smallest school in the study with 524 students and consists of the following student demographic information:

- Hispanic 59.3%,
- Black 15.8%,
- White 15.4%,
- Free and Reduced Lunch 84.2%,
- Limited English Proficient 35.6%, and

- Special Education 12.3%.

Bruce ES is a non-Title 1 school and is classified according to the Federal No Child Left Behind Act as In Need of Improvement Year 4. Demographically, Susan is an African American female. She is between 46 and 50 years of age with 27 years in education. She has served 18 years as an administrator within the large urban southwestern school district with 10 years as a principal. She has been principal of Bruce ES for the last 5 years. Susan completed the demographic information and pre-interview memo data prior to the interview. She did not refer to her memo data during the interview. The interview for Susan occurred in her office and lasted approximately 15 minutes. She answered each questions clearly and precisely. When asked to describe her leadership style, Susan stated:

I like to promote and empower peer leaders, students, support staff, and teachers. Everyone can help someone achieve at higher level. We are always learning and growing.

Susan described herself as “clear and precise; and factual and realistic,” preferring a mix of talk and graphics, “I generally draw a diagram,” and relying on a mix of writing and talk in her communication. Susan did not make any edits to the interview transcript. Susan responded to the electronic follow-up interview protocol within 8 hours and each of her responses were one or two sentences in length. The post observation debrief with Susan lasted approximately 25 minutes and provided the greatest insight into Susan’s principal talk due to her reflections on intentions and identifications of context.

Themes emergent from Principal Talk. Susan emotionally emphasized two principal talk themes throughout the principal interview and observation debriefing: (a)

“un-dying” conversations and (b) the humanistic side of administration. In describing an “un-dying” conversation, Susan began the conversation talking about student growth:

We talk about all kids have to reach their own maximum potential and nobody gets to determine where that stopping point is. If they come to this school they should be leaving at a higher level.

When asked about how that manifested itself in language, she replied:

It’s an un-dying conversation in this building, and it is always linked back to the growth model. Whenever we are having a conversation, some aspect of Teach, Inspire, and Empower is going to come out of the Principal’s mouth. What word in the mission statement have you done?

During the observation, the principal was in a one-to-one post observation conference with a teacher debriefing on a classroom observation notes/protocol conducted by a district English Language Learner administrator. Susan was focused on the teacher’s classroom instruction during the debriefing. She stated her intention was to “give him strategy over and over and to change his strategy and [stop] his lecture.” She continued the conversation focusing on student growth when she stated, “You guys are going to have a task due to me November 12 and you should be able to go through this and give me this task.” She followed this with, “If you give me your lesson plans and you will highlight your writing so I can see your work.” Susan clearly focused the un-dying conversation on teaching, student growth, and accountability. Just as passionately, she wanted teachers to understand the humanistic side of administration and how a teacher’s actions can make a principal’s work/role more difficult. She stated, “Teachers have to understand the demands put on principals when they drop the district’s ball.” During the conference with the teacher, Susan ended the conference by asking the teacher, “How are you keeping [writing] conference records?” She stated her intention was to “see if the records exist” and to “double check if accurate.”

The following themes emerged from Susan's principal talk:

- Focus on instructional improvements and student growth,
- Accountability, and
- Teacher (adult) Actions.

Susan's principal talk themes must be placed within the context of Bruce ES. Bruce ES is an In Needs Improvement Year 4 school and Susan is tasked with improving instruction, student achievement, and student growth. Based upon an understanding of the themes in principal talk, a transition to potential themes within factors in Motivating Language is appropriate.

Themes emergent from Motivating Language Factors Coding (Level One and Two). The three Motivating Language constructs are Direction-Giving Language, Empathetic Language, and Meaning-Making Language and of these Susan emphasized Direction-Giving Language and Empathetic Language over Meaning-Making Language. Consistently, she used graphics and media as a means to maximize the impact of each of the constructs.

During the interview, within the Direction-Giving Language construct, Susan emphasized the theme of clarity of information connecting talk with graphics and data. She connected useful explanations, school achievements, and future change all with the use of graphics and data. Susan in discussing how she gave useful explanations stated:

Clear and concise information. Making sure that they understand the question, they know why we are doing something, and they know what I am looking for.

She provided the following example:

I need to set the rational by starting with the data, and then explaining to them why we are shifting from Love and Logic to CHAMPs and to then make sure that

CHAMPs is implemented systematically (Love and Logic and CHAMPs are classroom management approaches designed to promote positive student behavior).

In talking about school achievements, Susan stated, “Teachers must connect [achievement] to charts and data that proves the success rate or lack of it.” Finally, she stated when talking about clarity:

I generally draw a diagram. My diagram last year was a grave yard that said Rest in Peace. I said when I die I am going to have my husband put three words on my tombstone, Teach, Inspire, and Empower. That’s the school’s mission statement. You could hear a pin drop that day.

In the observation, Susan utilized Direction-Giving Language 93% of the time.

Within the factors of Direction-Giving Language, she emphasized the following Direction-Giving factors: (a) understand work instructions, (b) useful explanations to do work, (c) definitions to receive reward, (d) advice to improve work, (e) future change at work, and (f) evaluation information. Susan used clarifying questions to guide the conversation with the teacher towards understanding work instructions. An example of this was, “How many of your students were reading on their own versus reading with partner?” When asked her intent Susan stated, “I wanted him to explain what he was doing and get him to focus on having students not read alone but with a partner to connect to our prior professional development in the Gradual Release [instructional strategy].” In terms of useful explanations of what to do at work, Susan communicated to the teacher what she wanted to see. She stated, “What I thought about with a graphic organizer here was to make more information come out of the advanced organizer instead of to just come out.” As an aside, Susan during this portion of the conversation continually referred to the classroom teacher’s observation protocol highlighting key points to the teacher again emphasizing her use of graphics and written media to

communicate key details. Susan offered the teacher advice on how to improve his work during the observation by saying, “You need to get them (students) to condense their writing because on the proficiency test you need to get it condensed to be proficient. What do you expect from them right now?” Susan was communicating that the writing proficient exam was limited to a 1500 word count and students had a limited space to write in order to demonstrate proficiency. Susan communicated a future change to the teacher. “You guys are going to have a writing task due to me November 12. You should be able to go through this [process – sequence just reviewed during conference] and give me this task.” Susan’s intention was to let him know this assessment was coming and that she was going to be looking to see if what he had done could be reflected with his students. She indicated this in her main idea coding as “Accountable to me.” In the factor of evaluation information, Susan communicated clear expectations as to her future steps. She stated, “If you give me your lesson plans then you will highlight your writing so I can see the work.” This is an example of administrative follow through and during the debriefing Susan stated, “My intention is that he stated what he is going to do [editing] and I want to go and see editing peer and self editing being done.” Susan indicated her main idea for this speech act was “Administrative Expectations.”

The following themes emerged from factors in Susan’s Direction-Giving Language construct:

- Focus on clarification,
- The use of questioning as a clarifying strategy/technique,
- Focus on accountability, and
- The connection of talk and written media for clarification.

The examination of themes in Direction-Giving Language is complete and the next level of analysis is Susan's use of Empathetic Language.

During the observation, Susan only utilized the Empathetic Language construct once. During the interview, Susan communicated that it was important to start with communication with teachers with the factor of praise; however Susan's themes of matter of factualness and the use of graphics and written media run deep through Empathetic Language construct. Susan indicated that when delivering praise she often told her teachers complements from others instead of from herself. During the observation, Susan did exactly this. She began the observation praising the teacher stating:

Here is an observation from the ELL Administrator who observed in your classroom. You are a STAR Teacher. Talk to me about the lesson.

When asked how often does she praise teachers Susan replied, "Not often." Finally, in her pre-interview notes, Susan stressed the importance of praise using notes and school-wide emails. In terms of encouragement, Susan wrote in her pre-interview notes "Tell them what they do right." In the interview, Susan stated:

I think you encourage them [teachers] by letting them know that you believe they can do it. And, I think they read my body language, and they know when I think they can already do something versus I am introducing something to you and now raising your level of expectancy.

With regards to showing concern for a teacher's job, Susan indicated that she preferred to do this in a one to one teacher conference where she could listen. She stated:

I show concern by telling them what it is we are being asked to do, letting them know that I know that a lot is on their plate, and letting them know that it is something that is not optional. So it is not always about satisfaction, it is about what is required and what they have to do.

Susan only had one speech act coded to the Empathetic Language construct (praise) during the one to one teacher observation.

The following themes emerged from factors in Susan's Empathetic Language construct:

- Emphasis within Empathetic Language construct on praise,
- Emphasis on levels of expectancy and requirements vs. empathy, and
- The connection of talk and written media.

The examination of themes in Empathetic Language is complete and the next level of analysis is Susan's use of Meaning-Making Language.

Within the Meaning-Making Language Construct, Susan's data were confined only to the interview questions with no data collected in the observation setting. The Meaning-Making factors discussed were People who are rewarded at school and people who left the school. In terms of people who are rewarded at school, Susan stated, "I like to give certificates and recognition for people who are going above and beyond," again a connection with language and graphic media. As a follow-up, Susan was asked if she ever connected oral language with the certificate and how effective it was, Susan stated:

Ummm, I don't know. Maybe 50%, because some people think that was no big thing that they did. And, if I recognize it, sometimes they are resentful of it, because they don't all get recognition, because they are not going above and beyond. That's honest, it's just honest. And, a lot of those that are going above and beyond, to give recognition, they just see it as their job. So, I don't know . . . 50%.

When talking about people who have left the school, Susan indicated:

If someone chooses to leave the school, I will have a staff meeting, and we'll say good-bye to that person. But, as far as getting into the personal reasons why they are leaving, I don't do that.

When asked a follow-up interview question on the discussion of failure with teachers, Susan stated:

I do [discuss failure]. Generally, I say “It is unacceptable in this building because... It is a hard conversation to have because you don’t want teachers to give up trying to reach the kids.

The following themes emerged from factors in Susan’s Meaning-Making Language construct:

- Lack of communication on People Who Left School, and
- The connection of talk and written media.

The examination of themes in Meaning-Making Language is complete. The following themes emerged for Susan in the *phase one* Motivating Language factors:

- Focus on clarification,
- The use of questioning as a clarifying strategy/technique,
- Focus on accountability,
- Emphasis within Empathetic Language construct on Praise,
- Emphasis on levels of expectancy and requirements vs. empathy,
- Lack of communication on People Who Left School,
- A heavy emphasis on Direction-Giving Language during the observation, and
- The connection of talk and written media throughout all three constructs.

With an examination of the *phase one* Motivating Language factors complete, a transition to potential themes within the unexpected Guidance factor is the next level of analysis.

Themes emergent from Guidance Factor Coding (Level One and Two) . Susan addressed the guidance factor through the follow-up interview questions. When asked how did she provide guidance in the areas of school social behavior and group dynamics Susan stated:

Realistically. They need to know that teacher behavior impacts student behavior. My expectations for them are high has professional educators. We constantly review the Professional Responsibilities standards for staff.

In this response, Susan connected to her principal talk themes of teaching staff that teacher behavior impacts principal work. Susan's response is further reflective of her clear and precise style emphasizing high expectations and her use of written media [the Professional Responsibilities are a component of the large urban southwestern school district's teacher evaluation document]. In discussing how she talks to teachers to provide within the guidance context helpful directions and advice on work issues, Susan stated:

I listen to them. Show them the policy that supports what I am saying. Ask if they want me to mediate a conversation. If it is something that is unethical or unprofessional, progress discipline is applied.

Within this context, Susan again connected her use of language with written media (district policy) and her use of non verbal communication skills.

The following themes emerged from factors in Susan's Guidance construct:

- Realistic, clear, and precise communication, and
- The connection of talk and written media.

The examination of themes in the Guidance factor is complete and the next level of analysis is Susan's main idea contextual coding (level three content coding).

Themes emergent from Principal Main Idea Contextual Coding (Level Three Content Coding). The level three content coding of observational memo data will vary from principal to principal and setting to setting based upon the environment upon which the data were collected. Susan was observed conducting an instructionally focused classroom observation conference in a one-to-one setting with a classroom teacher

discussing classroom observation data using a classroom walkthrough data collected using a data collection protocol. The two themes that emerged from the coding were accountability and curriculum and instruction. Within the theme of accountability, Susan focused on administrative expectations, student accountability, teacher accountability, and administrative follow through. For example, Susan asked, “So when you think about your assessment, what are you assessing?” Additionally, she stated, “This is what I would like for you to do.” Finally, “Can they reproduce a flea map [a pre-writing technique in the writing process]?” In each case, Susan utilized clarity of expectations to emphasize accountability in her leadership. In terms of curriculum examples of Susan’s language-in-use include the following:

That is what I would tell you to do and look at the Holistic [writing] rubric. I think you have to put them side by side and explicitly teach them side by side. My other thought too is to take a title and put a title and intro paper together and make sure a connection occurs. So what I want you to think about is after this is how will the students share [their writing] as part that is part of the common core [Common Core State Standards].

In each instance, Susan provided clarity and reduced uncertainty with regards to her expectations and implementation of curriculum in the classroom by the teacher.

The following themes emerged from Susan’s level three principal debrief (main idea) context coding:

- Clarity,
- Reduction of uncertainty,
- Accountability,
- Curriculum and Instruction, and
- The connection of talk and written media.

The examination of Susan's level three themes is complete, and the next level of analysis is Susan's level four open coding themes.

Themes emergent from Open Coding (Level Four Open Coding) . Level four open coding used post observation reflection data summarizing each speech act in its entirety with principal debrief memo data and level three coding (member check) with real time researcher memo data and physical descriptor data (when appropriate) combined to create post observation level four memo data. Themes generated from this approach were administrative expectations (outcomes, and follow through), focus/direction, clarification/reflection, and making connections/role as teacher.

During the one-to-one conversation with the teacher, Susan's intention was to see improvement in the classroom teacher's instruction. During debriefing, she stated, "I am twisting his arm, I am going to get tough." During the conference she stated, "Can your students complete the [writing] task versus filling paper?," and "If you give me your lesson plans then you will highlight your writing so I can see the work." This is a clear example of Susan communicating her administrative expectations to the teacher. Susan provided focus and direction to the teacher when she stated, "This is what I would tell you what to do look at the Holistic Rubric," and "I think that is what you have to do is to put it side by side and explicitly teach side by side." Susan articulated to the teacher what she wanted to see implemented in the classroom during instruction. Susan clarified and reflected with the teacher when she asked, "[when students were talking to shoulder partners (students sitting next to each other)] were they talking about main idea or details," and "How many were reading on their own versus reading with a partner?" In each case, Susan was attempting to engage the teacher in clarifying reflective questions in

order to focus the teacher on Susan's expectation in the classroom – talking about details and reading with a partner. Finally, through her use of oral language Susan helped the teacher make connections to previous learning and acted in the role of a teacher when she stated, “So what you want to think about is after this [writing task] is how they will share as that is part of the core [the Common Core State Standards].” Susan indicated that she had provided previous staff wide professional development on the Common Core and wanted the teacher to link to that instruction and not forget the links and connections made.

The following themes emerged from Susan's level four open coding:

- Administrative expectations,
- Focus and direction (vision),
- Clarifying questions,
- Connections to previous adult learning,
- One-to-one conferences (dyads), and
- The connection of talk and written media.

The examination of open coding is complete and the next level of analysis is Susan's use of Motivating Language tenets and assumptions.

Themes emergent from Motivating Language Tenet and Assumptions (Review of Research). In an effort to grow and expand the understanding of Motivating Language qualitative data were collected on the tenets and assumptions of Motivating Language Theory. Qualitative data were collected on the following Motivating Language tenets: (a) reduction of uncertainty, (b) improvement in clarity, (c) clarity of goals, (d) emotional bonds, (e) organizational members as human beings, (f) use of stories and metaphors, (g)

mental pictures, and (h) organizational culture. Qualitative data were collected on the following Motivating Language assumptions: (a) walk and talk congruence, (b) effective communication strategies, and (c) one way leader communication. The data reported was gathered from principal interview.

In discussing the reduction of uncertainty, Susan connected her use of oral language to her use of written media. She stated, “I always give them something in writing, and I always review what is in writing and ask them if they have any questions.” Susan continued this thread as she discussed helping her teachers gain clarity on school wide issues of importance to her and the school as a whole. She remarked:

I give them a [written] Guide-to-Practice and a one to one conference. Try some role playing, some scenarios, some what-if situations, and see if they can connect to what it is I am trying to get them to connect to.

As a follow-up, when asked if she preferred one-to-one over whole group, Susan stated:

Yes [one to one], because in a whole group, they [teachers] will mask what they don’t know. So if everybody else gets it, and they are sitting there and they don’t get it, they will never tell you in whole group they’re not getting it.

Key descriptors for Susan in the improvement of clarity are: (a) connecting talk to written media, (b) modeling, and (c) dyadic settings. In discussing specific oral language used to communicate school goals and expectations so that teachers get a clear picture of them, Susan indicated:

I have a document called the Bruce ES Teacher Expectancy document and it outlines everything that I am expecting of a teacher. We talk about it at their beginning of the year one to one conference, and as we conference throughout the year, we go back to the document. So, if there is anything they are not clear about, we go back to that part of the document and go over the expectancies again, and take notes on what we are saying on the goals to get them where they need to be.

Susan emphasized: (a) connecting talk to written media and (b) one-to-one conferencing to effectively help staff get a clear picture of goals and expectations. In discussing the emotional bonds between Susan as a leader and her teachers, Susan centered on data and student growth. She stated:

A lot of times the conversations really have to do with grade level data. There is a lot of emotion that comes forth with kids that are not making growth or are not making the growth that they feel they want to see in relationship to how hard they are working. I always say to them, you know, I know you are working hard, you've got to change your methodology because it is still not reaching that kid. It's not that you can't reach the kid, it's what you are doing right now, it's not working. That tends to be where the emotions come in over kids that are their lowest kids that are not making growth.

Susan emphasized: (a) data-driven decision making and (b) student growth as foundational emotional elements between her and her teachers. As Susan continued the conversation about focusing more on teachers as human beings than just as organizational members and describing those humanistic conversations, she remarked, "We just talk, like two individuals, and we don't talk about school at that point." When asked if that type of conversation had an impact on the teacher's school work performance, Susan said, "I don't think so." In focusing on her use of stories and metaphors as part of her oral language use, Susan indicated that she used them. In terms of how she used them, Susan indicated:

I think stories and metaphors help to humanize you as an administrator, because I think a lot of times they [teachers] forget that at one point, we were teachers, and we had the same struggles. A lot of times, what you share with them, they have no clue about. So it kind of humanizes you and makes you . . . and they sympathize with you. Susan utilized stories and metaphors to effectively: (a) humanize administrators.

Susan discussed that as she worked to create mental pictures with her teachers that she combined written media with her oral language when she said, "I generally draw a diagram." Susan's focus as a school culture is on student growth and this is her "un-

dying” conversation previously discussed. She continually places emphasis on students being unable to start and end in the same place they must demonstrate growth. Susan said:

Some aspect is going to come out of the Principal’s mouth. It could be we are standing outside on lunch duty, or it could be that we are in a staff meeting, could be in a one-to-one. Those conversations are constantly spoken. Constantly.

Susan discussed the importance of what she said and what she did being the same (walk and talk congruence) and when they were different she stated, “You have to go back and clarify.” She further stated:

I said this to you last week, somebody came up to me this week and said this is not what I said, let me go back and clarify. If you saw me do this, I was doing this because of this. What I need you to do is this. You take what it is they might be still confused about and you go back and you link it back to what you originally said, and make sure that they all understand it, and now everybody in the building is accountable to carry it out. Sometimes [what you say] it goes out and it doesn’t connect anything, go back and you have to recheck that they are connecting.

The key perspective for Susan in the alignment of walk and talk is: (a) clarification.

Susan asserted that effective communication begins with praise. She said, “I think that if you always start out telling them one thing that they are doing good, then they listen.”

She placed this in a greater context when she added:

Because, they will always say is there anything we’re doing good that she likes? There’s always so much to keep working on, but if you don’t keep showing them the one little thing they are doing and making a little progress, then they tend to feel like they are getting snowballed and they don’t listen.

Finally, in talking about when was it most important to have a one-way leader- to-follower conversation, Susan felt in a one-to-one supervision conference. She asserted that was critical in her supervision and accountability process. She stated:

Whether I am setting the initial conference at the beginning of the year, laying out expectations, or I am doing a post-observation conference where this is what we talked about in September... when I was in your room in October, this is what we still

need to work on. Because what we clearly talked about in September is not what I saw when I was in your room. So, in those two situations, equally critical.

The following themes emerged from Motivating Language tenets and assumptions:

- The connection of talk and written media,
- The preference for one-to-one (dyad) conferences as the most effective way to have a leader-to-follower conversation,
- The use of stories and metaphors to humanize a leader in the eyes of followers,
- The use of clarification as a process to improve walk and talk congruence, and
- Effective communication begins with the Empathetic Language factor praise.

Within Susan's case, Susan checked the interview transcript and debriefed following the observation providing clarifying input on each speech act and coding information; she provided pre-interview memo data, interview transcript data, researcher memo data, observation script data, researcher observation memo data, and observation debrief memo data; she participated in an interview, follow-up interview, interview transcript debrief, observation, and observation script debrief; and collectively this created a rich and thick case description. Susan believes in un-dying conversations based upon student growth, instruction, accountability and teacher actions. She wants to humanize principals in the eyes of teachers emphasizing that teacher actions have a direct impact upon the work of principals both in the positive and negative. Susan utilized Direction-Giving Language almost exclusively during her observation yet believes effective leader communication is always dyadic and must begin with Empathetic Language and the specific factor of praise. Within Direction-Giving language, she emphasized clarification and accountability utilizing effective questioning techniques as a clarifying strategy. In the area of Empathetic language, Susan indicated that she did not do it often and that she

balanced the factors of encouragement, praise, and job concern with the expectations and requirements of a professional educator. Meaning-Making language was the least utilized construct by Susan. Throughout each of the Motivating Language constructs Susan stressed her use of graphics, data, and other written media to connect with her use of oral language and maximize its effectiveness. Within the factor of guidance, Susan stressed her realistic and factual approach, her use of written media, and her ongoing expectations for professional behavior from teachers. In reflection of observational context coding (level three), Susan's main idea themes from her speech acts focused on the Direction-Giving language factors of clarity and reduction of uncertainty, accountability, curriculum and instruction, and the connection of talk with written media. Susan's open coding themes emerged along the lines of administrative expectations, focus and direction (vision), clarifying questions, connections to previous adult learning, dyadic conversations, and the connection of talk with written media. Finally, Susan's Motivating Language tenet and assumption themes were dyadic conferences; the connection of talk and written media; the use of stories and metaphors to humanize leaders in the eyes of followers; the use of clarification to improve walk and talk congruence; and the use of praise to start effective communication. As a summary, Susan's themes may be found in Appendix G1.

Case 2 Betty

- Black 7%,
- White 7.3%,
- Free and Reduced Lunch 83.9%,
- Limited English Proficient 56.7%, and

- Special Education 13.4%.

Wayne ES is a Federally designated Title 1 school and classified according to the Federal No Child Left Behind Act as In Need of Improvement Year 5 Hold.

Demographically, Betty is an African American female and has a doctorate in educational leadership. She is between 41 and 45 years of age with 25 years in education. She has served 11 years as an administrator within the large urban southwestern school district with 3 years as a principal. She has been principal of Wayne ES for the last 3 years and was an assistant principal prior to her appointment to Wayne ES as Principal. Betty completed the demographic information and pre-interview memo data prior to the interview. She referred to her memo data during the interview; therefore, little of the data is included here. The interview with Betty occurred in her office and lasted approximately 20 minutes. She provided direct answers to the questions and was concerned throughout the process with making sure that she provided “correct” and “sufficient” responses. When asked to self-describe her leadership style, Betty reported:

My leadership style is both situational and strategic. Based on various situations, I face on a daily basis I develop a strategic plan.

Betty did not make any edits to her interview transcript. She responded to the electronic follow-up interview protocol within 8 hours and provided lengthy responses to each question reflecting a growing trust of the researcher and process. The post observation debrief with Betty lasted approximately 15 minutes and provided both historical and leader intention/purpose contextual information.

Themes emergent from Principal Talk Betty did not explicitly respond to the principal talk question during the interview, she stated, “I think you [the researcher] have

asked very important questions [and] anything that I could think of right now I think you probably covered already.” Therefore, in drawing upon Betty’s collective responses, she consistently emphasized two principal talk themes throughout the *phase two* data gathering: (a) a position of support, advocacy, and collaboration in her communication with teachers and (b) situational dependent communication. In Betty’s electronic interview follow-up, she responded to the five questions in a manner consistent with her support/advocacy/collaboration theme when she stated the following: “I always try to consider,” “I let them know what support I will provide,” “I always let them know together, we . . . ,” “so that I can understand their needs,” “so that they will not be afraid,” and “I create an atmosphere where they can feel free to speak without worrying about retaliation.” Additionally, on this theme, Betty said, “I see the important thing is that I listen and show genuine concern for them [teachers].” During the one-to-one observation with her Instructional Coach, Betty consistently emphasized the theme of support/advocacy/collaboration 33% of the time. She began the conversation with an Empathetic Language praise speech act and when asked her intention she stated, “I wanted to give him confidence to continue his professional development, and I wanted to set a tone of support.” Consistently with her self-reported situational leadership style, Betty emphasized situational communication throughout her interview responses. She stated [in response to her language used to help teachers gain clarity]:

It is kind of situational, because our staff members are so different and based on the person. I address people based on the level of relationship that we have. Some people, they are newbies, so I try to make sure I stay within the range where they can understand, but if it is a veteran, you know, the conversation might be much deeper. So, it is based on the level of knowing them.

Betty in describing her emotional bonds between herself and teachers said, “It is very situational, I don’t like the stand-offish approach.” The following themes emerged from Betty’s principal talk:

- Teacher support, advocacy, and collaboration, and
- Situational communication.

Betty’s Principal Talk themes must be placed within the context of Wayne ES and her evolution and self-reflection as a principal. Wayne ES is an In Needs Improvement Year 5 Hold school and Betty is tasked with school turnaround, growth and achievement. During the observation debriefing, Betty discussed her emphasis on narrowing her focus acknowledging that in past she had been “too broad” and she felt the need to “focus on things within her control.” Based upon an understanding of the themes in principal talk, a transition to potential themes within factors in Motivating Language is appropriate.

Themes emergent from Motivating Language Factors Coding (Level One and Two) . The three Motivating Language constructs are Direction-Giving Language, Empathetic Language, and Meaning-Making Language and are the three Motivating Language constructs Betty spoke to during the interview. Betty emphasized Direction-Giving Language and Empathetic Language equally during her observation broadly covering each construct. Consistently, she used support, advocacy, and collaboration within her use of language as foundational elements to each of the constructs.

During the interview, within the Direction-Giving Language construct, Betty maintained the theme of support, advocacy and collaboration within her use of language and did not strongly emphasize Direction-Giving Language instead emphasizing indirect methods and characteristics of Empathetic Language [consideration]. For example, in

response to her use of language in providing useful directions, Betty stated, “I try to help them understand the purpose.” In her discussion of future change, she said:

I am really careful when talking about future change to teachers. I try to always consider what impact the change may have on the teachers. Therefore, I usually start in an open forum with all staff then, I will approach each teacher on an individual basis to make them feel more comfortable. I always allow them the opportunity to express their opinion regarding the change whether we agree or disagree. Finally, I let them know if this is something we can negotiate or let them know if this is a non-negotiable. I always let them know what support I will provide to assist them with the change.

Finally, in discussing school achievements, Betty combined collaboration and data when she stated:

When talking about school achievements I focus on facts first. I often use the data results to show our achievement because the data will speak the truth. Then, I find the positives and focus on them. Next, I solicit teachers to respond to their thoughts about the data. Together, I try to focus on next steps. I always, let them know that together we can improve.

In the observation, Betty utilized Direction-Giving Language approximately 50% of the time. Within the factors of Direction-Giving Language, she utilized the following Direction-Giving factors: (a) useful explanations to do work, (b) helpful directions to do work, (c) definitions to receive reward, (d) advice to improve work, and (e) clear instruction to solve job problems. Betty focused on clarity through indirect techniques consistently within the DL construct during the observation. She used clarifying questions and reflection to guide the conversation with her Instructional Coach in providing useful explanations to do work. An example of this was, “What is the best way to follow-up on this training after this professional development activity?” When asked her intent Betty stated, “I want him to follow-up on meaningful training and understand that training is not in isolation.” In terms of reflection, she said:

We never took time to show teachers what the Daily 5 [a classroom reading strategy] looks like. That was a whole huge reflection piece. How we reflect on how we make connections to pull it all together.

During the debriefing, Betty felt that she was modeling and explaining for her Instructional Coach how she wanted it done though their co-processing [an indirect strategy]. Betty continued to focus on clarity as she offered helpful direction to do work to her Instructional Coach. She stated, “With all these things going on we just have to keep the focus, keep the follow-up, and provide feedback through giving mental notes.” During debriefing, Betty indicated that she wanted the Instructional Coach to guide teachers on keeping mental notes as they observed in each other’s classrooms instead of taking written notes avoiding a stressful peer-to-peer atmosphere. Betty continued to focus on clarity and emphasized accountability and administrative expectations as she gave definitions to receive reward. Specifically, she asked, “Do you give specific feedback [to teachers during Instructional Coach classroom observations]?” During the debriefing, Betty indicated her intention was two-fold: (a) to clarify her expectation [I expect you to give feedback] and (b) to define her expectation [This is how you do it]. Betty offered the teacher advice on how to improve his work during the observation by saying, “You take all the tools you have been given and create a bag that you can use to be the best teacher.” Betty provided contextual information on how to be successful and what the Instructional Coach should help new teachers with. She indicated her two main idea context codes for this speech act were to clarify and provide support. Finally, Betty communicated clear instruction to solve job problems to the Instructional Coach.

[We need to] Keep up with all the things and not lose focus. No more new things. That is why I said that at the beginning of the year.

She indicated that during the debriefing that last year she was “stressed out” with too many initiatives/goals/priorities and that her main ideas were to clarify, focus, and narrow the school vision. The following themes emerged from factors in Betty’s Direction-Giving Language construct:

- The asking of questions as the primary language technique in Direction-Giving Language,
- The use of indirect language within the DG construct,
- Strategic mixing of ML constructs to support effective language usage,
- The use of questioning and reflection as clarifying strategies,
- Emphasis on clarity, focus, and narrowing of the school vision,
- The connection of talk and written media (data),
- Focus on accountability and administrative follow-up, and
- Teacher support, advocacy, and collaboration.

The examination of themes in Direction-Giving Language is complete and the next level of analysis is Betty’s use of Empathetic Language.

Betty spoke in detail about Empathetic Language during the interview and utilized Empathetic Language approximately 50% of the time during the observation. She communicated with more confidence and authority within this construct. During the interview, Betty discussed encouragement and stated that she always tried to find positives. She further stated, “[Encouragement] works . . . for some people it works well and for some, there’s sometimes no affect it just depends on the person.” Within the factor of praise, Betty said:

I always say thank you, always, for their efforts. And, then I specifically try to state the action that they did, you know, whatever they did to deserve the praise. I do it in private and in public, depending on what the action was.

Finally, as Betty discussed how she expressed concern for teachers' job satisfaction she stated:

To do that, I try to ask them questions. Open discussion, so that they can do the talking and to show them compassion by listening to them so that I can understand what issues they are having, whether it is positive or negative as far as the job.

Throughout her interview responses, Betty emphasized her ongoing theme of teacher support, advocacy, and collaboration within her use of language. She discussed the theme of inconsistency within the construct. Betty maintained her consistent and ongoing application of questioning techniques and situational communication within the Empathetic Language construct.

Betty utilized the following Empathetic Language factors during her observation with her Instructional Coach: (a) support for professional development, (b) trust, (c) praise, and (d) concern for job satisfaction. The expression of support for professional development was the most frequently used EL factor during the observation and support was the focus of the observation according to Betty. She asked, "So do you feel comfortable with this part [researcher memo - focus Instructional Coach on content of professional development presentation – Common Core] and what will you do to present this content?" During the debriefing, Betty stated that her intention was to provide support to the Instructional Coach in case he was not ready to present [at the upcoming staff development day] in the form of his own professional development prior to his delivery of professional development to the Wayne ES teaching staff. She utilized her use of questioning within the EL construct to illicit a response from the Instructional

Coach that sparked a sharing conversation (researcher memo) between the two. From this conversation, Betty was able to determine where to support and guide the Instructional Coach, if necessary, as discussed during debriefing. Later in the observation, Betty again asked a pair of reflective questions focused on support for professional development when she said:

What can I do to support you and what role can I take to help you? Do you need me to help you with follow-up?

During the debriefing, Betty stated her intention as, “I wanted to let him know I have his back [an explicit example of an emotion bond between principal and teacher (leader/follower)].” The importance of debriefing was emphasized for the researcher within this construct. Betty said, “What I would like you to do is after professional development day is provide me a schedule of your coaching so I can coordinate walkthroughs.” The researcher at the time recorded a memo note of accountability, direction, and evaluation; however, at the debriefing when asked her intention, Betty stated, “To make sure I am there to support him and see for myself if he needs support.” This is a prime example of the principal debrief memo and main idea context coding improving the study *credibility*. In terms of the factor trust, Betty expressed both agreement with and sought the opinion of her Instructional Coach and, in doing so she showed trust in his judgment. Betty continued her theme of using questioning to implement a construct when she asked, “So do you think our new teachers would benefit from this type of feedback?” During the debriefing, Betty indicated that her emphasis was on gaining his participation. Betty began the observation delivering a speech act coded to the EL factor praise. She said, “What a great job at the last staff professional day with great feedback.” During debriefing, she stated that she wanted to set the tone of

the conversation as one of support. Finally, Betty addressed the factor of concern for job satisfaction during the observation. She said, “I have some things in mind and I want to see what you have in mind.” During the debriefing, Betty indicated that she wanted to tell her Instructional Coach what she wanted him to know and she wanted to listen to what was on his mind. She said, “I wanted him to feel included and satisfied,” and she coded the speech act as participatory in nature. Throughout the observation, Betty emphasized the theme of teacher support, advocacy, and collaboration within her use of language; and the use questioning to implement the Empathetic Language construct.

The following themes emerged from factors in Betty’s Empathetic Language construct:

- Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language,
- The application of indirect language use within Empathetic Language,
- The use of questioning within the Empathetic Language construct,
- The heavy emphasis on professional development,
- An explicit emotional bond between principal and teacher,
- The focus on participatory/inclusive practices,
- The concept of situational praise, and
- The inconsistent effect of encouragement.

The examination of themes in Empathetic Language is complete and the next level of analysis is Betty’s use of Meaning-Making Language.

Within the Meaning-Making Language Construct, Betty’s data were confined only to the interview questions with no data collected in the observation setting. The Meaning-

Making factors discussed during the interview with Betty were people who are rewarded at school and people who left the school. In terms of people who are rewarded at school, Betty stated;

I try to encourage them to help praise their co-workers. I let them know that everyone is working hard, but sometimes when someone does something above and beyond, that we really need to recognize them. Not just me, but the co-workers need to recognize their own cohorts also.

Through this response, Betty is inviting collaboration emphasizing her theme of teacher support, advocacy, and collaboration within her use of language. As a follow-up, Betty was asked how she highlighted what teachers did and she stated:

We have a board in the lounge where we recognize employees for specific things. And, at first, it was just administrators that were doing it. But, then I realized, it is more important when it is coming from the coworkers. So, we now open it up where I put the blank slips on a clipboard, and they can go in and they can say something like, "Good job." And, then I tell them, say specifically what they did. Like "Great job for planning a professional development, Susan." And, then they put it on the board so that everyone can see that that person's been recognized. That kind of cuts down on the jealousy, and the little things we get into as far as power plays.

In this response, Betty is expanding her use of collaboration to emphasize school cultural and appropriate/exemplar workplace behaviors as a theme within the Meaning-Making construct. When talking about people who have left the school, Betty indicated:

Depending on the reason the person left, I am pretty open. People leave for so many different reasons. If it is personal and I know it is something I can't discuss with them, I just say this person found a better opportunity. Or, for a personal reason. But, I am pretty open about that because people sometimes have a stigma . . . oh, they left your school, what's wrong with your school? And, I let them know change is good. Sometimes people leave, they need to grow. So, I always tell them, I try to have a positive attitude about people leaving. And, I don't take it personal.

Through her use of transparency in communication, Betty has helped to communicate school culture, support teacher self-reflection, and collective inquiry. When asked a follow-up interview question on her discussion of failure with teachers, Betty stated:

In order to move forward we had to start looking at our failures as well as our successes. I encourage my staff to become reflective practitioners so that they will not be afraid to focus on our past. I try to use failure as a stepping stone to being successful. Now, all staff members are required to journal on a weekly basis so that we can all openly reflect upon what we've done in the past and where we are going in the future. Our overall improvement on the School Performance Framework has shown them that we are capable of turning our failures into success. Over the last year we have grown from a two star to a four star school so, I take this opportunity to remind our teachers not to forget what we had to do in order to move forward and show overall school improvement.

Betty's ongoing utilization of reflection strategies within the context of failure and the Meaning-Making Language construct has reinforced her emphasis on school turnaround, growth and achievement; narrowing of vision; and emphasis on a school culture of support.

The following themes emerged from factors in Betty's Meaning-Making Language construct:

- Emphasis on teacher support, advocacy, and collaboration within the use of Meaning-Making Language,
- Use of collaboration to emphasize school culture and individual teacher exemplar behaviors,
- Transparency in communication, and
- The utilization of questioning and reflection strategies to support Meaning-Making Language communication.

The examination of themes in Meaning-Making Language is complete. The following themes emerged for Betty in the *phase one* Motivating Language factors:

- The asking of questions as the primary language technique in Direction-Giving Language,
- The use of questioning within the Empathetic Language construct,

- The utilization of questioning and reflection strategies to support Meaning-Making Language communication,
- The use of questioning and reflection as clarifying strategies,
- The use of indirect language within the DG construct,
- Strategic mixing of ML constructs to support effective language usage,
- The application of indirect language use within Empathetic Language,
- Teacher support, advocacy, and collaboration within Direction-Giving Language,
- Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language,
- Emphasis on teacher support, advocacy, and collaboration within the use of Meaning-Making Language,
- Emphasis on clarity, focus, and narrowing of the school vision,
- The connection of talk and written media (data),
- Focus on accountability and administrative follow-up,
- The heavy emphasis on professional development,
- An explicit emotional bond between principal and teacher,
- The focus on participatory/inclusive practices,
- The concept of situational praise,
- The inconsistent effect of encouragement,
- Use of collaboration to emphasize school culture and individual teacher exemplar behaviors, and
- Transparency in communication.

With an examination of the *phase one* Motivating Language factors complete, a transition to potential themes within the unexpected Guidance factor is the next level of analysis.

Themes emergent from Guidance Factor Coding (Level One and Two) . Betty addressed the guidance factor through the follow-up interview questions. When asked how did she provide guidance in the areas of school social behavior and group dynamics Betty stated:

I provide guidance to teachers in areas of school social behavior and group dynamics by allowing them the opportunity to discuss openly their opinions and concerns. In order to provide solid guidance in this area I focus more on communicating with teachers so that I can understand their needs.

Betty, in her response emphasized her ongoing themes of teacher support, advocacy, and collaboration; collaboration to emphasize school culture and individual behavior; and transparency in communication through the utilization of an open forum to express opinions and concerns. This is reflective of the cross factor loading of this item between guidance and Meaning-Making Language. In discussing how she talks to teachers to provide within the guidance context helpful directions and advice on work issues, Betty stated:

In order to provide helpful directions and advice on work related issues again, I must first allow teachers the opportunity to communicate in a safe environment. I create an atmosphere where they can feel free to speak without worrying about retaliation. Then, together I allow them to help develop a solution to the problem or concern. I make sure they know that I am here to support them no matter what the issue may be. With her response, Betty is connecting her consistent theme of teacher support,

advocacy, and collaboration with the theme of trust.

The following themes emerged from factors in Betty's Guidance construct:

- Emphasis on teacher support, advocacy, and collaboration within the construct,

- Utilization of collaboration to emphasize school culture and individual behavior,
- Utilization of an open forum to express opinions and concerns, and
- An environment of trust.

The examination of themes in the Guidance factor is complete and the next level of analysis is Betty's main idea contextual coding (level three content coding).

Themes emergent from Principal Main Idea Contextual Coding (Level Three Content Coding) Betty was observed in a one-to-one conference setting with the Wayne ES Instructional Coach conducting a focused conference regarding planning for the upcoming staff development in-service day. During the debriefing, the main idea themes she emphasized and coded during the conference were the following: (a) clarity, (b) accountability, and (c) focus/vision. Within the theme of clarity, Betty emphasized the use of clarifying questions and modeling. For example, she asked the question, "What does that look like?" She described her intention was to understand what the Instructional Coach saw within classrooms. In terms of modeling, she stated, "We never took the time to show teachers what the Daily 5 looked like." During debriefing, Betty stated that her intention was to emphasize, "What needs to be done." Within the theme of accountability, Betty focused on administrative follow through, and administrative expectations. In each instance of administrative follow through, Betty used questioning techniques to set up future teacher actions that she would follow-up administratively to ensure action was taken. Examples of this included planning future professional development and planning follow-up activities after professional development occurred. Betty used clarity of expectations to emphasize accountability in her leadership. Finally, Betty utilized Direction-Giving language concepts to clarify goals, the reinforcement of

established vision, and prioritization of school efforts/focus during her conversation with the Instructional Coach. During debriefing, Betty shared her application of Direction-Giving Language concepts and intentions were to narrow the school focus and continue to place emphasis on the school instructional plan in the area of reading.

The following themes emerged from Betty's level three principal debrief (main idea) context coding:

- The use of clarifying questions to enhance communication and communicate administrative intent,
- The use of questioning to establish future administrative plan of action, and
- The use of Direction-Giving Language to narrow school focus and vision.

The examination of Betty's level three themes is complete and the next level of analysis is Betty's level four open coding themes.

Themes emergent from Open Coding (Level Four Open Coding). The themes that emerged from open coding include support and the concept of reflective questioning based upon a review of Betty's tally data. These two themes are the most overarching of Betty's themes.

In terms of support, Betty indicated the overall focus of the observation conference was to provide support for the Instructional Coach in his role as a teacher leader and professional development provider within the school setting. As she focused on the theme of support within the observation, two threads emerged from the data: (a) the role of supporter and (b) the act of supporting. As an illustration, within the thread of role of supporter, Betty stated, "I want to make sure I am there to support," and stated her intention as I want to be hands on to see if he needed support. In the act of supporting,

Betty communicated during debriefing the following intention/reflection: “What can I do to help you? . . . get better? . . . do your job?” Within the limits of the interview, Betty discussed support in Direction-Giving Language and Guidance factors. Betty discussed support 37.5% of the time during the observation and 40% of the time in the electronic follow-up interview.

Betty utilized the strategy of asking questions throughout the interview and observation. She asked questions within each of the Motivating Language constructs and the guidance construct. Betty asked reflective questions 50% of the time in the Empathetic construct and 30% of the time in Direction-Giving construct during the observation. As the researcher, processed the data the following question presented itself:

Within Betty’s use of language, is reflective questioning a better Empathetic Language technique due to the humanistic/emotional/consideration aspect of Empathetic language versus a Direction-Giving technique due to the Direction-Giving Language emphasis on clarity/reduction of uncertainty/structure? And, in Betty’s case is this connected to her situational leadership/communication preference? Or, is this reflective of the nature of a speech act (illocutionary) and connected more to language-in-use?

The following themes emerged from Betty’s level four open coding:

- Support in the role of support (leader),
- Support in the act of supporting (language),
- Support across all Motivating Language constructs,
- Support in the guidance construct,
- The use of questioning across all Motivating Language constructs,
- The use of questioning across the guidance construct, and
- The use of questioning 50% of the time in the Empathetic Language construct.

The examination of open coding is complete and the next level of analysis is Betty's use of Motivating Language tenets and assumptions.

Themes emergent from Motivating Language Tenet and Assumptions (Review of Research) . As part of the interview process, in an effort to learn more about the tenets of Motivating Language, Betty discussed her use of oral language in the following areas: (a) reduction of uncertainty, (b) improvement in clarity, (c) clarity of goals, (d) emotional bonds, (e) organizational members as human beings, (f) use of stories and metaphors, (g) mental pictures, and (h) organizational culture. In talking about the reduction of uncertainty, Betty stated:

I try to explain the importance of our school goals first, the expectations. And, then I remind them that, you know, no matter what our goals are, no matter how we get there, the most important thing is our children and the learning. And, I try to make sure that they understand that the children are always going to come first I always try to stress to them the importance again, and then explain to them what affect it has on the school. If they don't understand why they are doing something, then sometimes people have a problem with following through.

Keys in the reduction of uncertainty to Betty are: (a) communication of student achievement and priority on learning as school goals. In describing how she utilized oral language to communicate school goals and expectations so that teachers get a clear picture/idea of them, Betty indicated:

Again, I make sure they understand the school goals and expectations. And, the next thing is I help them to see how they relate to student achievement. Because, I don't want them to lose sight of no matter what we are doing, overall we have got to just focus on the student achievement. Because goals and expectations can be difficult to understand for some people. So, I have used stories, metaphors, examples, personal experience. It is just anything that I feel is going to help them get that clear picture. Depending on the level of the person, you know, their experience and education, the clarity comes sometimes quicker for some people. [and] I have met people that never really understand. And, no matter what you do . . . I mean, for those people, I mean it's not a whole lot of teachers like that. But, for the one or two that I can think of . . . what I try to do at that point is focus on peers. I think sometimes they can

understand things... like students, they get it from their peers sometimes if they can't understand it on my level. So, I try the peer approach.

The method to communicate goals and expectations so that teachers get a clear picture used by Betty include: (a) relating school goals to student achievement and (b) peer learning. In focusing on the emotional bonds between Betty as a leader and her teachers, she stated:

These types of conversations . . . it is based on situation. And, I see the important thing is that I listen and show genuine concern for them. People want to be heard, so if it is something dealing with emotion, I want them to know that I am going to genuinely understand and listen to them and not just ignore what they are saying.

Betty's keys to establishing emotional bonds are: (a) situational communication, (b) support for teachers in communication, and (c) listening strategies. As Betty discussed her consideration of teachers as human beings and more than just as organizational members, she remarked:

These types of conversations are more relaxed most times because I use myself as an example. And, the main think I try to say when I talk to teachers on that level is to let them know that it is okay to make mistakes, I make them, they make them. And, you know, we don't have to always be right. And, that's kind of when we talk about being humans, that's what I focus on with my staff.

Betty's main elements are: (a) personal experiences and (b) mistake ok school culture.

In sharing her use of stories and metaphors as part of her leadership language, Betty indicated that she attempted to create vivid word pictures. She said:

What I do is I try to paint a clear picture, give them the most vivid understanding that I can. The biggest thing for me is experience, personal experiences, and that is what I use a lot, because I can relate in a way where I can make sure they get the message.

Key to Betty's creation of mental pictures is (a) personal experience. In terms of school culture Betty stated:

What I try to make sure is that everyone is accepted. I make sure teachers understand that it is important that understand the culture [of the community] so that they can reach our students.

Elements of emphasis by Betty in the area of school culture include: (a) inclusive practices and (b) school culture is reflective of the community culture.

The interview transitioned to the final segment with a discussion focused on the Motivating Language assumptions: (a) walk and talk congruence, (b) effective communication strategies, and (c) one-way leader communication. In sharing about walk and talk congruence she stated:

I have to explain to them that things are situational. My actions may change based on what the situations are. I tell them it's not that I am being deceptive, it's just that that if I say this, and you look up and something different happens, the situation changed. And, I had to do what was best for a child.

Keys to walk and talk alignment include: (a) situational leadership and (b) student centered leadership practices.

Betty in discussing effective communication strategies stated:

I find that the most effective ideas and strategies will be, to utilize would be modeling and co-teaching. My teachers, you can talk to them. I have had teachers say to me, "You know, you have told me this and told me that, but I want the meat." So, for them, sometimes they have to see it and actually do it, and I think that's the most effective strategy I have been able to use with my teachers.

Keys to effective communication for Betty include: (a) modeling. Finally, in talking about when was it most important to have a one way leader-to-follower conversation, she stated:

It is most critical to have one-way directional communication with a teacher when they are doing something that may affect a child in a negative manner. It is probably no negotiations at that point. I have to be very direct to make sure that the students are safe and that whatever is happening is not happening.

Priority leader-to-follower conversations for Betty occur: (a) student safety concerns.

The following themes emerged from Motivating Language tenets and assumptions:

- An emphasis on clear goals and narrow focus with indirect Direction-Giving Language preferences,
- An application of all three ML constructs to maximize leader communication and communicate intent,
- The use of Meaning-Making Language to communicate school goals,
- Emphasis on teacher support, advocacy, and collaboration within the use of Motivating Language,
- An application of situational communication within Empathetic Language,
- Use of personal experiences to create vivid, clear mental pictures,
- School culture is student-centered with inclusive practices,
- Effective communication is based upon leader modeling, and
- Most important leader-to-follower communication is one-to-one conference concerning needs of a student.

Within Betty's case, she checked the interview transcript and debriefed following the observation providing clarifying input on each speech act and coding information. She provided pre-interview memo data, interview transcript data, researcher memo data, observation script data, researcher observation memo data, and observation debrief memo data; she participated in an interview, follow-up interview, interview transcript debrief, observation, and observation script debrief; and collectively this created thick and rich case description. Betty believes in leadership that is situational and strategic. She consistently emphasized the theme of support, advocacy, and collaboration throughout each level of coding and each opportunity for data collection. This theme cannot be undersold. Betty established the use of questioning throughout each of the Motivating

Language constructs and accentuated the use of indirect language in both Direction-Giving and Empathetic Language. Betty, communicated a strong and explicit example of an emotional bond during the debriefing when she stated, “I wanted him to know that I had his back” referring to her Instructional Coach and consistent with her theme of support. Betty placed a heavy emphasis on staff/professional development again reflective of her support theme. Within the Meaning-Making Language construct, Betty was focused on the use of collaborative/inclusive practices to emphasize school culture and exemplar teacher behavior(s) consistent with her modeling preference as the most effective communication strategy. Within the factor of guidance, Betty placed a great deal of emphasis on her themes of support, collaboration, and the utilization of open forums within an environment of trust. In reflection of observational context coding (level three), Betty’s main idea themes from her speech acts focused on the Direction-Giving language factor of clarity, the use of questioning to establish future administrative actions, and the use of Direction-Giving Language concepts to narrow focus. Betty’s open coding themes emerged along the lines of support in the role of leader and in the act of use of language; and questioning. Finally, Betty’s Motivating Language tenet and assumption themes were indirect Direction-Giving preferences, connection of all three ML constructs to maximize leader communication, the use of Meaning-Making Language to establish school goals, the use of situational communication strategies within the Empathetic Language construct, the use personal experiences to enrich the creation of vivid mental pictures, and the use of one-to-one conferences/dyadic communication when needed. As a summary, Betty’s themes may be found in Appendix G2.

Case 3 Alice

This next case study is the first principal in the Improving Cluster. Alice is the principal of Clark ES. The student population of Clark ES is 641 students and consists of the following student demographic information:

- Hispanic 71.2%,
- Black 9.5%,
- White 11.4%,
- Free and Reduced Lunch 85.1%,
- Limited English Proficient 44%, and
- Special Education 14.9%.

Clark ES is a non-Title 1 school and is classified according to the Federal No Child Left Behind Act as Watch. Demographically, Alice is female and self-identified her race as other. She is bilingual speaking a middle-eastern language [self identified during interview]. She is between 46 and 50 years of age with 27 years in education. She has served 16 years as an administrator within the large urban southwestern school district with 10 years as a principal. She has been principal of Clark ES for the last 10 years and described herself as “I am always optimistic.” Alice completed the demographic information and pre-interview memo data following the interview. The interview with Alice occurred in a restaurant and lasted approximately 1 hour and 15 minutes. She answered each question with rich detail and lengthy responses.

When asked to describe her leadership style, Alice stated:

I see my role as a leader as a combination of knowledge; communicative route; ability to understand and identify staff expertise and ability; and finally to coordinate all resources to be able to promote, advance, and achieve mastery for students.

Alice made extensive edits to the interview transcript. She edited 23 of her responses. Alice responded to the electronic follow-up interview protocol after ten days and each of her responses was a paragraph in length. The post observation debrief with Alice lasted approximately two hours. Alice's interview, observation, and debriefing each provided significant insight into principal talk due to her open and honest reflections.

Themes emergent from Principal Talk. Alice consistently referred to the following: (a) goals, (b) a family school culture, and (c) leader initiated structures during her interview and observation. She used the following goal terms: long term goals, short term goals, SMART goals, school goals, grade level goals, individual teacher goals, student achievement goals, and SIP [School Improvement Plan] goals within her recorded data. Alice emphasized a process/cycle of data-driven collaborative goal setting, continuous data-driving monitoring/transparent feedback, and summative evaluation. The following thick and rich description is characteristic of both Alice's process and her revised interview transcript:

I used to have something that I started when I did not know the staff. I called it Luncheon on the Boss, because I know teachers love lunch, but, they would not give up their lunch time for anything in the world. I would buy lunch and pay usually \$15.00/week. I will have first grade one week, second grade one week, and they love it. They come, and I have little place mats, and I have the food over there. But, the only thing they have to bring with them is their students' assessment data. They bring their data with them. I will take teachers' data and I say, "Let's look at your data. How did your kids do? The three weakest areas are cause and effect, place value, whatever. Let's look at data. Why is she doing better in cause and effect? What made your scores better than hers? We definitely did not purposely send all the good kids in to your classroom and not so good ones into her classroom." So it's having those casual talks about students' performance and what worked in a friendly setting. I am attacking teachers, I using data and highlighting practices. So, teachers became more comfortable working together and sharing good ideas. Most important, I just taught my teachers how to look at data and analyze it without forcing them to do so. They come happy to the meeting and leave happy. That communication actually set the tone for the [future] PLC meetings as I analyze the data with them. Because, what principals tend to forget, teachers don't know everything. We don't know everything.

But, if we show them how it's done, it's a piece of cake. It's not that they don't want to do it; sometimes they really don't know how to do it. But, if you show by example when I sit with them, they feel comfortable developing classrooms smart goals in their improvement plans. SMART Goals are areas of needs; Reading, this is your expectations. For writing, this is what you are going to work on for this trimester. For math, this is what you are going to work on. This is a grade level expectation. Now, you are going to go through your own data, and you are going to find out, what you need to work on in your own small classroom. In reading, your 17 or 18 kids, identify the lowest three standards in writing, lowest three in reading, and lowest three in math. And, you are going to develop your own action plan for your classroom group, just like I did as a grade level. By doing it that way, they do it, because it is not a foreign language any more. It is something they feel like they can conquer. They could analyze the data. It is not a big deal.

Through this example, Alice illustrated the following themes: (a) a system of data-driven goals and continuous improvement, (b) creation of a family-oriented, personal work culture, (c) a leader initiated operational and structural leadership style, (d) a high level of administrative expectation, and (e) a positive, persistent attitude. Alice used these descriptors within her interview transcript as she discussed staff at her school: family, dad, son, professional, personal, divorce, Friday hang-around, and wedding. She provided the following illustrative example of her school interactions with teachers and view of her staff:

I had a teacher who . . . J.W., the district took away from me, he was one of my teachers when he started new. And, he used to come at 5:00 in the morning and leave at 10:00 at night. Finally, I brought him to me office, and I said, "Son, listen, this is a job, you're killing yourself. If you want to be good, that's fine. But, the more time you spend in the classroom, you're exhausted. I do not want to see you in the building at 5:00, and I do not want to see you in the building past 5:00." He looked at me and asked why. And, I said, "Because you're draining yourself. And, I have two sons; I understand where you are coming from. You are very enthusiastic." While I am talking I say, "Son, listen . . ." And, that's how I approached it. He left my room very excited and rushed to one of my literacy specialists, and he said, "Guess what happened?" And, she said, "What? Did she chew your ass? Did you do something wrong?" And he said, "No, she called me son." And, just that simple comment left such a lasting impression on him . . . that "she really believes in me and she sees me as one of her sons."

Alice has well-thought structures and procedures with step-by-step directions reflective of her administrative expectations and intentionality. This was illustrated through the documents she utilized with teachers during the scheduled observation and the following illustrative example from her interview:

My expectations of them are very, very clear. We have written expectations. Our handbook is actually designed and divided into domains, exactly what we have on the district teacher evaluation. I set up my handbook with procedures, specific procedures with domains, instructional domain, the environment domain, the professional domain, the assessment domain. And, each page has explicit information how to be proficient at it. Not just a piece of paper that looks like a newspaper and has little criteria of district of 1, 2, 3, 4, or 5. I don't want them to be 3 or 2 or 1 or 0, those are not acceptable choices of performance. They all have to be 4 and expected to work at that level. So to give them more specific information how to achieve that, not just what it is, but how to do it. So, they have that handbook. We have specific procedures for substitute handbooks. We have very specific procedures for emergency plans. So, they already know what my expectations are. We have weekly meetings. We actually have a form that explains step by step what to do, what to say, who is going to be in charge of that, what is it that I want to see at the end. Those are sent weekly and the minutes posted online. We have an icon for every grade level. Their lesson plans are posted on icons, and everyone sees their lesson plans. My feedback on their PLC forms, STPT is posted as well. Everyone sees my feedback to them.

Through this example, Alice illuminated the following themes: (a) a high level of administrative expectation, (b) the connection of talk and written media, (c) transparency in communication, (d) the use of collaboration to emphasize school culture, and (e) the use of reflection within communication. Finally, in discussing principal talk, Alice felt it was important for to share the following information about principal talk:

As an administrator, to be cautious when communicating to teachers and staff that what I say is not what I want to accomplish but what I want my teacher(s) to accomplish. Don't give specific directions but the specific outcomes. Lead with questions and allow teachers to articulate that in their own actions. Keep students the focus at all times.

The following themes emerged from Alice's principal talk:

- A system of data-driven goals and continuous improvement,
- Creation of a family-oriented, personal work culture,
- A leader initiated operational and structural leadership style,
- A high level of administrative expectation,
- The connection of talk and written media,
- Transparency in communication,
- The use of collaboration to emphasize school culture, and
- The use of reflection within communication.

Alice's principal talk themes must be placed within the context of Clark ES. Alice has been the principal at Clark ES for 10 years and has created a high functioning team. The school has exceeded the requirements of this study demonstrating 5 consecutive years of continuous improvement in ELA and 4 continuous years of improvement in math. Alice is focused on a cycle of continuous improvement, achievement, and student growth. She, fundamentally, operates differently than a school in need of a quick turnaround.

Themes emergent from Motivating Language Factors Coding (Level One and Two). Alice spoke to all three of the Motivating Language constructs equally during the interview and utilized all three constructs during her observation.

During the interview, within the Direction-Giving Language construct, Alice discussed the Direction-Giving factors of explanations, future change, and school achievements. Alice in her pre-interview thoughts listed as main ideas within the factor of giving useful explanations to teachers, "modeling, using previous examples, and giving specific directions." In the interview she stated:

When I talk to teachers, I keep in mind that my focus is the students, and my focus is what happens in the classroom. So, when I talk to them, based on their actual population they have in the classroom, and based on the style of the teachers, I form my tone of communication. I know how they work and what things they are good at. [Consideration] Therefore, I keep in mind that my final goal or objective is to help the students do better. So, it is a long term communication, not just for those 5 minutes encounters. It helps me monitor what goes on, and it helps me refocus the teachers' thinking. The way they think is how they eventually do things in the classroom. So, their attitude and the way they perceive my expectations is very important.

Alice quickly communicated her expectations:

My expectations . . . one of the first expectations that I have of my staff is to work together. Have one focus, target every student in the classroom and be very specific. I work very hard to understand my teachers. I want my teachers to work as hard to understand their students in the classroom. What do they need today? And, what is needed for them for the end of the year to be successful?

From this combination of data, Alice clarified her administrative expectations as two-fold (a) student-focused and (b) collaborative. Additionally, she stated that her communication is process driven with long term expectations and outcome oriented for teachers. Alice utilized the Empathetic Language elements [consideration] when she discussed how she “formed her tone” to base her style of communication toward specific teachers a key and strategic example of Motivating Language in use. Alice emphasized the themes of collaboration, written media/data, and goal planning in her response to future change. She wrote:

I start with current status - What is working and what is not. Then brainstorm ideas to improve on areas where we need to improve on. Teachers and I develop the plans together.

In the factor of school achievement, Alice stated:

I use data of students' achievement and teachers' performance. Based on the data analysis and already identified improvement goals, we analyze our achievement. All grade level teachers have “assessment folders” that contains all students' data results that is identified, tracked and analyzed weekly/biweekly and monthly to monitor growth toward achievement goals.

Through this example, Alice illustrated the following themes: (a) a system of data-driven goals and continuous improvement, (b) a leader initiated operational and structural leadership style, and (c) a high level of administrative expectation. The researcher observed Alice conducting this type of a meeting for the observation. In the observation, Alice utilized Direction-Giving Language 59% of the time. Within the construct of Direction-Giving Language, she emphasized the following Direction-Giving factors: (a) useful explanations to do work, (b) evaluation information, (c) instructions to solve job problems, (d) understand work instructions, and (e) advice to improve work. Alice utilized useful explanations within the goal setting process and communication of administrative expectations/accountability. An example of this is when Alice stated:

So our focus [school] this year is vocabulary and centers. Teacher mentors [teacher leaders – distributed/collaborative leadership] are looking for best practices so we have selected some practices that we want teachers to see in each other's classrooms.

During debriefing, Alice indicated:

My whole purpose of that meeting was to create a sense of urgency. My mission was to get word walls, vocabulary, and centers out into classrooms. We were 6 weeks into the year. Let's check and see how we are doing? I want to create alignment from school to grade level to classroom.

Alice provided two clear examples on the factor specific information on evaluation, one a question and one a statement. She asked, "Grade level improvement plans how are you doing that?" This is a prime example of Alice's assertion [Principal Talk] to not give a specific direction but to give outcome with a question connected to observable adult action. Continuing, she stated:

We are a pilot for the new state teacher evaluation program. You received a feedback form. They [the State Department of Education] want that done on a smaller scale. I want you to do that on a practice that we focus on during your next observation. I want you to select one goal for that observation.

A teacher was struggling and reluctant to give negative student feedback to parents regarding a special education student and voiced a concern about progress reporting during the concern portion of the meeting agenda. Alice responded with instructions on solving this job problem when she stated:

You have to be honest with kids and honest with parents. What do you do on a daily basis? Plus you have your own IEP goals [Special Education Student Improvement Educational Plan] right? You can design your own progress report and make it a simple one it does not have to be lengthy.

Alice indicated during the debriefing that it was important to be an advocate for parents and to support the teacher by keeping the process simple. Alice reinforced her ongoing themes: (a) written media supporting communication, (b) collaboration, (c) goal planning, and (d) leader initiated operational and structural leadership style when she gave easily understood instructions to the grade level regarding her administrative expectations for planning. She stated, “The one-to-one forms . . . the whole grade level should work as one team just like lesson planning.” Alice’s debrief memo was the expectation for grade level consistency and to focus energy on the grade level goal.

Finally, Alice provided advice to the grade level on how to improve their work. She said, “It would be a good idea for you [a second grade teacher from the meeting] to attend a third grade STPT [same meeting the grade level was having].” In the debriefing, Alice said that she was setting expectations for administrative follow through.

The following themes emerged from factors in Alice’s Direction-Giving Language construct:

- Use of Direction-Giving Language to support administrative expectations,
- Use of language is process oriented and outcome driven,
- Strategic mixing of ML constructs to support effective language usage,

- Use of explanations to reinforce goal setting process,
- The use of questions connected to specific outcomes and adult action to provide direction/clarity,
- Focus on collaboration and leader initiated structures, and
- The connection of talk and written media to support language and reduce uncertainty.

Alice spoke at length about Empathetic Language during the interview and utilized Empathetic Language approximately 37% of the time during the observation.

Additionally, Alice emphasized consideration a key Empathetic Language element during her application of Direction-Giving Language in the interview. During the interview, within the Empathetic Language construct, Alice discussed the factors of encouragement, praise, and job concern. Alice in her pre-interview thoughts listed as main ideas within the factor of encouragement, “To set goals, be positive and celebrate success to encourage others to follow.” In the interview she stated:

I show encouragement by actually involving myself in the decision making process. I meet with them, I chat with them. It is all about instruction. If it is reading, if it is mathematics, if it is writing proficiency, if it is assessment for CRT, I’m engaged. We brainstorm together. We have the grade level PLC-STPT held once a week and that keeps the communications going. It has a specific format that they follow the steps. What is it that we need to work on for that small duration of 1 week? How are we going to set this up? What can each one of us contribute to that to make the whole grade level successful?

She connected her themes of goal orientation and leader initiated structures to encouragement in her response. As a follow-up prompt, when asked if she encouraged on a personal level or just professionally, Alice stated:

I encourage them professionally and support them on a personal level. For example, I highlight five teachers every month to celebrate desirable outcomes and successful practices. It just dawned on me, when I first started, they did not know each others’

names. So, by bringing five teachers to the front and highlighting those teachers and have them nominate the next five, it forced the teachers to ask questions and get to know each other. I would pass on the five hats at the beginning of the year, and it would say, "Hats off to . . ." And, I would pick literacy specialists that I know very well. They have to pass on those hats to someone else. So, they actually get a name out of the little hat. They have to find out what those people do, what triggers them to do better, and what is their best style in teaching, and how can they help them. They actually present the hat to that person at the staff meeting. By doing that, I not only push my staff to work professionally together, they get to like each other and know each other. It is difficult to work with someone if you don't really know them on personal basis, too.

Alice's response emphasizes her initial themes of a family-oriented, personalized school culture; a leader initiated organizational structure [The "Hats-Off" Program], and the use of collaboration to reinforce school culture. In discussing praise, Alice noted the idea of reinforcing good practice in front of the whole staff. At the interview when asked if she verbally praised teachers she responded:

I do. That is something they would say about me. I would never say, "You can do it. But, If you need help, let me know. I am here for you." I am the type that would actually give my teachers hugs; and once in a while I would say, "I love you, and I am so proud of you." Even on my little notes when I visit the classroom, one of the things I would put at the bottom, "This was a dynamic lesson, I am so proud of you." You just don't understand what a valuable thing that is to some teachers.

Finally, in terms of praise, Alice noted, "I always find a positive thing to compliment no matter how small." As Alice discussed showing concern for teacher job satisfaction she utilized Direction-Giving Language elements in her pre-interview thoughts. She noted:

I ask for clarification, discuss the practice used and express clearly my concerns. I give directives to correct the behavior and follow-up on it.

During the interview, Alice remarked:

The way I do things. What I had utilized last year and I hope to have the same ability to do so next year, I took my special ed teachers, my counselor and my literacy specialist and I assigned them to grade levels. Each one of them, knowing their strengths, are assigned to either third grade, fourth grade, fifth grade, first grade, and

they meet with them during PLC. It is mandatory. They have to take that half hour to 40 min of the week from their schedule, and meet with them. They are my liaison. They post the minutes. But, then we meet at Power Team meeting, and those are my Power team people, my liaisons. They come and tell things that the staff may not tell me. Like third grade is really struggling with the mock CRT test scheduled time, can we tweak it to fit at a different time? And, they take that feedback [back to the grade level].

Through this example, Alice illustrated the following themes: (a) a leader initiated operational and structural leadership style, (b) a preference for distributed leadership practices, (c) small group meetings, and (d) a high level of administrative expectation. The researcher observed Alice conducting this type of a meeting for the observation.

In the observation, Alice utilized Empathetic Language 37% of the time. Within the construct of Empathetic Language, she emphasized the following Empathetic Language: (a) praise, (b) support for professional development, (c) encouragement, and (d) professional well-being. Alice utilized the Empathetic factor praise during the observation in response to teacher sharing saying, “That is great!” However, Alice further utilized praise in a more strategic and sophisticated manner reflective of Motivating Language when she combined it with the Direction-Giving factor useful explanations reflected in the following sequence:

I know you do a great job. [E_Praise] How are you doing with vocabulary?
[DG_Useful_Explanations] (Teacher responded that she was using interactive word walls with writing – observer physical descriptor memo) I love that comment!
[E_Praise] It is so essential to build their (student) vocabulary.
[DG_Useful_Explanations] That is how you connect to math and Mr. S. does a great job with that. [E_Praise or MM_Work_Hard]

During debriefing in response to the sequence when read aloud to her and asked her intention, Alice stated the following: Compliment; Praise to grow; Celebrate teacher work; Encourage team to expand use of word walls; and Model. She coded this as compliment and praise. Alice continued her use of strategic usage of Empathetic

Language factors through her use of the EL factor support for professional development. Alice utilized the communication concept of framing when she framed Direction-Giving useful explanations on before and after her emphasis on support for professional development in the following:

Math is the forgotten child and for third grade not to do well telling time using a.m. and p.m. Don't forget to reinforce your use of language of a.m. p.m.
[DG_Useful_Explanation] If you need help with word wall or centers let me know? Do we need clocks? [E_Support_PD] Again, vocabulary is my big push this year.
[DG_Useful_Explanation]

Alice stated in the debriefing that she was eliciting any need for support (she coded the speech act as support) with word walls, centers, or clocks as her offer of assistance prior to her inspection for follow-up (she coded the speech act as accountability). Later in the meeting, Alice presented a professional development idea in the area of center activities. Specifically, she introduced a new menu idea to assist teachers in their implementation of center activities during classroom instruction. In discussing her intention, Alice stated, was to introduce the idea and then let the Instructional Coach implement the professional development. She coded this item as collaboration and instruction. Alice continued the theme of purposeful and strategic use of Empathetic Language within the EL factor of encouragement. Alice (in discussing her Instructional Coach at the second grade meeting) said, "The best thing about C. is she takes it and runs with it." Alice coded this speech act as encouragement. When asked her intention she replied, "I am trying to boost her (C.) self-esteem and improve her teacher credibility (with the other teachers)." Finally, Alice asked about her teachers' professional well-being:

Do you have any concerns? Is there anything I can do for you?

Alice took notes of any responses and stated, “I try to make myself available.” This expression of concern and support from Alice again manifested in a resulting connection to the Direction-Giving factor solving job problems.

The following themes emerged from factors in Alice’s Empathetic Language construct:

- Strategic use of Motivating Language through the combination of multiple cross construct factors,
- Framing of factors to enhance communication effectiveness,
- Purposeful use of language connected to specific outcomes,
- Use of distributed leadership practices,
- Emphasis on best practices through the use of praise,
- Whole group reinforcement of best practices,
- Collaboration to emphasize school goals and administrative expectations,
- Creation of a family-oriented, personal work culture,
- A leader initiated operational and structural leadership style,
- A high level of administrative expectation, and
- Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language.

Within the Meaning-Making Language Construct, Alice had data in both the interview and observation settings. The Meaning-Making factors discussed were people who are rewarded at school and people who left the school. In terms of people who are rewarded at school, Alice stated:

I use that as an incentive indirectly. Casually reading the lesson plans, I would pick an exemplary lesson plan that I thought was really unique. I actually had bought

Office Max gift cards, and I would announce it on the intercom. “My Teacher of the Week is Mr. M., because he has exemplary lesson plans and I love the way he did Guided Reading Groups.” Or, I visit a classroom and I am really impressed with the teacher, I actually would take the notes and congratulate that person. And, on the Friday Facts, I acknowledge, I give kudos to some teacher specifically what they have done. Because, I think that sends a message that this is an example I need to follow. Teachers are like kids at home... if dad is so proud of their brother because he did that, the other brother’s going to try to do it. They actually act like that. If they know that Miss ... was really happy with Mr. M. because he did really well on the Guided Reading Groups, they actually go to him and ask him, “What did you do? What did she like?” I know for a fact that it happens.

When talking about people who have left the school, Alice indicated:

Either they left because they want to pursue other administrative opportunities, which are happening a lot recently at my school, the District is recruiting my staff, unfortunately out of the classrooms to administrative positions. Some retired or, they just want to branch out. And, I am in support of people like that. I want them to do better, because the last thing you want to do is keep someone who is very energetic and has aspiration to do something bigger and benefit more students and staff from doing so. The second reason is, they just don’t fit the program. I am very clear about what are my expectations are as a dual language school, and what they need to have. And, if they don’t fit the program, I will be the first one to encourage them to move on. I had teachers that I encouraged to move on in the middle of the year, months after they are assigned to Clark ES and a couple resigned from their jobs, because they were not the perfect fit for their positions. Teachers make the difference in the classroom. I don’t make a difference myself in the whole school if the teachers are not doing it. So, to have the right people in the right places and have them communicate my mission and actually act upon it and really believe in it, that’s what makes a difference at my school.

When asked a follow-up interview question on the discussion of failure with teachers,

Alice stated:

We discuss failure to develop improvement plans and refocus our long term goals in order to achieve mastery. We discuss failure, identify reasons and how to tackle it. Depending on needs, action steps are identified for individuals or grade level. In the observation, Alice utilized Meaning-Making only 4% of the time in which a

Meaning-Making factor could be solely and clearly identified. Alice offered

members advice to fit in to school during the grade level observation to her teachers. She said:

Why are we meeting today? I have an agenda. I know you think it is crazy [for you at the beginning of the year] but it twice as crazy for me.

During the debriefing, Alice stated, “I don’t have an assistant principal and just got a counselor. They may think they [teachers] have too much on their plate not true not as much as the principal.” She coded the speech act as refocus team. In this specific instance, Alice was communicating Clark ES’s cultural norm that the Principal has a load and it was more than the teachers.

The following themes emerged from factors in Alice’s Meaning-Making Language construct:

- Use of language to emphasize exemplar teacher behaviors within school culture,
- Administrative communication of misaligned school cultural behaviors to teachers,
- Administrative communication of clear teacher behaviors that are appropriate within school culture,
- Use of written media in support of language, and
- Use of failure as part of the goal setting process.

The examination of themes in Meaning-Making Language is complete. The following themes emerged for Alice in the *phase one* Motivating Language factors:

- Use of Direction-Giving Language to support administrative expectations,
- Use of language is process oriented and outcome driven,
- Strategic mixing of ML constructs to support effective language usage,
- Use of explanations to reinforce goal setting process,
- The use of questions connected to specific outcomes and adult action to provide direction/clarity,

- Focus on collaboration and leader initiated structures,
- The connection of talk and written media to support language and reduce uncertainty,
- Strategic use of Motivating Language through the combination of multiple cross construct factors,
- Framing of factors to enhance communication effectiveness,
- Purposeful use of language connected to specific outcomes,
- Use of distributed leadership practices,
- Emphasis on best practices through the use of praise,
- Whole group reinforcement of best practices,
- Collaboration to emphasize school goals and administrative expectations,
- Creation of a family-oriented, personal work culture,
- A leader initiated operational and structural leadership style,
- A high level of administrative expectation,
- Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language,
- Use of language to emphasize exemplar teacher behaviors within school culture,
- Administrative communication of misaligned school cultural behaviors to teachers,
- Administrative communication of clear teacher behaviors that are appropriate within school culture,
- Use of written media in support of language, and
- Use of failure as part of the goal setting process.

With an examination of the *phase one* Motivating Language factors complete, a transition to potential themes within the unexpected Guidance factor is the next level of analysis.

Themes Emergent from Guidance Factor Coding (Level One and Two). Alice addressed the guidance factor through the follow-up interview questions. When asked how did she provide guidance in the areas of school social behavior and group dynamics Alice stated:

I set annual expectations and identify strict procedures at the beginning of the year. I also implemented the Safety Officers Club to enforce acceptable students' behavior, students' social behavior and discipline. Students' citations and teachers' referral are documented and tracked. I also conduct school-wide assemblies on citizenship and behavior/procedures. The counselor supports my expectations by conducting classrooms' lessons on citizenship and serves as a liaison for the "Safety Officers Patrol Club." I encourage teachers to plant the seeds of discipline in the classrooms using school-wide identified expectations, then refer to me for support if needed. Our school-wide rules are based on the Seven Habits of Successful Students. Teachers are informed that working at Clark ES requires teachers to work in a collaborative and grade level teams. Teachers are guided through the collaboration process and encouraged to plan, assess and implement instructional and social plans together.

In this response, Alice placed an emphasis on the ongoing themes of collaboration, leader initiated structure, and family-oriented school culture. In discussing how she talks to teachers to provide within the guidance context helpful directions and advice on work issues, Alice stated:

Most of our meetings are held as grade levels and/or with grade level liaisons of Literacy Specialists. I set a date and time to follow up to ensure that assistance is received and was adequate.

Within this context, Alice placed a focused on the use of small group meetings and distributed leadership practices.

The following themes emerged from factors in Alice's Guidance construct:

- Creation of a family-oriented, personal work culture,

- A leader initiated operational and structural leadership style,
- Small group meetings,
- Use of distributed leadership practices, and
- The use of collaboration to plan and implement school goals.

The examination of themes in the Guidance factor is complete and the next level of analysis is Alice's main idea contextual coding (level three content coding).

Themes Emergent from Principal Main Idea Contextual Coding (Level Three Content Coding). Alice was observed in a small group setting with a group of second grade teachers conducting a regularly scheduled and agenzized Structured Teacher Planning Time Meeting. Seven items were on the agenda: (a) Supervisory conferences, (b) Classroom Improvement Plans [data, action steps, vocabulary], (c) Assessment of Student Growth, (d) Grade Level Reports [Grade Level Improvement Plan, Mathematics, Word Walls, Centers], (e) Teachers observing teachers, (f) A Night with the Stars (Teacher Recognition Program), and (g) How are we doing, what is next? During the debriefing the main idea themes Alice consistently revisited were in the following: (a) goals, (b) accountability, (c) instruction, and (d) support. Within the theme of goals, Alice additionally focused on the subthemes of focus and vision. Topics Alice addressed within this theme included grade level improvement plans, one-to-one conferences, Targeted Instruction, School Improvement Plan, and assessment binders. Examples of her oral language use within the goal theme include the following:

Again, vocabulary is my big push this year. [School Improvement Goal] Grade level improvement plans how are you doing that? [School wide goals] We need to call it targeted instruction to get back to HQSI strategies that were successful to ELL and second language students previously. [School Improvement Goal]

During the debriefing, Alice stated, “I want to create alignment from the School Improvement Plan to grade level plans to classrooms.” Finally, Alice utilized language from all three ML constructs to address the theme of goals. In the theme of accountability, Alice additionally included administrative expectations and administrative follow through. She began the meeting checking each teacher’s substitute teacher binder for a student list of allergies. She said, “It is very important even if you think it is not because of subs in the building.” Later during a discussion on data, Alice asked, “Did you use data from D-----? I expect student mastery by end of the year.” During the debriefing, Alice stated her intention was for teachers to connect assessments to the curriculum [Common Core State Standards] and was an administrative expectation. Alice relied on Direction-Giving Language primarily to address the theme of accountability. Within the theme of instruction, Alice coded instruction for second language learners, vocabulary instruction, small group instruction, instructional strategies, instructional materials, instructional best practices, instructional remediation, mathematics, and centers. An example of her language in this theme, “We thought we would use the menu for a center a day in reading, writing, math, and English so make sure you have enough activities for the unit.” During debriefing, Alice stated her intention and focus for the meeting was to check on the status of word walls, vocabulary, and centers. She said “My whole mission here was word walls, vocabulary, and centers six weeks into the school year.” Alice utilized language from all three ML constructs to address the instruction theme. Finally, Alice focused on support. She connected the theme of support and the focus of the meeting in the following speech act:

How can I help you and provide you more support and assistance? We tried and focused our last professional development day on vocabulary and this [upcoming] professional development one is on vocabulary and centers.

During debriefing, Alice stated, “I am going to stay the course on professional development in vocabulary and centers.” She additionally coded this speech act to academics and the School Improvement Plan (goal). Alice relied solely on Empathetic Language to address the theme of support.

The following themes emerged from Alice’s level three principal debrief (main idea) context coding:

- A system of data-driven goals and continuous improvement,
- A high level of administrative expectations,
- Leader initiated structures,
- Instructionally focused, and
- Strategic use of all three ML constructs to implement leadership activities.

Themes emergent from Open Coding (Level Four Open Coding). Throughout the observation, Alice continually set the tone and established expectations for school and adult behaviors that connected to school goals and priorities of focus. As themes, tone and expectations were perspectives embedded in Alice’s interview responses as well as communicated in her observation. During the observation, Alice communicated her expectations for teacher actions, grade level actions, and school actions. She cross-communicated expectations in the following: (a) student safety, (b) academic focus, (c) instructional practices, (d) teacher behaviors, (e) teacher evaluation, (f) student assessment, (g) vertical articulation, (h) school goals, and (i) dual language implementation. During her interview, Alice discussed the theme of tone and

expectations. She believes that tone and expectations establish the foundation for collaboration and the distribution of leadership. Alice stated,

Planning as a team, discussing students as a team and being held accountable as a team sets the tone of collaboration . . . and I have assigned chairpersons or leaders in the groups specifically knowing that's the person who is going to carry the tone for the whole meeting.

In terms of expectations, Alice emphasizes her ongoing themes of leader initiated structures and use of written media to support communications. She said, "My expectations of them (teachers) are very, very clear, and we have written expectations [to support them]." She discussed tone and expectations in all three ML constructs with emphasis in both the Direction-Giving and Meaning-Making constructs. Alice discussed expectations and/or tone 26% during the observation.

The following themes emerged from Alice's level four open coding:

- The use of leader initiated structures impacts group practices and norms,
- The distribution of leadership,
- The use of written media to support effective communication, and
- The application of administrative expectations.

Themes emergent from Motivating Language Tenet and Assumptions (Review of Research). Qualitative data were collected on the tenets and assumptions of Motivating Language Theory during Alice's interview. Qualitative data were collected on the following Motivating Language tenets: (a) reduction of uncertainty, (b) improvement in clarity, (c) clarity of goals, (d) emotional bonds, (e) organizational members as human beings, (f) use of stories and metaphors, (g) mental pictures, and (h) organizational culture. Qualitative data were collected on the following Motivating Language

assumptions: (a) walk and talk congruence, (b) effective communication strategies, and (c) one way leader communication.

In discussing the reduction of uncertainty, Alice shared in her pre-interview thoughts the following, “Say it, discuss it, and put it in writing, then follow up on the progress.” In the interview, she remarked:

My door is always open. Even when it is closed, they knock and walk in. I will eat lunch . . . my lunch is maybe about 10 minutes at the most, and while I am eating, I am answering at least two other questions from staff. So, they know I am there for them. They see me as a principal, but they also see me as a friend. A lot of them have mentioned that more than once . . . it is nice working for you because we know your expectations, but we also see you as one of us. We think, act and work professionally as a family.

Key elements from Alice in the reduction of uncertainty include: (a) administrative follow through, (b) connecting language with media, and (c) the establishment of a family like school culture.

In talking about clarity, Alice stated in her pre-interview:

See me if you need assistance. We hold grade level meetings on a weekly basis to ensure that the staff has the support of their peers in implementing and addressing school issues.

She followed this in the interview when she said:

I got to know my staff really well, and I have assigned chairpersons or leaders in the groups specifically knowing that’s the person who is going to carry the tone for the whole meeting. I would set the goals myself of what to communicate during their grade levels liaison meetings. Teachers feel more comfortable sharing their struggles with other teachers. I had some teachers complain at the beginning because it is a weekly meeting, why do I have to meet. And, certain programs that we actually developed, like the Reading Clinic as I wanted the teachers to address the needs of lowest reading groups, knowing that whenever you ask teachers what you are doing with the kids who are struggling and not reading. The answer is, “I have 25 other kids, when do you think I have time; I am doing this, I am doing that.” So, finally I said, “Okay, you as a grade level are going to decide. You are going to come back and tell me 30 to 40 minutes from your schedule, decide when you are able to do reading clinic and who are the lowest readers in your classroom, what are you going to use and how are you going to assess it?” The first plan was very simple . . . what, where, when, and how. The why, I give it to them; we are going to help our

struggling readers as a team. The lowest percentile kids in the classroom. They came back with exemplary plans. Fifth grade came back with a plan that included what art teachers can do, what the music teacher can do, what the P.E. teacher can do, and what can they do in the library to help fifth grade, for example, in patterns. It was very exciting. And, when they come up with the idea, it's not I am forcing them to do it, it is *their* idea. So, when they did it, they did it because they really believed in it. And, that's what they thought was the best for their kids. And, about 2 months later, I have second grade teachers come and tell me this was the best thing that was ever done for their kids. It evolved itself; now instead of having each teacher has their own kids, the whole grade level develops a list of the lowest 25. And, you take the lowest five, I take the next five, and the person next to me takes the next five. So, there are still struggling students on my list, but you were then in closer proximity of 30. They worked very close with them that way.

Alice's key points in the ML tenet of clarity include: (a) a preference for small group meetings, (b) distributed leadership practices, (c) leader initiated structures, and (d) a focus on collaborative practices and goal setting activities.

In discussing oral language to communicate school goals and expectations so that teachers get a clear picture of them, Alice indicated in her pre-interview thoughts, "Refer to goals and be specific on my expectations. Set examples of good practices." In the interview she said, "Keep re-focusing. It is a continuous process communicating daily, weekly and monthly; must all be aligned to the set goals. Keep your students' goals as your guiding map." When asked, "What does that look like" by the researcher, Alice stated:

Attend their meetings as a part of the team, and assign my liaisons as grade levels' facilitators as well. I meet with my liaisons, the power team, on weekly basis or when needed. They are my communications officers, like I said before, sometimes teachers say things to other teachers they would not say to me. I am very frank on my weekly memos. On my agenda, I would have business work, school work, and I will have personal things that I need to discuss. Some issues maybe PR communication came to the front because I have some teachers who ticked off some parents. Or, parents who pursued it differently because the teachers told them to call someone else. I will share the concerns with the whole staff team as it is considered a learning moment. So revisit that issue and say, "YOU'RE the classroom teachers, you're in charge of your discipline in the classroom, it's YOU'RE the first person who has to handle it, and if you can't, then you refer it to me."

And, when asked to describe “Frank” language, Alice said:

I would actually give them examples. I just received an email from the school district with a concern about a parent who is not happy on this or that issue. I could respond back to it the way I want. But, it is not going to be resolved, because it is happening in the classroom. So, how can we as a staff remedy that? The teachers in the classroom sometimes get frustrated, and they feel like it’s not their job to discipline the kids. But, they need to re-focus and say managing and engaging the kid in the classroom are your first priority, it is you’re pre-teaching. If you have kids not on task, and they are not listening to you, teaching is not going to take place. It is those one-on-one talks about certain unsatisfactory performance. Then I would say, I want this done by this date. Let me know if you are unable to meet the goal. There are certain mistakes that carry liabilities. Clear language about specifically what misconduct was done. How to resolve it and what is the teachers’ responsibility in that. I document such meeting and invite a third party to attend, if possible.

In helping teachers develop a clear picture, Alice utilizes the following: (a) goal-driven leadership strategies, (b) high academic expectations, (c) distributed leadership, (d) connecting written media and talk, (e) principal-to-teacher directive/corrective conversation (use of one-to-one leader-to-follower communication).

In her pre-interview ideas on the emotional bonds between principal and her teachers, Alice stated, “I stay positive, supportive and speak honestly. I try to help as much as I can, I care about my staff.” In the interview, she said:

Actually, I am the other way around. I kind of do not keep that in the back of my mind. I re-focus our communication on students . . . teachers come to me with crazy plans sometimes, or ideas. And, I say, “Tell me how is that good for the kids?” And that’s when they kind of tweak their thinking. I say, “You don’t have to love me, you don’t have to live with me, but you did sign up to work at my school, so you do have to be the best teacher in the classroom. How can I help you to do that?” I step out of my role as a boss, think as a facilitator and a team member. So I would say, “I’m here for you. Tell me what can I do to help you out to do better for our kids?” The fact that you keep focusing on the kids, it works, and it is the best way to do it. Every time they come up with crazy ideas, its like, how is that good for your students? Tell me how? And, if it’s not, they realize at that point it’s not working. And, you are going to see some personalities that are totally different than your personality. Some come up with crazy ideas. You are thinking in your head should I smack him now or just cuss them out when they leave. But, at the same time, you have to kind of maintain that etiquette of communication as they really come to me because they want to be heard. And, if I just listen to them, a lot of the times, without even

speaking a word, they are happy when they leave. Teachers want to be heard. It could be something very silly. It could be something that I could just tell them yes or no. I had a teacher when I first started who was my naggy, gossipy, destroying the morale of the school teacher that inherited. I put her in charge of the social committee, and I said, "Next time you come to me, not come with a problem, I want you to come with a solution you think would be appropriate in your opinion." After thinking that way, she stopped coming to my room. And, she actually changed her way of thinking, because I said, "When you come to me with a problem, come up with a desirable suitable solution that you want to see, think of the kids."

Key strategies utilized by Alice to create emotional bonds include: (a) establishing close, caring personal relationships, (b) use of listening strategies, and (c) student focus goals.

In talking about conversations that focus on your teachers more as human beings than as members of your school, Alice stated in her pre-interview:

I take the time to listen even if I am busy in order to show support and compassion. I involve appropriate staff if needed to help. My staff sees me as a trustworthy friend. She followed this in the interview when she said:

Yes. We do a lot of stuff together. We actually have Friday hang-around, we just do stuff together. I do a lot of get togethers sometimes at my house. And, we just do stuff that helps us get to know each other's personally. A lot of them end up actually getting so close to me, they will tell me their own personal problems, like they are going through a divorce, or dad is doing something, a husband is cheating on me and asks what I think I should do. I listen more than talk. I am very honest with them when I speak to them, I say, "This is from my own personal experience." Jokingly I would say "I am divorced, who the heck cares what I think about relationships, if I couldn't maintain my own." But, I give them my honest opinion, and I tell them do what's good for you and your kids. And, they see me a trustworthy friend, they are very comfortable picking up the phone and calling. I had a teacher text me yesterday about something really silly. She is having trouble, and life throwing stuff at her, and do I have a minute to talk. And, it is sweet. I am there for them when their kid gets sick and they want to leave half an hour early, they are not going to break my whole school. To them, it is very important, I keep that in mind. I want them to be the best teachers. They can't be the best teachers unless they are happy at home. And, I always say that happy teachers will have happy kids. If teachers are not happy, the kids are not happy. They feel safe, appreciated and comfortable working at my school, one thing you would notice if you would walk around my building, they do not close their doors. All of their doors are open the whole day. They know if I walk into the room and something is not going right, I will just leave a note, "Talk to me when you have a minute," or, "Let's talk about it." I will address it immediately.

The key elements assisting Alice in focusing on teachers more as human beings than members of her school include: (a) listening strategies, (b) establishing trustworthy, friendly relationships, (c) establishing personal relationships, and (d) sharing personal experiences.

In focusing on her use of stories and metaphors as part of her oral language use, Alice indicated that she used them in her pre-interview. She said, “I use myself often and my learning experiences. I use stories to make them feel better and encourage them.”

In terms of how she used them, Alice indicated:

Because it’s a dual language school, I use my own experiences from growing up as a second language student. And, I think that contributed a lot to the understanding of what are the needs of second language students. And, I tell stories that I when I first came to this country, I did not speak the language. One of the stories that I tell, and it is kind funky, is my ex-husband took me to Zion. He kept asking me, “What do you think of Zion so far? What do you think of Zion so far?” I was just a young kid, at the end he goes, “So, do you remember the name of the place we went to?” And, I said, “Yes.” And, he said, “What is it?” And, I said, “Zion So Far.” And he said, “It wasn’t Zion So Far.” And, I said, “Well, you kept saying it, what do you think of Zion So Far?” “No, so far is a different thing attached to Zion.” I speak from my heart on personal issues and as a professional on school issues. They appreciate that.

In her use of stories and metaphors, Alice emphasized the use of personal experience. Alice discussed that as she worked to create mental pictures with her teachers that she combined written media with her oral language when she said, “I don’t say. I write it down and do it by example to help them join our big picture.” In the interview she followed this up when she said:

I don’t talk. I do it. I actually teach lessons. At the last staff development day, I taught how to make hummus in Arabic. Because vocabulary development is very essential, and now that we have the Reading Clinic in place, we are doing really well and we are showing growth, one of the things we need to specifically focus on is vocabulary. Vocabulary to a second language learner, or any English language learner, is like a bank of wealth. So, if you don’t have the vocabulary, how in heck are we going to communicate? So I wanted to emphasize that. I wanted to show them how important it is to have word walls and keep exposing the kids to that

vocabulary. And, they could use it at home, they could use it in math, they could use it in writing. Just by hearing it once is not enough. So, I actually set up a word wall in Arabic. And, I did my own little cards with the pictures. I brought the mixer, the hummus, the garbanzo beans, the tahini, the lemon, and I said, "Today, we are going to do a lesson on making hummus." They love hummus, but, it is taught in Arabic. And, they thought what the heck is she thinking? And, I had the bulletin board set up on one of those portable boards, Arabic words, Arabic letters, the stuff I brought with me, and we went over the vocabulary, recited the vocabulary over and over. We practiced the pronunciation and used the written cards to teach the teachers in the classroom, second language learners don't have to speak it first then see the written text. They could read, write, and they speak all at the same time; otherwise, you can't learn the language. Not just words thrown at them. I started making the hummus after they learned the vocabulary. Whenever I am picking up the garbanzo beans, I will show the garbanzo beans picture and the word, and I would say "hummus." They understand the verbs as we went over the verbs. I had pictures of items and actual ingredients. The teachers were my students for that hour. So, a month later, I went to a classroom to observe, and the teacher was doing a dynamic lesson in guided reading on vocabulary development. I was really taken by that. I said, "Oh, my god that was amazing." I actually stopped and started taking pictures instead of just writing. And, I said, "This is an amazing lesson." He goes, "It's your hummus lesson." And, that's how you do it. You really have to help them understand what is needed. And, when they develop that concrete understanding of it, they will do it.

The key strategies used by Alice to create mental pictures are: (a) the use of written media and (b) modeling (creation of clear and modeled expectations).

In talking about school culture, Alice stated in her pre-interview:

We are a family. We work as a team with one goal in mind "the students" welfare.

She followed this in the interview when she said:

We are in it together. It is a family atmosphere. Now, they get to party together. We had a wedding not too long ago. In the wedding, the three bridesmaids were teachers from the grade level. The center flower pieces were made by other teachers from fifth grade. The dress was finished by teachers at the school. Ninety percent of the guests were school staff, and the teacher married my P.E. assistant coach. So, it is kind of a family atmosphere. They got to work together, and when you work so long with one person, you get to understand where they are coming from. Planning as a team, discussing students as a team and being held accountable as a team sets the tone of collaboration and makes it easy to develop a compassionate working relationship with each other. They are not just teachers, they are your buddies. You get to know their kids' names and when they are sick, and how they are doing.

Keys to establishing a school culture according to Alice are: (a) creation of a family oriented school atmosphere and (b) collaborative practices.

Alice discussed the importance of what she said and what she did being the same (walk and talk congruence) and when they were different she stated, “I don’t, I have to maintain focus if I want my staff to.” In the interview she further stated:

It shouldn’t be different. I know sometimes it gets hectic and you have tons of things on your mind. If don’t know what to say at that moment, don’t say anything. Just walk away and come back later. I am like any other principal, I get irritated sometimes, I get upset, but I keep my calm. My staff says “we never see you upset or unhappy.” I am unhappy and upset sometimes, but it’s not their problem, it is mine.

Alice stated as keys to walk and talk congruence: (a) alignment and (b) be quiet.

Alice talking about effective communication strategies stated, “Do it in groups, discuss the ideas and answer questions before the meeting is over. Follow-up in writing.”

She placed this in a greater context when she added:

Give them examples. I had a teacher who fell into this pattern this year with a dysfunctional classroom management because she had kids who displayed different behaviors. I think she started to give up herself, thinking I can’t control these kids. So, I was in her classroom every day, observing and directing her. She observed three teachers, and she was really sweet. She came back, and she said, “I think I can do this.” She even saw me about a month ago and she said she signed up for classes in the summer on classroom management. But, I made her understand, it is not her personally I am attacking, it’s the practice. By seeing other teachers who are good at it, she learned from them. She finally came to her senses and improved.

Another male teacher I had to discipline was an x-military gentleman who was hired through an alternative route to teaching in my fifth grade classroom, in October. He was only there for two months but lacked classroom management. I was called to his room one day as he was screaming at the kids and looked very upset. I sat with him in my office and I said “let’s talk”, “Look at those notes from parents and students.” He said, “What do you think I should do?” He started crying, said I am doing this at home, I’m overwhelmed. I said, “I can’t help you at home, but the way you are running your classroom is not safe or conducive for the kids and it is not right for you.” “Either you are going to drive yourself crazy and get sick or something is going to happen to these kids if you lose your temper, and it is not acceptable.” I was specific, clear and frank about what will happen next if his behavior does not change.

It is about kids, not personalities and I am my students' advocates. He resigned that day.

Elements of effective communication according to Alice are: (a) small groups, (b) follow-up meetings with written media, (c) use of concrete examples, (d) focus on goals and outcomes, and (e) specific and frank conversation.

Finally, talking about when was it most important to have a one way leader-to-follower conversation, Alice felt in a one-to-one supervision conference. She said, "When an unsafe or inappropriate action is taking place. I have to be concise, direct, and act immediately."

In the interview she went on to state:

It is always important to maintain the tone of a principal to teacher in all communications. However, It's most important to speak as a principal to a teacher when it is a directive to improve, addressing a practice directly impacting students that is unsafe or undesirable or after many attempts to curve a behavior and I am certain disciplinary actions are next. I am very stern, frank and specific. I do not tolerate intentional dysfunctional practices. One of my teachers who first joined our school was worried, and he said, "How is she as a principal?" One other teacher that worked for me for a long time said, "If you do your work, and you do it right, you're her best friend. You screw up once, she will let you know." You have to, because regardless of the fact how charming I am, passionate about my kids and teachers but at the same time, I am the principal of this school. If something goes wrong in the classroom, it's not just their fault; it's my fault, too. So, I keep that in mind. And, I tell them that. If things go wrong, you are not the only one that others criticize, blame, or will point the finger at. It's me, too. So, let's put our heads together and see how we are going to do it right." Principal to teacher language is more evident when it is a procedure or practice than a style of delivery. Basically, if it is wrong, then it has to be fixed now. I was successful in removing teachers from the classroom if I know he/she is not fit. I am ultimately held accountable and liable.

Alice indicated the following key items in leader-to-follower communication: (a) to address inappropriate teacher behavior, (b) maintain appropriate tone as principal, and (c) communicate a sense of urgency.

The following themes emerged from Alice's Motivating Language tenets and assumptions:

- An emphasis on goal-driven leadership strategies,
- The connection of talk and written media,
- The power of personal relationships and experiences in language,
- The establishment of a family-like school culture,
- The distribution of leadership,
- A focus on collaborative practices,
- A preference for small group meetings,
- The use of leader initiated structures,
- The application of principal-to-teacher directive/corrective conversation ,
- The use of modeling (creation of clear and modeled expectations),
- The use of specific and frank conversation to address inappropriate teacher behavior,
- Must maintain appropriate tone as principal, and
- Must communicate a sense of urgency.

Within Alice's case, Alice checked the interview transcript and debriefed following the observation providing clarifying input on each speech act and coding information; she provided pre-interview memo data, interview transcript data, researcher memo data, observation script data, researcher observation memo data, and observation debrief memo data; she participated in an interview, follow-up interview, interview transcript debrief, observation, and observation script debrief; and collectively this created a rich and thick case description. Alice consistently throughout her interview and observation reinforced

her initial themes: (a) a system of data-driven goals and continuous improvement, (b) creation of a family-oriented, personalized school culture, and (c) a leader initiated structural leadership style. Alice utilized all three Motivating Language constructs within her consistent collaborative and distributed leadership behaviors. Within Direction-Giving Language, Alice emphasized the use of questioning, explanations, and media to support her language use. She used consideration within the Direction-Giving construct. Within Empathetic Language, Alice leveraged the communication practice of framing to enhance EL effectiveness and placed a heavy emphasis on teacher support, advocacy, and collaboration within the construct. Within Meaning-Making Language, Alice utilized language to emphasize exemplar teacher behavior within the school culture to correct misaligned teacher behavior. Alice used the creation of a family-oriented school culture to support her efforts in the Guidance factor. Main idea coding for Alice focused on the following: (a) goals, (b) accountability, (c) instruction, and (d) support. Open coding for Alice centered on her use of tone and expectations. Common themes generated from main idea coding and open coding for Alice included: (a) leader initiated structures, (b) administrative expectations, and (c) the strategic use of all three Motivating Language constructs. Alice's Motivating Language tenet and assumption priority themes included the following: (a) an emphasis on goal-driven leadership strategies, (b) the connection of talk and written media, (c) the power of personal relationship and experiences in language, (d) the creation of a family-oriented school culture, and (e) the use of distributed leadership and collaborative practices in small group settings. As a summary, Alice's themes may be found in Appendix G3.

Case 4 Kathy

Kathy is the principal of Kent ES. By way of review, Kent ES is within the Continuously Improving cluster. Kent ES is the largest school in the sample with 956 students with the following student demographic information:

- Hispanic 88.5%,
- Black 6.1%,
- White 2.5%,
- Free and Reduced Lunch 100%,
- Limited English Proficient 66.1%, and
- Special Education 6.7%.

Kent ES is a Federally designated Title 1 school and is classified according to the Federal No Child Left Behind Act as Adequate. Demographically, Kathy is female, self-identified her race as Hispanic, and is bilingual. She is between 51 and 55 years of age with 20 in education. She has served 11 years as an administrator within the large urban southwestern school district with 10 years as a principal. She has been principal of Kent ES for the last 10 years. Kathy is a nationally recognized Principal of the Year award winner. Kathy completed the demographic information and pre-interview memo data prior the interview. The interview with Kathy occurred in her office and lasted approximately 1 hour. She answered each question with rich detail and lengthy responses. Kathy was concerned that she answered each question correctly.

When asked to describe her leadership style, Kathy stated:

I would describe myself as a Collaborative Leader. I involve my staff when having to make instructional decisions on campus, when setting goals, and creating a vision. At the same time, I am not afraid to interject in making final decisions or changing the course.

Kathy did not make any edits to the interview transcript. She responded to the electronic follow-up interview protocol within eight hours and she provided lengthy responses to each question. The post observation debrief with Kathy lasted approximately 30 minutes occurring immediately following the observation. Kathy's interview, observation, and debriefing each provided significant insight into principal talk due to her open and honest reflections.

Themes emergent from Principal Talk. Kathy consistently referred to, and demonstrated the following: (a) a conversational communication style, (b) a high level of administrative expectation, (c) a focus on collaborative processes, and (d) teacher growth and improvement. During the interview, Kathy emphasized the use of her conversational communication style to communicate her expectations for achievement and teacher behavior, use of data to drive instructional practices/improvement, emotional interactions with teachers, and reinforcement of school cultural expectations and outcomes. In the observation, Kathy was observed implementing her conversational style in practice. She engaged her Learning Improvement Team in a conversation about having reallocated money to professional development setting aside two days of substitute release time for each grade and how each grade level could use the resource productively. She said:

What do we want to accomplish during this time to make a difference with children and that it will be different between primary and intermediate.

A group discussion followed during which Kathy listened. She followed the conversation:

What we are trying to do is strengthen. We are not trying to destroy. We are trying to make moves to make things stronger and not stress my teachers out, tweak, and simplify.

Through, this example, Kathy emphasized her conversational style, reinforced her expectations, directed collaborative activities, and focused on teacher improvement. As Kathy discussed expectations, a unique theme emerged--teacher commitment. Kathy said:

I want teachers that are dedicated, they are committed. Not necessarily that much to the job, but committed to the kids. Because I think it is important. I want full commitment from the teachers. The way that I feel is the teachers have signed a contract with the district that we are going to give our 100% in teaching to a child, and we are going to make a difference in their lives. I feel that it is important that if the teacher doesn't like her job, then I don't feel I am going to get the commitment. I am not going to get the achievement. I'm not maybe even going to get a happy child in that classroom.

Within the area of collaboration, Kathy emphasized distributive leadership practices. At the beginning of the collaborative conversation noted previously, Kathy set the following expectation, "I want grade levels [chairs] to go back and discuss what they want to do [with their grade levels]." Later in the interview, she stated that she relied upon her teacher leaders to share with her key information.

But, then also, I could hear something that, oh-oh, something's going on in . . . again, in room such-and-such. I might get a word . . . somebody might tell me something about it. My staff knows that if there's something that I need to address, I don't wait at all. They know that. They know where I am going without me saying it and what I am going to address right at that point in time. They know me so well. It's almost like they say, "Kathy, you need to . . .

In her focus to grow and improve teachers, Kathy placed a great deal of emphasis on providing teachers with

I feel like I am constantly trying to nurture teachers all the time. It is kind of like nurture, nurture, nurture. It is more about, "You know what, you are doing such a fabulous job, I want to give you some kind of quasi-administrative leadership role, too, so that way maybe you can help me do some staff development. Maybe you can help me work with a teacher that is having a little bit more difficult time." So, I am always looking, when I am looking at the campus, I am always looking at the needs of the campus. Then, I am also looking at individuals as far as . . . there's not one individual on the campus that likes to be ignored or not . . . So, I always try to

nurture, and I know exactly where my teachers are at as far as their comfort level. They know that I am looking for ways to really enhance them. I want to enhance them as a whole teacher, because it is not only about teaching in the classroom, it's more than that. I have had many teachers that have said, you know, "I never thought I'd be doing this," and "You made me comfortable. I know I didn't want to do it, but you made it so comfortable for me." And, I do. It's not like, okay, go teach this. It is when they do staff development. I am going to be right there next to them. So, if I am feeling like, oh, they are getting to nervous, or this and that, I just put my arm around them and say, "Okay, guys, you need to listen to her because she's know what's she's talking about. I've seen it. You need to understand it." So, then I let her go again. So, it's more about just counseling, nurturing, and trying to identify strengths and weaknesses in people.

Finally, in discussing principal talk, Kathy felt it was important for to share the following information about principal talk:

I think principal talk could make you or break you. Because I think people have different styles. Principals, everybody has different styles. But, I feel sometimes that . . . It is the way you address your staff. I'm talking teachers, students, support staff, parents. It is the way that you address people that, if you don't do it, or you're being disrespectful to them. They're either going to embrace your ideas or they are going to just not even listen to your ideas. So, as a principal, it's very important that you really think about how you want to address, approach, whatever stakeholder you're addressing, and do it with dignity. And, if you do that, you are going to get an awesome response. But, if you don't, you take your position too serious. It can, it can make you or break you.

The following themes emerged from Kathy's principal talk:

- A conversational communication style,
- A high level of administrative expectation,
- A focus on collaborative processes,
- An emphasis on teacher growth and improvement,
- An emphasis on teacher commitment,
- An application of distributive leadership practices,
- An emphasis on strengths-based leadership practices,
- Use of informal lines of communication, and

- An emphasis on teacher value and dignity.

Kathy's principal talk themes must be placed within the context of Kent ES. Kathy has been the principal at Kent ES for 10 years and has created a high functioning and focused team. The academic achievement goals of the school are painted on the front of the building for all to see. The school has exceeded the requirements of this study demonstrating eight consecutive years of continuous improvement in both ELA and math. Kathy is focused on a cycle of continuous improvement, achievement, and student growth.

Themes emergent from Motivating Language Factors Coding (Level One and Two). Kathy addressed all three of the Motivating Language constructs in depth during the interview and utilized Direction-Giving Language and Empathetic Language during her observation.

During the interview, within the Direction-Giving Language construct, Kathy discussed the Direction-Giving factors of useful explanations, future change, and school achievements. Kathy in her pre-interview thoughts in the factor giving useful explanations to teachers stated, "If I have observed something in the classroom or within the data, I just state my expectations to make sure that they are followed through." In the interview she stated:

One of the things that I've always tried to do is if I've observed something, say like in the classroom or an action of theirs or something within like their data as far as results are concerned, I just really want to . . . I just try to explain to them what my expectation is. If what I am observing is not what I want to see, I want to make sure that they understand what my expectation is and why. I always like to explain to my teachers as to why I expect certain things. Because sometimes what happens is as administrators, we tell them, "Well, this is what I want you to do" and that's it. I don't work that way. I want them to completely, thoroughly understand my reasoning behind the actions that I want them to take.

Kathy stated why that was important for her:

For me it's important, because I feel then that I have a lot more buy-in from them. Instead of me delegating and telling them what I want to do it all depends on the situation. But, if it something as far is something that I feel is so detrimental to maybe student learning or maybe a classroom management situation that's going to affect achievement, I want to make sure that they understand what my expectation is. So, I really do try to explain to them. I will talk to them and say, "This is what I saw, let's talk about what do you think we can do to improve it. I just feel this is not going to get you the outcome that we want." I try to address it more in not in a punitive style, but more of a conversation style. If I feel like if it's a teacher that maybe is consistently not getting the results or I am consistently seeing a pattern or behavior from her within the classroom that is not giving her the results. I am going to have to continuous conversations because I am going to be visiting that classroom quite a bit. I have identified it as what I call my red flag or a fire that I have to put out. So, depending on if I feel on the extreme need to do that, I am going to be doing it consistently. If it is something that in passing I see and I know the teacher really well. I know the way she functions. I know the outcome she's getting or something like that. It is going to be something where I will make a statement to correct the problem. And, once I do that, they know that I mean it and I know that I am not going to see it again.

From this data, Kathy illustrated how and why she gave explanations. Keys for Kathy within this factor are the following: (a) data-driven decision making, (b) situational leadership, (c) explanatory intent, (d) conversational communication, (e) leader initiated structures and, (f) purposeful communication to increase teacher buy-in and participation. In her discussion of future change, she stated:

As I receive information attending district meetings or see any red flags as we review our school data, I ensure that I communicate to the whole staff that we will need to make some immediate decisions on possible changes. As we get deeper into knowing all the facts and deciding whether all our decisions are sound and will make a positive impact on kids, I will speak to the staff as a whole and will announce the new changes and make them non-negotiable.

Kathy emphasized the following elements in future change: (a) a focus on data, (b) a process for school change, and (c) accountability. In the factor of school achievement, Kathy stated:

This talk permeates the campus at all times. Nothing on campus is a surprise. I announce or communicate any recognitions, or achievements. I feel it is important that the staff knows that any achievement we make is done through their hard work and dedication.

In the factor of recognition of school achievement, Kathy focused on: (a) transparency, (b) an emphasis on teacher outcomes and actions, and (c) a value for teachers.

Kathy was observed conducting a leadership team meeting with her teacher leaders in each grade level. In the observation, Kathy utilized Direction-Giving Language 79% of the time. Within the construct of Direction-Giving Language, she emphasized the Direction-Giving factor news about school financial status having three very specific agenda items dealing with financial matters and broadly covered the following factors: (a) useful explanations to do work, (b) understand work instructions, (c) information on future change, (d) instructions to solve job problems, and (e) advice to improve work. In the factor news about school financial status, Kathy discussed a reallocation of Federal Title I dollars, a facilities project, and school fundraiser with her team. Discussing the Title I reallocation Kathy said:

As a follow up to staff development day and growth for students, I looked at our Title I amendment as books for science. I thought about funding that effectively and not put that way. Then, I thought about giving time for teachers to have time to collaborate – two days.

During debriefing, Kathy indicated:

I felt the need to realign money from tutoring due to teacher burn out. To focus on our catch up kids [students in most need of remediation] and redefine our planning and focus on our ultimate goal – mastery learning as teachers.

Kathy received grant money to make landscaping changes to the school courtyard and shared the upcoming change with her team [future change]. She continued the

conversation sharing financial information when she stated, “We should be able to utilize this money to create a real studious campus with art incorporated on the benches.”

During debriefing, she stated that she wanted to improve the academic atmosphere of the campus inside and outside of the classrooms creating a consistent focus. Finally, Kathy discussed the outcome of a recent school fund raiser seeking input and feedback on the quality of teacher participation and engagement in the activity. Throughout each of the speech acts coded to the factor news about school financial status, Kathy emphasized language focused on resource management and alignment to school priorities and expectations. Kathy gave useful explanation of what teachers should do at work when she addressed her administrative concerns regarding the school opening ceremony. She stated:

The Opening Ceremony, The Pledge, and Moment of Silence we need to model drop, stop, and be respectful. We must do that ourselves. We must show that respect and when I see that. We need to just stop. I want to go through that whole procedure.

During the debriefing, Kathy stated her intentions were to address her administrative concerns, clarify her administrative expectations for staff, and get the school day started off right. Kathy gave understandable instructions to her teacher leaders when she said:

We need to be really careful [about communicating with grade levels] until we decide as a team. I feel like it is our decision but when you do share, I do want you to say “thinking about” [the team is thinking about], and bring back ideas to us so we can make best decisions.

Kathy stated during the debriefing that she was clarifying roles and intent for her teacher leaders [distributed leadership] within the collaborative decision making process. Some of her leaders were communicating topics discussed as decisions already made. Kathy emphasized the clarification of roles and provided instructions on what to do for her teachers. In the factor future change, Kathy discussed the new role of her

Instructional Coach and how she would be providing classroom coverage for teachers so that new teachers could observe in their classrooms. She said:

I want to go back to the Instructional Coach and how we can use her. I did tell her to use a calendar and how to cover new teachers first. Start with fifth grade and then talk and help with collaboration on PLC (grade level meeting time). I will come up with a schedule.

Kathy coded this speech to the maximization of resources, utilization of staff, focus on instruction, and support of new teachers. Next, Kathy responded to a teacher question giving clear instructions on how to solve a job-related problem with student enrollment. A teacher was concerned with students enrolling in the morning and then being admitted to class in the middle of the day disrupting the instructional day instead of starting at the beginning of the next day. Kathy stated:

The family arrived late and we tried to get them all enrolled. The brother came with five kids and a special needs student. Normally, we say you need to come back but we cannot deny them and felt that it was more important to get them in school [that day].

Kathy explained the enrollment procedures, clarified her expectations and the process of enrollment in the office, and refined the process for getting student materials into the classroom [student desks - the area of teacher concern, the student had no place to sit] in a conversation with the team. Finally, Kathy provided advice on how to improve at work when she said, “Trophies [the classroom basal reading text] is not perfect that is an opportunity to introduce a small novel book.” During the debriefing, she stated her intention was to foster higher levels of student success through more difficult text, higher order thinking skills, and differentiated instruction.

The following themes emerged from factors in Kathy’s Direction-Giving Language construct:

- Use of Direction-Giving Language to support administrative expectations,
- Use of language in data-driven decision making,
- Implementation of Direction-Giving Language as conversational language,
- The strategic mixing of ML constructs to support effective language usage,
- Use of explanations to increase teacher buy in and participation,
- Implementation of leader initiated structures,
- An emphasis on clarification,
- An application of situational leadership strategies,
- A connection of written media (data) and talk,
- Use of Direction-Giving Language to support resource management and alignment to established priorities,
- The use of transparency, and
- Use of collaborative and distributive leadership practices.

Kathy spoke in depth about Empathetic Language during the interview and discussed the factors of encouragement, praise, and job concern. Kathy in her pre-interview thoughts listed as main ideas within the factor of encouragement, “I always try to acknowledge them in front of their colleagues and point out their strengths.” In the interview she stated:

I really encourage them. I feel that I encourage my teachers on a continuous basis. If I have, for example, a teacher that’s a struggling teacher. I have been in there observing, observing, and helping her out. We’ve implemented things together, I have talked to her, and things are working out for her. Then, every time that I see her, I am always going to start off with something, “You know what, I noticed that you did this, and it’s working great. Now, let’s see what we can do to tweak that to make it even stronger.” So, I always want to encourage instead of meeting with someone consistently and saying, “No, this isn’t working. No, you know, I’m still seeing the same problem.” I am always going to try to offer her different solutions and try to think out of the box for her. Or, I offer encouragement at the grade level. For

example, “Guys, you know what, our goal has been and on the data that I am seeing, it is working. So, let’s keep it up. What do you think we can do to make this even stronger?” So, it is always not about what I have to say constantly, but I try to encourage. I try to recognize, but at the same time, I am always looking for ways to improve anything that we do on the campus.

Kathy emphasized (a) strengths-based leadership practices, (b) out of the box solutions, (c) encouragement across a variety of organizational levels, and (d) the strategic use of encouragement. In talking about praise, Kathy indicated that she verbally praised teachers at staff meetings. Additionally, she said:

I try to praise my teachers. I will praise them one-on-one if we are having a one-on-one conference. I will praise and say, “I love the way that you are doing this.” Or, “You know what, what I saw in the classroom, I just really thought that was very affective, keep it up.” But, I know that there’s a teacher that’s struggling, and I am seeing something happening that she’s really, really working, or he’s really, really working hard to improve themselves, I really am going to try to acknowledge that person and praise that person in front of their peers. Because, I think it is important that we praise them not only on a one-to-one, but they also need to be felt valued amongst their peers. Because, once you are valued amongst your peers, that goes a long way and there’s a lot of respect that’s built into that. And, you know as teachers, we know who our colleagues are who are struggling. One thing is knowing who is struggling and that person that’s struggling is not doing anything about it. But, the other side of the coin is knowing who your colleague is who is struggling but is working, you know, so hard because they really want to feel successful. And, so there are two different things, you know. And so I just always want to make sure that I praise not only for the struggling. I always praise my grade level leaders, or even just the teachers as a whole when I go to a grade level meeting. “Guys, I just saw your results. What a fabulous job. You guys did phenomenal.” You know. “What are we going to do next?” But, it’s that “You did fabulous.” You give them a pat on the back, you acknowledge them. The more you praise, the more you are going to get out of them.

Within the factor of praise, keys for Kathy were as the following: (a) praise across a variety of organizational structures and groupings, (b) an emphasis on the value of teachers, (c) purposeful praise as a motivational quality, and (d) the strategic use of praise. As Kathy discussed showing concern for teacher job satisfaction in her pre-interview thoughts, she said, “I ask them what I can do for them to support them.”

During the interview, Kathy remarked:

If I have a concern, I will talk to them, I will share with them my concern. I am very open about it. I am not secretive about that at all. But, when I show my concern, I state it in such a way that I am very clear with my concern. But, I also talk to them about how we are going to work on that concern together. Because, obviously, if I have a concern, sometimes as administrators, maybe we haven't given that individual the support really that we actually should have given them. Or, there could be a brand new teacher on the campus and so, we are going to talk and try to come up with some kind of a solution to the problem as far as okay, do you need extra training? Do you need to go and observe other classrooms? Do I want to get all my specialists or strategists in action in that classroom to support? Do I want to get my grade level chair to buddy up with this person? I mean, there are a lot of strategies, but it's about talking to them. Saying this is what I am seeing and this is where I feel that you really, really need to improve. In saying that, tell me what I can do for you to help you. And, then let's come up with a solution on how to strengthen that support that you are going to need.

Through this example, Kathy illustrated the following themes: (a) clear communication of concern, (b) support for improvement, (c) orientation toward strengths-based solutions, and (d) a high level of administrative expectation.

In the observation, Kathy utilized Empathetic Language 21% of the time. Within the construct of Empathetic Language, she emphasized the following Empathetic Language factors: (a) concern for job satisfaction and (b) support for professional development.

During the Learning Improvement Team meeting a conversation occurred and Kathy stated:

What we are trying to do is strengthen. We are not trying to destroy. We are trying to make moves to make things stronger and not stress my teachers out, tweak, and simplify.

During the observation debriefing, Kathy coded this speech as demands, stress, and chaos and she stated her intention was, "To calm everyone down. Work smart not hard. Simplify teachers' lives. Reduce teacher demands." Kathy is demonstrating consideration and focusing on the work environment for her staff. In the factor of

support for professional development, Kathy focused on new teachers during the meeting and the use of the Instructional Coach to provide release time for them to observe in other teachers classrooms. Kathy said, “I want to strengthen what new teachers see.” Kathy is connecting to her ongoing threads of strengths-based leadership practices and collaboration in this instance.

The following themes emerged from factors in Kathy’s Empathetic Language construct:

- An application of strengths-based leadership practices,
- The strategic use of encouragement and praise as leadership practices,
- The purposeful use of language connected to specific motivational outcomes,
- Use of distributed leadership practices,
- Use of construct across a variety of school groupings,
- Use of consideration,
- An emphasis on the value of teachers,
- A high level of administrative expectation, and
- Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language.

Within the Meaning-Making Language Construct, Kathy had data only in the interview. The Meaning-Making factors discussed were people who are rewarded at school and people who left the school. In terms of people who are rewarded at school, Kathy stated in her pre-interview thoughts, “I try to say something positive about everyone so that no one feels like I don’t care about them. In the interview she said:

Oh, absolutely. It is not a secret. Anything on the campus here, I don’t feel that I keep it as a secret. In other words, if it is a staff meeting, or staff development days, I

am always trying to recognize teachers. It is not about giving them like a trophy or a this or that. It is more about recognizing the very simple things as far as their say grade level chairs or something like that. And I also not only do that, but sometimes if I feel like I need it, I make everyone in that grade level that year a grade level chair. I just feel it is important, because I want everybody to experience the how do you become that. I want them to hold themselves accountable and everybody else accountable. And, they get to learn their data a lot better. Then they get to be leaders. I am just always about constantly recognizing them. As I am talking, I will say, "Hey, you know, Gail, come on up here, I want to . . . Hey, guys, you know Gail . . . man, she did such a phenomenal job this last month. She had the most difficult class in third grade, and she finally got all these kids to read and meet their goals. They have not only met them, but exceeded them. Let's give her a hand." So, always knowing from a kinder to your fifth grade teachers, always knowing kind of what's going on the campus, so making sure there's not one person that feels like they're being left out. You never want to make anybody feel like they are left out. I treat them like they were my children. You know how the middle child syndrome, you don't want that. So, you want to make sure that all of the teachers are feeling valued.

Keys for Kathy in the area people who are rewarded at school are: (a) creation of a family-oriented work culture, (b) the distribution of leadership, (c) transparency, and (d) establishment of a data-driven rewards school culture. When talking about people who have left the school, Kathy indicated:

Oh, yeah. In a sense, say I have a teacher who's really been having a pattern of very low performance. It's not that I will ever talk to a whole group about that one particular person, but I will talk to my grade level chair or my strategist, and say, "Okay, guys, we all know this person is having a difficult time. Could you please talk to your third grade team and just let them know that we all need to give that person a lot of support?" I don't believe in like bad mouthing someone, because the minute you do that, then your culture changes. And, so you never want to do that. You never want to affect that culture because it is about support and team work. So, I do try to confidentially talk to someone okay I need some help with this. Let me know. See what you've done, and what you can do. If you don't get a response, or they're not willing to change let me know, then I will talk to that person myself. Then, I'll come up with a plan and then that's when I'll send my team in and say okay, this is what I need to see happen. But, you always give them the benefit of the doubt. But, you do it kind of discretely. But never, never ever do it where you are feeling like they would feel like the whole grade level is after them because you don't ever want a person to feel that way.

Kathy emphasized support within this factor. When asked a follow-up interview question on the discussion of failure with teachers, Kathy stated:

Absolutely, if I am seeing it in their classrooms, I am in the classroom with them, point out what is happening, and then give them ample opportunity to correct the action or activity. We dialogue continuously and I praise them as I see the improvement.

The following themes emerged from factors in Kathy's Meaning-Making Language construct:

- Creation of a family-oriented work culture,
- The distribution of leadership,
- Transparency,
- Establishment of a data-driven rewards school culture,
- Emphasis on support and collaboration with teachers having difficulty, and
- Use of failure as part of the teacher supervision and evaluation process.

The examination of themes in Meaning-Making Language is complete. The following themes emerged for Kathy in the *phase one* Motivating Language factors:

- Use of Direction-Giving Language to support administrative expectations,
- Use of language in data-driven decision making,
- Implementation of Direction-Giving Language as conversational language,
- The strategic mixing of ML constructs to support effective language usage,
- Use of explanations to increase teacher buy in and participation,
- Implementation of leader initiated structures,
- An emphasis on clarification,
- An application of situational leadership strategies,
- A connection of written media(data) and talk,
- The use of transparency,

- Use of Direction-Giving Language to support resource management and alignment to established priorities,
- Use of collaborative and distributive leadership practices,
- An application of strengths-based leadership practices,
- The strategic use of encouragement and praise as leadership practices,
- The purposeful use of language connected to specific motivational outcomes,
- Use of constructs across a variety of school organizational groupings,
- Use of consideration,
- An emphasis on the value of teachers,
- A high level of administrative expectation,
- Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language,
- Creation of a family-oriented work culture,
- Establishment of a data-driven rewards school culture,
- Emphasis on support and collaboration with teachers having difficulty, and
- Use of failure as part of the teacher supervision and evaluation process.

With an examination of the *phase one* Motivating Language factors complete, a transition to potential themes within the unexpected Guidance factor is the next level of analysis.

Themes emergent from Guidance Factor Coding (Level One and Two). Kathy addressed the guidance factor through the follow-up interview questions. When asked how did she provide guidance in the areas of school social behavior and group dynamics Kathy stated:

I have had to meet with either individual teachers or staff members or grade levels and talk to them about how they are negatively affecting my campus or the dynamics of the culture that I am trying to build on the campus. I explain what I am seeing, what I need to see change, and I monitor whether the attitude or actions are changed

In this response, Kathy placed an emphasis on the themes of explanation of expectations, teacher commitment, and administrative expectations. In discussing how she talks to teachers to provide within the guidance context helpful directions and advice on work issues, Kathy stated:

I meet one-on-one with individuals when I feel that they need to get advice or assistance in becoming stronger teachers or staff members. If I see the need I do not wait. I address the situation, give them small tasks to improve, and then I continue to give them tasks as they accomplish the ones that I have given them prior so that it is not to overwhelming for them.

Within this context, Kathy placed a focus on the use of one-to-one leader to follower communication and leader initiated structures.

The following themes emerged from factors in Kathy's Guidance construct:

- Explanation of expectations,
- Expectation of teacher commitment,
- Administrative expectations for positive teacher behavior and improvement,
- Use of one-to-one leader –to-follower communication, and
- Use of leader initiated structures.

Themes emergent from Principal Main Idea Contextual Coding (Level Three Content Coding). Kathy was observed in a small group setting meeting with her Learning Improvement team. During the debriefing the main idea themes Kathy consistently revisited were in the areas: (a) leadership, (b) instruction, (c) vision, and (d) resources. Within the overall theme of leadership, Kathy self-coded the following main ideas: leadership, proactive leadership, teacher leadership, management, facility

management, administrative expectations, and clarification of policy. Topics Kathy addressed within this theme included: grade level leadership, collaborative decision making, opening of school procedures, expectations for adult actions, community involvement, and attendance procedures. An example of her oral language use within the leadership theme is the following:

The Opening Ceremony, The Pledge, and Moment of Silence we need to model drop, stop, and be respectful. We must do that ourselves. We must show that respect and when I see that. We need to just stop. I want to go through that whole procedure.

Following the debriefing, the researcher coded this as expectation for adult action in his reflection memo. Kathy utilized language from both Direction-Giving Language and Empathetic Language constructs to address the theme of leadership. In the theme of instruction, additional codes included lesson plans and curriculum. Topics Kathy addressed within the instruction theme included: Title I amendment, collaborative planning, reading materials, use of Instructional Coach, new teacher professional development, and instructional technology. Within the theme of instruction, Kathy asked the question, “Talk to me about Success Maker?” [Success Maker is an instructional technology program for students]. During the debriefing, Kathy shared that she had concerns in the areas of reading and math intervention, teacher utilization, and program functionality [was it working properly] and was looking for teacher information and feedback to address potential teacher concerns. Kathy utilized language from both Direction-Giving Language and Empathetic Language constructs to address the theme of instruction. Within the theme of vision additional coded themes included: School Improvement Plan, Growth Model, and priority. Topics addressed within the theme of vision focused on school academic goals and expectations. Kathy and her Learning

Improvement Team engaged in conversation centered reallocated money from the Title I budget to professional development setting aside two days of substitute release time for each grade level and how each grade level could use the new resource productively. She said:

What do we want to accomplish during this time to make a difference with children and that it will be different between primary and intermediate.

A group discussion ensued with Kathy stating the following:

What we are trying to do is strengthen. We are not trying to destroy. We are trying to make moves to make things stronger and not stress my teachers out, tweak, and simplify.

Following the conversation, during the debriefing, Kathy stated, “The high students are not having sufficient growth. Reflect with teachers that based upon groups to clarify we must continue to focus on Tier III (below grade level) students.” In describing her intention, Kathy connected to the growth model emphasizing student growth for students. Kathy utilized language from Direction-Giving Language to address the theme of instruction. In the theme of resources, Kathy self-coded the following additional main ideas: utilization of staff, teacher resources, maximize resources and money. Topics discussed within this theme included: Title I allocations, fundraising, and use of the Instructional Coach. Kathy discussed a recent fundraiser with her staff when she stated, “I would like to put [check] to field trips we had 100 kids and we raised \$4,000 dollars.” During the debriefing, Kathy stated that she was concerned with the return on investment and wanted to collect feedback from the team regarding teacher participation and clarification of the process. Kathy utilized language from Direction-Giving Language to address the theme of resources.

The following themes emerged from Kathy's level three principal debrief (main idea) context coding:

- Clear administrative expectations,
- A system of data-driven goals and continuous improvement,
- A broad spectrum of leadership practices and behaviors in use,
- Use of conversation and receptive language practices,
- Instructionally focused, and
- Resources aligned to school priorities, goals, and vision.

The examination of Kathy's level three themes is complete and the next level of analysis is Kathy's level four open coding themes.

Themes emergent from Open Coding (Level Four Open Coding). The themes that emerged from open coding of researcher memo tally data include the following: (a) goals, vision, and directions, (b) clarify, and (c) resources. Within the overall theme of goals, vision, and directions the following open codes were generated: standards, task, expectations, expectations for adult actions, administrative concerns, administrative follow through, provide instructions, gave direction, setting the purpose, consistent focus, standards and go do this. As an illustration of this, Kathy in communicating her expectations for staff said, "I want grade levels to go back and discuss what they want to do [with two days of collaboration time]." In this speech act, Kathy gave a direction, communicated an administrative expectation, outlined a task, and generated an adult outcome. Connected to this speech act, Kathy reallocated financial resources, reallocated personnel to support this task and realigned staff to her "ultimate goal" mastery learning. In the theme of clarify, the following open codes were identified: clarify roles, what to

do, clarify expectations, clarify task, clarify enrollment, clarify communication, and clarify process. Illustrative of this was when Kathy stated:

We need to be really careful [about communicating with grade levels] until we decide as a team. I feel like it is our decision but when you do share, I do want you to say “thinking about” [the team is thinking about], and bring back ideas to us so we can make best decisions.

In this speech act, Kathy clarified communication, expectations, process, and roles.

Kathy focused on the allocation of resources during the observation. In the theme of resources the following open codes were generated: return on investment, realignment, allocation, application of human resources, and money to academics. As an example of this Kathy talked about the reallocation of Title I dollars with her Learning Improvement Team. Discussing the Title I reallocation Kathy said:

As a follow up to staff development day and growth for students, I looked at our Title I amendment as books for science. I thought about funding that effectively and not put that way. Then, I thought about giving time for teachers to have time to collaborate – 2 days.

During debriefing, Kathy indicated:

I felt the need to realign money from tutoring due to teacher burn out. To focus on our catch up kids [students in most need of remediation] and redefine our planning and focus on our ultimate goal – mastery learning as teachers.

The researcher noted in his live memo notes that this conversation set the stage for the remainder of the meeting – focus on collaboration, instruction, and student growth.

Finally, throughout the observation Kathy relied upon collaboration.

The following themes emerged from Kathy’s level four open coding:

- Instructionally focused leadership,
- Clear administrative expectations,
- Distribution of leadership,
- Use of clarification strategies (direct, indirect, and receptive),

- Evidence of resource management and allocation to organizational goals,
- Evidence of group meeting norms, and
- Collaborative and conversational communication style.

Themes emergent from Motivating Language Tenet and Assumptions (Review of Research) . Qualitative data were collected on the tenets and assumptions of Motivating Language Theory during Kathy's interview. Qualitative data were collected on the following Motivating Language tenets: (a) reduction of uncertainty, (b) improvement in clarity, (c) clarity of goals, (d) emotional bonds, (e) organizational members as human beings, (f) use of stories and metaphors, (g) mental pictures, and (h) organizational culture. Qualitative data were collected on the following Motivating Language assumptions: (a) walk and talk congruence, (b) effective communication strategies, and (c) one way leader communication.

In discussing the reduction of uncertainty, Kathy shared in her pre-interview thoughts the following, "At Kent ES we have developed strong PLC's to help with collaboration to enable teachers to meet the school goals, expectations, and task." In the interview, she remarked:

As far as any action that takes place here on this campus, there really shouldn't be too much uncertainty. When I expect something on a campus or on a grade level to do, I feel that it's my job to present them with the expectation. Not the grade level chair, you know, they're going to be there, but they are going to be part of the group. In other words, if I say to them, "You know, guys, I just feel like we are not getting say the 50% growth that we wanted in the reading. I am feeling that we're going to need to kick it up a little bit in this area. Maybe independent reading, maybe our guided group reading . . ." It's always a discussion and I'll set the expectation, but I am going to sit there with them and talk about how we feel as a team we going to accomplish this. Then, I am going to hold you accountable. For anything you come up with, I am going to hold you accountable. So, we all need to be on the same page, we need to understand what's expected, when it needs to be done, how we are going to monitor, what intervention we're going to do. And everything and everyone here at this table will understand that everything is going to be done consistent. I think

that probably maybe the word would be consistent because, if they are not clear, it could be because they have other different ideas of implementation. When you have six, seven, eight people on a grade level team, that information can be interpreted very, very differently. And, the implementation could be very, very different. So, my job is to make sure they understand that we are here as a team, we're going to discuss some ways that we are going to solve this problem together. And, we are going to write those down because everybody's going to need to know them, and everybody is going to have by the end of this discussion, it is going to be written down exactly on what the expectation is. And, then I am going to hold you accountable for it.

Key elements from Kathy in the reduction of uncertainty include: (a) leader initiated structures, (b) connecting language with written media/documentation, (c) the use of administrative accountability and follow through, and (d) collaborative and conversational communication style.

In talking about clarity, Kathy stated in her pre-interview, "I always try to show my appreciation to teachers by continuously acknowledging them and their hard work."

She followed this in the interview when she said:

Well, I think that one of the things that I do try to do is once we have decided on something, okay, I am going to review everything with them. I am going to also not only review, but I want a voice from everyone, who's ever with me at that point in time. I am going to say, "I want you to just kind of talk to me about are you clear with what you feel that I want done?" And, I will tell them, "I need for you guys to be really, really clear because we have also decided, say, maybe 2 weeks from now, we're going to do an assessment and we are going to monitor every 2 weeks. And by the end of the month, when we have data day, I want to make sure everybody, I am going to get the reports from everybody. I want to see the results. So, I want to make sure you guys understand when we're going to start on this, the frequency of it, the monitoring piece." Whatever it is that you know. But, it's more about making sure that everybody has a voice. And, also the way that I do it is not to put them on the spot, necessarily, because I know that people's personalities sometimes don't lend themselves to . . . even as much as you are trying to have them communicate, they won't do it. They are in the spot. But, it is more about, "If any of you guys have any more questions, come to my office. If you feel more comfortable coming to see me, I will be more than happy to clarify anything that you guys want. But, come and see me as quickly as you can. Send me an email. Anything that you feel that you might need to communicate with me that you need further clarity, I will be more than happy to do it.

Kathy's key points in the ML tenet of clarity include: (a) an insistence on responsive and reiterative (teacher-to-principal) communication, (b) leader initiated structures, and (c) goal-driven leadership strategies.

In discussing oral language to communicate school goals and expectations so that teachers get a clear picture of them, Kathy indicated in her pre-interview thoughts, "I try to relate everything to data results and whether the results are meeting our expectations."

In the interview she said:

I guess it just depends, because sometimes I feel like, okay, I really want them to understand this, so I am going to bullet some things for them before I start some kind of discussion with them. And, I am going to talk to them a little bit about why I feel so strongly about that we need to make some changes on whatever it might be. For example, when I started implementing my PLCs, I did a mock run for them, because I wanted to make sure they understood what that looked like. I did a mock run on what norms looked like. I utilize a lot of my ELL skills doing that, because anybody if you model, you give them visuals, all of those things. Not everybody processes things the same way. But, I always have to have a very clear picture on what I want to have accomplished, whatever it may be. I go through that process of, you know, I am going to make sure I do this in writing for them. We are going to talk about it. I am going to group them. They are going to discuss it. All of those things you would do as a classroom teacher because, it takes them time to really process and understand what you really want them to do. I am very lucky, because now I am to the point where they know my style. Probably 80% of them know my style, and they have been with me long enough that I have been able to build that with them. That they truly do understand. I almost just pose the question now, and they are going, "Okay. Let's get the answer." You know. So, when you are trying to train a staff to do something specific and you need to get that clarity and that understanding, you have to go through that whole process and give them all different types of modalities presented in different modalities so they can understand it and absorb it and own it.

And, like a good a teacher, give them lots of practice. It is just a process.

In helping teachers develop a clear picture, Kathy utilizes the following: (a) use of modeling, (b) visuals and written media, (c) peer to peer conversation and processing strategies, and (d) presentations of content in multiple modalities.

In her pre-interview ideas on the emotional bonds between principal and her teachers, Kathy stated, “I treat my teachers as my colleagues and try to be informed about their personal lives and show concern that I care.” In the interview, she said:

Well, one of the things that I kind of noticed quite a bit with my teachers is the ones that are really, really dedicated and passionate about what we have done on the campus is . . . they get extremely, extremely emotional with me when they feel they’ve failed me. I am not sure, but I have had many, many teachers that . . . you know, sometimes we have had some conversations, and . . . they have gotten emotionally, very, very upset. But, not necessarily with me. They have been upset because they feel like they haven’t met the expectation, and they don’t want to make me feel like they are not worthy or something like that, you know, possibly. But, throughout the years, I have had a lot of teachers in this office that have been so upset, because maybe . . . I don’t know. The expectation is so high on this campus that maybe they feel like they let me down, they let their grade level down.

Key strategies utilized by Kathy to create emotional bonds include: (a) creation of school climate of high expectations, (b) collegial treatment of teachers, and (c) demonstration of concern for teacher welfare and value.

In talking about conversations that focus on your teachers more as human beings than as members of your school, Kathy stated in her pre-interview, “I feel it is important for me that I know something special about each individual and I try to ask them frequently about their family, etc.” She followed this in the interview when she said:

Well, I think that, again, it boils down to that I have always tried to not only nurture a teacher, but also really get to know her on a personal level. Because sometimes, you are not going to get some really good results if that teacher is struggling on a personal level with some things. I am always very, I try to be very aware of you know, if I have a teacher that emotionally I know she’s not there. I will call her in the office and say, “Hey, what’s going on? Because I can tell something’s really going on with you, and I am worried about you. I want to make sure that, if there’s anything that I can do for you or help you. I just have seen a real change in your character.” And, then I will leave it open to her or him and say, “You know, is this change a personal change? Do you think it’s affecting your instruction, your dedication, your commitment?” If you need support, just let me know.” I said, “I’m not going to be angry if you don’t let me know, but I will get very upset if you don’t let me know and then we fail these kids. Failing in the sense that we don’t meet the expectations with these children, because these children are going to be promoted to the next grade

level, and what kind of explanation you as the teacher of these children are going give the teachers that are going to be receiving these kids. So, let's not even go there. Let's figure out what we can do together."

The key elements assisting Kathy in focusing on teachers more as human beings than members of her school include: (a) listening strategies, (b) system of support, and (c) honest communications.

In her pre-interview ideas stories and metaphors, Kathy stated, "I try to use stories to make connections on whatever point I am trying to make the bring relevancy to what I want them to accomplish."

In terms of how she used them, Kathy indicated:

I could have used stories or something to relate to what I am trying to say or trying to explain. I do try to do that as much as I can, because sometimes when you bring a story in, you really bring a lot more clarity on what you are trying to explain. So, I do try to make connections. I think connections are very important. I'm not one that likes to be just out there and just regurgitating. I am not like that. You know, I'm the boss and da-da-da-da-da. I am not like that whatsoever. I am more about connecting with them, trying to figure out how to connect better with them. I bring in a style that is not like I'm a dictator, but more on a level where, we are all colleagues here. Yes, I do have the last word, and they know that I will always have the last word if I have to.

In her use of stories and metaphors, Kathy emphasized the use of stories to: (a) help make connections and (b) create clarity.

In talking about school culture, Kathy stated in her pre-interview, "A non-negotiable is that we must always be collaborative and supportive to each other." She followed this in the interview when she said:

Once upon a time, we had a culture that was very toxic. There was such a great division. There was no collaboration. There were no high expectations. It was a culture of our kids can never achieve anything or become anything. Or parents are just horrible. Or they're second language students, they will never become anything. So, it was a culture that I really needed to change. I have a lot of non-negotiables on this campus, and one is that I don't ever want to hear that our children can't learn. I don't ever want to hear that or see that you are doing your minimal. Or you're not going to stay on my campus very long. I want commitment and dedication and

collaboration and celebration and rigor. I want rigor. I don't want ever any downtime in a classroom. I tell them that all the time. I tell them, you know, the best way you are going to get results is when you are in your classroom and every child is working. You see that clock. I say that all the time. Every minute, every second it clicks and if that child is not working, you are losing time. So, when I go into your classrooms, I want to see every child working on something, reading. I don't want ever that child to interrupt your instruction. I don't want ever that child to say, "What do I do next?" That should never be a question. So, I talk to them about that. And, I talk to them about if we do all of these things, we are going to get the results that we want. If we don't do these things, we are going to crash and burn, and it better not be when I am here. But, also, it's a constant conversation. Kids know it. Support staff knows it. Office staff knows it. Everybody knows it. That, here on this campus, we are about business. And, we're about expectations. It's something that, it's a culture that I have said to them that we're not only a school, an at-risk school with struggling students here, but we are going to develop a culture of the sense that our kids are going... we are giving them the best, and they're going to . . . the parents and the kids are going to have a sense of they are going to private school. And, that's what I want.

Keys to establishing a school culture according to Kathy are: (a) establishing high expectations, (b) implementation of rigor, (c) focus on teacher commitment, (d) emphasis on classroom instruction, and (e) collaborative practices.

Kathy discussed the importance of what she said and what she did being the same (walk and talk congruence) and when they were different she stated, "If I have to contradict on something that had already been decided to be done, I always explain my actions to my teachers so that they can understand." In the interview she further stated:

I try to stick to my word on what I say. I try not to do anything to catch them off guard and have them wonder why did she do that. I think right at the beginning, maybe as I was learning to become principal, at times, you know, I would say to them, "Yeah, we are going to do this, this, and this." But, then you go to your district meetings, and things change and then new demands. Now, I don't even do that anymore. I am going to say, "Guys, this is what's coming down the pike." "Now, this is the way that we can handle it." I will always tell them at the beginning of the school year. "This is what I expect, this is what I want done all year, if anything comes down the pike as far as district demands or implementations, I am going to share those with you, and as a team, we're going to decide what we are going to do with that information. But, I don't ever want you guys to think that I am not going to support our efforts, because this is something we have decided as a team to do." So, that's what I use my staff meetings for, if there is anything that I feel like I need to explain to them or I am going to utilize that time to say, "Okay, this is what's

happened, now we got to figure out a way to work around it.” Or, “You know what, guys, this is really not much of a choice, I just want to let you know that I didn’t expect this. But, let’s see what we can do to implement this the best way that we can without hurting what we are doing.”

Kathy stated as keys to walk and talk congruence: (a) consistency, (b) collaboration/group decision making, and (c) sharing of future information.

Kathy talking about effective communication strategies stated in her pre-interview ideas:

If I feel that I have to have a one-on-one conversation meeting with a teacher I will. If it doesn’t need to be confidential then I can just as easily address them out in the hallway or teacher’s lounge or classroom.

She placed this in a greater context when she added:

Being honest. I think honesty with the teachers. That’s all they want. They want you to be honest. They don’t want you to be wishy-washy. Oh, you’re going to say one thing, but now you want another thing. We can’t stay on course, and make up your mind, or communicate better with us.

Elements of effective communication according to Kathy are: (a) honesty and (b) consistency of communications.

Finally, talking about when was it most important to have a one way leader-to-follower conversation, Kathy stated:

At times when I observe a red flag or concern that affects the staff or grade level, I will address the situation immediately either at a staff meeting or a grade level meeting. I don’t wait. I address it immediately.

The following themes emerged from Kathy’s Motivating Language tenets and assumptions:

- An emphasis on goal-driven leadership strategies,
- The connection of talk and written media,
- The use of leader initiated structures,

- The use of a collaborative and conversational communication style,
- The creation of a school climate based on high expectations and rigor,
- Honest communications,
- A focus on consistency in communications,
- The professional treatment of teachers with concern for their welfare,
- An insistence on responsive and reiterative communication from teachers,
- The use of modeling (creation of clear and modeled expectations),
- The use of administrative accountability and follow through,
- Presentations of content in multiple modalities, and
- An expectation of teacher commitment.

Within Kathy's case, Kathy checked the interview transcript and debriefed following the observation providing clarifying input on each speech act and coding information; she provided pre-interview memo data, interview transcript data, researcher memo data, observation script data, researcher observation memo data, and observation debrief memo data; she participated in an interview, follow-up interview, interview transcript debrief, observation, and observation script debrief; and collectively this created a rich and thick case description. Kathy consistently utilized throughout her communications an emphasis on a conversational style of communication grounded in collaborative and distributed leadership. Kathy is driven by data and a cycle of continuous improvement. She believes in teachers' committing to professional behavior and thoughtful actions and creates structures and systems to teach and hold teachers accountable to that commitment. Within Direction-Giving Language, Kathy asserted the importance of not only explaining her expectations to teachers but having teachers reiterate expectations to

her to ensure clarity and reduce uncertainty. Kathy demonstrated a high level of empathy, consideration, and connection to her teachers, within Empathetic Language. She emphasized the use of strengths-based leadership, implementation of Empathetic Language across all organizational groups, and the strategic application of EL factors to improve motivation and performance. Within the Meaning-Making Language construct, Kathy emphasized a family like school culture connected transparently to data not afraid to deal with struggling teachers or failure. Throughout each of the constructs Kathy emphasized data and collaboration. In the factor of Guidance, stressed the importance of teacher commitment, the explanation of expectations, and the use of leader initiated structures to guide teachers. Kathy's main idea context codes focused on leadership, instruction, vision, and resources and open coding codes centered on goals/vision/directions, clarify, and resources. Themes emerging from these codes included: (a) clear administrative expectations, (b) instructionally focused leadership, (c) resource management aligned to priorities, and (d) conversational communication. Finally, Kathy's Motivating Language tenet and assumption priority themes included: (a) an emphasis on goal-setting leadership practices, (b) the connection of talk and written media (data), (c) the use of leader initiated structures, (d) the use of a collaborative and conversational communication style, and (e) the creation of a school climate based on high expectations and rigor. As a summary, Kathy's themes may be found in Appendix G4.

Across Case Themes

The levels of coding in the *phase two* of the study were (a) principal talk, (b) Motivating Language Constructs [Factors], (c) Guidance Factor, (d) Principal Main Idea

Context Coding, (e) Open Coding, and (f) Motivating Language Tenets and Assumptions. Each of these levels generated themes for each case in the study. In this portion of the study, generated themes from each case were placed into tabular form by coding layer to assist in thematic analysis looking for pattern data. The data was reported for each coding layer and summarized at the end of each section. Potential factors impacting the thematic analysis of this data include: (a) the amount of data gathered [a significant difference exists between Susan/Betty and Alice/Kathy in terms of the duration of their interviews and observations thus the quantity of data is far greater to generate potential themes from], (b) what data was gathered [group conversational data generated fewer data for coding than one-to-one conferencing data], and (c) when the data was analyzed [the researcher became more proficient in the identification of themes and data analysis as he moved through the cases] (the researcher thus went back and reviewed the earlier completed cases to ensure accuracy of the data).

Principal Talk across case themes. Principal talk themes were generated from three sources gathered by the researcher: (a) the principal talk section of the pre-interview data collection form, (b) the principal talk interview transcript data, and (c) overall researcher impression data. Principal Talk Across Case Themes is illustrated in Table 5.5.

Four patterns emerged from the thematic analysis of principal talk themes across cases and are as follows: (a) administrative expectations, (b) collaboration, (c) teacher accountability/commitment, and (d) data-driven improvement and growth processes.

Table 5.1

Principal Talk Across Case Themes

Susan	Betty	Alice	Kathy
Focus on instructional improvements and student growth,	Teacher support, advocacy, and collaboration,	A system of data-driven goals and continuous improvement,	A conversational communication style,
Accountability, and Teacher (adult) Actions.	Situational communication.	Creation of a family-oriented, personal work culture, A leader initiated operational and structural leadership style, A high level of administrative expectation,	A high level of administrative expectation, A focus on collaborative processes, An emphasis on teacher growth and improvement, An emphasis on teacher commitment,
		The connection of talk and written media, Transparency in communication,	An application of distributive leadership practices,
		The use of collaboration to emphasize school culture, and The use of reflection within communication.	An emphasis on strengths-based leadership practices Use of informal lines of communication, and An emphasis on teacher value and dignity.

One, the theme of administrative expectation was identified in both Alice's and Kathy's cases.

Alice:

You are going to go through your own data, and you are going to find out, what you need to work on in your own small classroom. In reading, your 17 or 18 kids, identify the lowest three standards in writing, lowest three in reading, and lowest three in math. And, you are going to develop your own action plan for your classroom group, just like I did as a grade level.

Kathy:

One of the things that I've always tried to do is if I've observed something, say like in the classroom or an action of theirs or something within like their data as far as results are concerned, I just really want to... I just try to explain to them what my expectation is. If what I am observing is not what I want to see, I want to make sure that they understand what my expectation is and why.

Two, the theme of collaboration was identified in both Alice's and Kathy's cases.

Alice:

We have the grade level PLC-STPT held once a week and that keeps the communications going. It has a specific format that they follow the steps. What is it that we need to work on for that small duration of 1 week? How are we going to set this up? What can each one of us contribute to that to make the whole grade level successful?

Kathy:

We need to be really careful [about communicating with grade levels] until we decide as a team. I feel like it is our decision but when you do share, I do want you to say "thinking about" [the team is thinking about], and bring back ideas to us so we can make best decisions.

Three, the theme of teacher accountability/commitment was identified in both

Susan's and Kathy's cases.

Susan:

She said, "That with teachers is not always about satisfaction it is about what is required"

Kathy:

She said, "I want full commitment from the teachers. The way that I feel is the teachers have signed a contract with the district that we are going to give our 100% in teaching to a child."

Four, data-driven improvement and growth processes were identified in both Susan's and Alice's cases.

Susan: [Theme of focus on instructional improvements and student growth]
 Susan said, "A lot of times the conversations really have to do with grade level data."

Alice: [System of data-driven goals and continuous improvement are connected.]
 Alice stated, "Let's look at your data. How did your kids do? The three weakest areas are cause and effect, place value."

In summary, the interconnected themes within principal talk were: (a) high administrative expectations, (b) collaborative practices, (c) emphasize teacher accountability, and (d) data-driven improvement and growth processes. The type of connected across case themes by case and cluster within the coding unit of Principal Talk are illustrated in Table 5.2.

Table 5.2

The Type of Connected Across Case Themes by Case and Cluster in Principal Talk

Susan Zigzag	Betty Zigzag	Alice Improving	Kathy Improving
Teacher Accountability Data-Driven Continuous Improvement Process		Administrative Expectation Collaboration	Administrative Expectation Collaboration Teacher Accountability
		Data-Driven Continuous Improvement Process	

Motivating Language Constructs across case themes. Motivating Language constructs across case themes were constructed from the following data sources: (a) pre-

interview principal main ideas, (b) interview transcripts, (c) researcher interview memo data, (d) observation scripts, (e) researcher memo notes, (f) principal debriefing main ideas, and (g) researcher reflection notes combined with Motivating Language Theory. Motivating Language Constructs Across Case Themes may be found in Appendix G5.

Twelve patterns emerged from the thematic analysis of Motivating Language construct themes across cases. One of the patterns, administrative expectations between Alice and Kathy is repetitive.

One, the theme of the connection of talk and written media was identified in all four cases. By way of examples:

Susan:

I have a document called the Bruce ES Teacher Expectancy document and it outlines everything that I am expecting of a teacher. We talk about it at their beginning of the year one-to-one conference.

Betty:

I often use the data results to show our achievement because the data will speak the truth.

Alice:

My expectations of them are very, very clear. We have written expectations.

Kathy:

I try to relate everything to data results and whether the results are meeting our expectations.

Two, the Empathetic Language factor praise was identified in all four cases. The identification and example are the following:

Susan's theme was emphasis on praise and her example is the following:

Susan stressed the importance of praise using notes and school-wide emails.

Betty's theme was the concept of situational praise and her example is the following:

She said, "I always say thank you, always, for their efforts. And, then I specifically try to state the action that they did, you know, whatever they did to deserve the praise."

Alice's theme was emphasis on best practices through the use of praise and her example is the following:

In discussing praise, Alice noted the idea of reinforcing good practice in front of the whole staff.

Kathy's theme was the strategic use of praise as a leadership practice and her example is the following:

She said, "The more you praise, the more you are going to get out of them."

Three, the strategic mixing of Motivating Language constructs to support effective language use was identified in Betty's, Alice's, and Kathy's cases. By way of example:

Betty:

Within the Direction-Giving Language construct, Betty maintained the theme of support, advocacy and collaboration within her use of language and did not strongly emphasize Direction-Giving Language instead emphasizing indirect methods and characteristics of Empathetic Language [consideration].

Alice:

[Speaking to consideration] When I talk to teachers, I keep in mind that my focus is the students, and my focus is what happens in the classroom. So, when I talk to them, based on their actual population they have in the classroom, and based on the style of the teachers, I form my tone of communication. I know how they work and what things they are good at. [Consideration] Therefore, I keep in mind that my final goal or objective is to help the students do better. So, it is a long term communication, not just for those 5 minutes encounters.

Kathy:

During the Learning Improvement Team meeting a conversation occurred and Kathy stated:

What we are trying to do is strengthen. We are not trying to destroy. We are trying to make moves to make things stronger and not stress my teachers out, tweak, and simplify.

During the observation debriefing, Kathy coded this speech as demands, stress, and chaos and she stated her intention was, "To calm everyone down. Work smart not hard. Simplify teachers' lives. Reduce teacher demands." Kathy is demonstrating consideration and focusing on the work environment for her staff.

Four, the creation of a family-oriented work culture was identified in Alice's and Kathy's cases. Both Alice and Kathy believe in the creation of a family like relationship with their teachers. Alice said, "We think, act and work professionally as a family."

Kathy:

You never want to make anybody feel like they are left out. I treat them like they were my children. You know how the middle child syndrome, you don't want that. So, you want to make sure that all of the teachers are feeling valued.

Five, the emphasis of exemplar teacher behavior through school culture was identified in Betty's and Alice's cases.

Betty:

We have a board in the lounge where we recognize employees for specific things. And, at first, it was just administrators that were doing it. But, then I realized, it is more important when it is coming from the coworkers. So, we now open it up where I put the blank slips on a clipboard, and they can go in and they can say something like, "Good job." And, then I tell them, say specifically what they did. Like "Great job for planning a professional development, Susan." And, then they put it on the board so that everyone can see that that person's been recognized.

Alice:

Casually reading the lesson plans, I would pick an exemplary lesson plan that I thought was really unique. I actually had bought Office Max gift cards, and I would announce it on the intercom. "My Teacher of the Week is Mr. M., because he has exemplary lesson plans and I love the way he did Guided Reading Groups." Or, I visit a classroom and I am really impressed with the teacher, I actually would take the notes and congratulate that person. And, on the Friday Facts, I acknowledge, I give kudos to some teacher specifically what they have done. Because, I think that sends a message that this is an example I need to follow.

Six, the use of questioning was identified in Susan's, Betty's, and Alice's cases.

Susan:

Susan used clarifying questions to guide the conversation with the teacher towards understanding work instructions. An example of this was, "How many of your students were reading on their own versus reading with partner?" When asked her intent Susan stated, "I wanted him to explain what he was doing and get him to focus on having students not read alone but with a partner to connect to our prior professional development in the Gradual Release [instructional strategy]."

Betty:

Betty focused on clarity through indirect techniques consistently within the DL construct during the observation. She used clarifying questions and reflection to guide the conversation with her Instructional Coach in providing useful explanations to do work. An example of this was, "What is the best way to follow-up on this training after this professional development activity?" When asked her intent Betty stated, "I want him to follow-up on meaningful training and understand that training is not in isolation."

Alice:

Alice provided a clear example on the factor specific information on evaluation. She asked, "Grade level improvement plans how are you doing that?" This is a prime example of Alice's assertion [Principal Talk] to not give a specific direction but to give outcome with a question connected to observable adult action.

Seven, the use of transparency was identified in Betty's and Kathy's cases.

Betty:

I am pretty open about that because people sometimes have a stigma... oh, they left your school, what's wrong with your school? And, I let them know change is good. Sometimes people leave, they need to grow. So, I always tell them, I try to have a positive attitude about people leaving.

Kathy:

This [Achievement] talk permeates the campus at all times. Nothing on campus is a surprise. I announce or communicate any recognitions, or achievements. I feel it is important that the staff knows that any achievement we make is done through their hard work and dedication.

Eight, the emphasis on support, advocacy, and collaboration within Empathetic

Language was identified in Betty's and Alice's cases.

Betty:

Later in the observation, Betty again asked a pair of reflective questions focused on support for professional development when she said:

What can I do to support you and what role can I take to help you? Do you need me to help you with follow-up?

During the debriefing, Betty stated her intention as, "I wanted to let him know I have his back [an explicit example of an emotion bond between principal and teacher (leader/follower)]."

Alice:

Alice continued the theme of purposeful and strategic use of Empathetic Language within the EL factor of encouragement. Alice (in discussing her Instructional Coach at the second grade meeting) said, "The best thing about C. is she takes it and runs with it." Alice coded this speech act as encouragement. When asked her intention she replied, "I am trying to boost her (C.) self-esteem and improve her teacher credibility (with the other teachers)."

Nine, the use of leader initiated structure was identified in Alice and Kathy's cases.

Alice:

I use data of students' achievement and teachers' performance. Based on the data analysis and already identified improvement goals, we analyze our achievement. All

grade level teachers have “assessment folders” that contains all students’ data results that is identified, tracked and analyzed weekly/biweekly and monthly to monitor growth toward achievement goals.

Kathy:

I need for you guys to be really, really clear because we have also decided, say, maybe 2 weeks from now, we’re going to do an assessment and we are going to monitor every 2 weeks. And by the end of the month, when we have data day, I want to make sure everybody, I am going to get the reports from everybody. I want to see the results. So, I want to make sure you guys understand when we’re going to start on this, the frequency of it, the monitoring piece.”

Ten, the use of Direction-Giving Language to support administrative expectations was identified in Alice and Kathy’s cases.

Alice:

She gave easily understood instructions to the grade level regarding her administrative expectations for planning. She stated, “The one-to-one forms . . . the whole grade level should work as one team just like lesson planning.” Alice’s debrief memo was the expectation for grade level consistency and to focus energy on the grade level goal.

Finally, Alice provided advice to the grade level on how to improve their work. She said, “It would be a good idea for you [a second grade teacher from the meeting] to attend a third grade STPT [same meeting the grade level was having].” In the debriefing, Alice said that she was setting expectations for administrative follow through.

Kathy:

Kathy gave useful explanation of what teachers should do at work when she addressed her administrative concerns regarding the school opening ceremony. She stated:

The Opening Ceremony, The Pledge, and Moment of Silence we need to model drop, stop, and be respectful. We must do that ourselves. We must show that respect and when I see that. We need to just stop. I want to go through that whole procedure. During the debriefing, Kathy stated her intentions were to address her administrative concerns, clarify her administrative expectations for staff, and get the school day started off right.

Eleven, the use of distributed leadership practices was identified in Alice’s and Kathy’s cases.

Alice:

The way I do things. What I had utilized last year and I hope to have the same ability to do so next year, I took my special ed teachers, my counselor and my literacy

specialist and I assigned them to grade levels. Each one of them, knowing their strengths, are assigned to either third grade, fourth grade, fifth grade, first grade, and they meet with them during PLC. It is mandatory. They have to take that half hour to 40 min of the week from their schedule, and meet with them. They are my liaison. They post the minutes. But, then we meet at Power Team meeting, and those are my Power team people, my liaisons. They come and tell things that the staff may not tell me. Like third grade is really struggling with the mock CRT test scheduled time, can we tweak it to fit at a different time? And, they take that feedback [back to the grade level].

Kathy:

Kathy gave understandable instructions to her teacher leaders when she said: We need to be really careful [about communicating with grade levels] until we decide as a team. I feel like it is our decision but when you do share, I do want you to say “thinking about” [the team is thinking about], and bring back ideas to us so we can make best decisions.

Kathy stated during the debriefing that she was clarifying roles and intent for her teacher leaders [distributed leadership] within the collaborative decision making process. Some of her leaders were communicating topics discussed as decisions already made. Kathy emphasized the clarification of roles and provided instructions on what to do for her teachers.

In summary, the interconnected themes within the Motivating Language construct were: (a) the connection of talk to written media, (b) praise, (c) the strategic mixing of ML constructs, (d) family-oriented work culture, (e) the emphasis on exemplar teacher behaviors through school culture, (f) the use of questioning as a leadership communication strategy, (g) transparency, (h) support, advocacy, and collaboration with the EL construct, (i) leader initiated structures, (j) DG language support administrative expectations, and (k) distributed leadership practices. The type of connected across case themes by case and cluster within the Motivating Language Construct coding unit are illustrated in Table 5.3.

Table 5.3

The Type of Connected Across Case Themes by Case and Cluster Within the ML Construct

Susan Zigzag	Betty Zigzag	Alice Improving	Kathy Improving
Talk and Written Media Strategic use of Praise	Talk and Written Media Strategic use of Praise Strategic mix of ML Constructs	Talk and Written Media Strategic use of Praise Strategic mix of ML Constructs Family-Oriented School Culture	Talk and Written Media Strategic use of Praise Strategic mix of ML Constructs Family-Oriented School Culture
Use of Questioning as Leadership Communication	Emphasis on Exemplar Teacher Behaviors through School Culture Use of Questioning as Leadership Communication Transparency Emphasis on Support, Advocacy, & Collaboration in EL	Emphasis on Exemplar Teacher Behaviors through School Culture Use of Questioning as Leadership Communication Emphasis on Support, Advocacy, & Collaboration in EL Leader Initiated Structures DG to Communicated Admin. Expectations Distributed Leadership Practices	Transparency Leader Initiated Structures DG to Communicated Admin. Expectations Distributed Leadership Practices

Guidance across case themes. Guidance factor across case themes were constructed from the following data source: (a) the principal electronic follow-up interview protocol and (b) researcher memo data. Guidance factor Across Case Themes are illustrated in Table 5.4.

Table 5.4

Guidance Factor Across Case Themes

Susan	Betty	Alice	Kathy
Realistic, clear, and precise communication, and	Emphasis on teacher support, advocacy, and collaboration within the construct,	Creation of a family-oriented, personal work culture,	Explanation of expectations,
The connection of talk and written media.	Utilization of collaboration to emphasize school culture and individual behavior, Utilization of an open forum to express opinions and concerns, and	A leader initiated operational and structural leadership style,	Expectation of teacher commitment,
	An environment of trust.	Small group meetings,	Administrative expectations for positive teacher behavior and improvement,
		Use of distributed leadership practices, and	Use of one-to-one leader-to-follower communication, and
		The use of collaboration to plan and implement school goals.	Use of leader initiated structures.

One pattern emerged from the thematic analysis of Guidance factor themes across cases. The pattern, leader initiated structures between Alice and Kathy is repetitive.

Principal Main Idea Coding across case themes. Principal main idea coding across case themes were constructed from the following data source: (a) the principal during

debriefing following observation was read speech act aloud by researcher and asked to respond to the question, “What was your intention(s)?” followed by the request, “Now place that into a one or two word context.” Principals called out context words and the researcher wrote them down. Each of these words were counted as tally marks and grouped into themes for identification and labeling based upon a review of the research.

As an analysis, Principal Main Idea Context Across Case Themes are illustrated in Table 5.5.

Table 5.5

Principal Main Idea Context Across Case Themes

Susan	Betty	Alice	Kathy
Clarity,	The use of clarifying questions to enhance communication and communicate administrative intent,	A system of data-driven goals and continuous improvement,	Clear administrative expectations,
Reduction of uncertainty,	The use of questioning to establish future administrative plan of action, and	A high level of administrative expectations,	A system of data-driven goals and continuous improvement,
Accountability,	The use of Direction-Giving Language to narrow school focus and vision.	Leader initiated structures,	A broad spectrum of leadership practices and behaviors in use,
Curriculum and Instruction, and		Instructionally focused, and	Use of conversation and receptive language practices, Instructionally focused, and
The connection of talk and written media.		Strategic use of all three ML constructs to implement leadership activities.	Resources aligned to school priorities, goals, and vision.

Two patterns emerged from the thematic analysis of Principal Main Idea Context across case themes and are the following: (a) a system of data-driven goals and continuous improvement and (b) instructionally focused leadership. A system of data-driven goals and continuous improvement was identified in Alice's and Kathy's cases.

Alice:

Communication actually sets the tone for the [future] PLC meetings as I analyze the data with them. If we show them how it's done, it's a piece of cake. It's not that they don't want to do it; sometimes they really don't know how to do it. But, if you show by example when I sit with them, they feel comfortable developing classrooms smart goals in their improvement plans. SMART Goals are areas of needs; Reading, this is your expectations. For writing, this is what you are going to work on for this trimester. For math, this is what you are going to work on. This is a grade level expectation.

Kathy:

At Kent ES we have developed strong PLC's to help with collaboration to enable teachers to meet the school goals, expectations, and task. I say to them, "You know, guys, I just feel like we are not getting say the 50% growth that we wanted in the reading. I am feeling that we're going to need to kick it up a little bit in this area. Maybe independent reading, maybe our guided group reading . . ." It's always a discussion and I'll set the expectation, but I am going to sit there with them and talk about how we feel as a team we going to accomplish this. Then, I am going to hold you accountable. For anything you come up with, I am going to hold you accountable. So, we all need to be on the same page, we need to understand what's expected, when it needs to be done, how we are going to monitor, what intervention we're going to do. And everything and everyone here at this table will understand that everything is going to be done consistent. And, we are going to write those down because everybody's going to need to know them, and everybody is going to have by the end of this discussion, it is going to be written down exactly on what the expectation is. And, then I am going to hold you accountable for it.

Instructionally focused leadership was identified in Alice's and Kathy's cases.

Alice:

Topics Alice addressed within this theme included grade level improvement plans, one-to-one conferences, Targeted Instruction, School Improvement Plan, and assessment binders. Examples of her oral language use within the goal theme include the following:

Again, vocabulary is my big push this year. [School Improvement Goal] Grade level improvement plans how are you doing that? [School wide goals] We need to call it targeted instruction to get back to HQSI strategies that were successful to ELL and second language students previously. [School Improvement Goal]

During the debriefing, Alice stated, “I want to create alignment from the School Improvement Plan to grade level plans to classrooms.”

Kathy:

In the theme of instruction, additional codes included lesson plans and curriculum. Topics Kathy addressed within the instruction theme included: Title I amendment, collaborative planning, reading materials, use of Instructional Coach, new teacher professional development, and instructional technology. Within the theme of instruction, Kathy asked the question, “Talk to me about Success Maker?” [Success Maker is an instructional technology program for students.] During the debriefing, Kathy shared that she had concerns in the areas of reading and math intervention, teacher utilization, and program functionality [was it working properly] and was looking for teacher information and feedback to address potential teacher concerns.

In summary, the interconnected themes within the Principal Main Idea Context across case themes were: (a) a system of data-driven goals and continuous improvement and (b) instructionally focused leadership. The type of connected across case themes by case and cluster within the Principal Main Idea Context coding unit across case themes are illustrated in Table 5.6.

Table 5.6

The Type of Connected Across Case Themes by Case and Cluster Within the Principal Main Idea Context Coding

Susan Zigzag	Betty Zigzag	Alice Improving	Kathy Improving
		A system of data-driven goals and continuous improvement	A system of data-driven goals and continuous improvement
		Instructionally focused Leadership	Instructionally focused Leadership

Open Coding across case themes. Open coding across case themes was constructed from the following data source: (principal speech act, live researcher memo/field note,

physical descriptor, principal debriefing memo, principal maid idea context code, and Motivating Language construct and factor code) the researcher recorded final open codes and these codes were grouped into themes based upon a review of literature and best practice. Open Coding Across Case Themes are illustrated in Table 5.7.

Table 5.7

Open Coding Across Case Themes

Susan	Betty	Alice	Kathy
Administrative expectations,	Support in the role of support (leader),	The use of leader initiated structures impacts group practices and norms,	Instructionally focused leadership,
Focus and direction (vision), Clarifying questions,	Support in the act of supporting (language), Support across all Motivating Language constructs,	The distribution of leadership, The use of written media to support effective communication, and	Clear administrative expectations, Distribution of leadership,
Connections to previous adult learning,	Support in the guidance construct,	The application of administrative expectations.	Use of clarification strategies (direct, indirect, and receptive),
One-to-one conferences (dyads),	The use of questioning across all Motivating Language constructs,		Evidence of resource management and allocation to organizational goals,
The connection of talk and written media.	The use of questioning across the guidance construct, and The use of questioning 50% of the time in the Empathetic Language construct.		Evidence of group meeting norms, and Collaborative and conversational communication style.

One pattern emerged from the thematic analysis of Open Coding across case themes, clarifying questions. Use of questions across all ML constructs was identified in Susan's and Betty's, cases.

Susan:

Susan used clarifying questions to guide the conversation with the teacher towards understanding work instructions. An example of this was, "How many of your students were reading on their own versus reading with partner?" When asked her intent Susan stated, "I wanted him to explain what he was doing and get him to focus on having students not read alone but with a partner to connect to our prior professional development in the Gradual Release [instructional strategy]."

Betty:

Within the theme of clarity, Betty emphasized the use of clarifying questions and modeling. For example, she asked the question, "What does that look like?" She described her intention was to understand what the Instructional Coach saw within classrooms. In terms of modeling, she stated, "We never took the time to show teachers what the Daily 5 looked like." During debriefing, Betty stated that her intention was to emphasize, "What needs to be done."

In summary, the across case theme within Open Coding is the use of clarifying questions across all ML constructs. The type of connected across case theme by case and cluster within the Open coding unit is illustrated in Table 5.8.

Table 5.8

The Type of Across Case Theme by Case and Cluster Within Open Coding

Susan Zigzag	Betty Zigzag	Alice Improving	Kathy Improving
Clarifying questions across all ML constructs	Clarifying questions across all ML constructs		

Motivating Language Tenets and Assumptions across case themes. Motivating Language Tenet and Assumption coding across case themes were constructed from the

following data source: (a) the ML tenet and assumption section of the pre-interview data collection form, (b) the ML tenet and assumption interview transcript data, and (c) overall researcher impression data. Themes were generated from main ideas and topics gathered from data. Motivating Language Tenet and Assumptions Coding Across Case Themes may be found in Appendix G6.

Five patterns emerged from the thematic analysis of Motivating Language Tenets and Assumptions across case themes: (a) the connection of talk and written media, (b) an emphasis on goal-driven (instructional) leadership, (c) the use of leader initiated structures, (d) the use of modeling (most effective communication/creation of clear and modeled expectations), and (e) leader-to-follower communication. The themes of (a) connection of talk and media, (b) goal-driven instructional leadership, and (c) leader initiated structures have been previously discussed. The use of modeling was identified in Betty's, Alice's and Kathy's cases.

Betty: [Effective Leader Communication is based on Modeling]

I find that the most effective ideas and strategies will be, to utilize would be modeling and co-teaching. My teachers, you can talk to them. I have had teachers say to me, "You know, you have told me this and told me that, but I want the meat." So, for them, sometimes they have to see it and actually do it, and I think that's the most effective strategy I have been able to use with my teachers.

Alice: [Use of Modeling to create clear and modeled expectations]

I don't talk. I do it. I actually teach lessons. At the last staff development day, I taught how to make hummus in Arabic. Because vocabulary development is very essential, and now that we have the Reading Clinic in place, we are doing really well and we are showing growth, one of the things we need to specifically focus on is vocabulary. Vocabulary to a second language learner, or any English language learner, is like a bank of wealth. So, if you don't have the vocabulary, how in heck are we going to communicate? So I wanted to emphasize that. I wanted to show them how important it is to have word walls and keep exposing the kids to that vocabulary. And, they could use it at home, they could use it in math, they could use it in writing. Just by hearing it once is not enough. So, I actually set up a word wall in Arabic. And, I did my own little cards with the pictures. I brought the mixer, the

hummus, the garbanzo beans, the tahini, the lemon, and I said, “Today, we are going to do a lesson on making hummus.” They love hummus, but, it is taught in Arabic.

Kathy: [Use of Modeling to create clear and modeled expectations]

For example, when I started implementing my PLCs, I did a mock run for them, because I wanted to make sure they understood what that looked like. I did a mock run on what norms looked like. I utilize a lot of my ELL skills doing that, because anybody if you model, you give them visuals, all of those things. Not everybody processes things the same way. But, I always have to have a very clear picture on what I want to have accomplished, whatever it may be. I go through that process of, you know, I am going to make sure I do this in writing for them. We are going to talk about it. I am going to group them. They are going to discuss it. All of those things you would do as a classroom teacher because, it takes them time to really process and understand what you really want them to do.

Leader-to-follower communication was identified in Susan’s, Betty’s, and Alice’s cases.

Susan:

Whether I am setting the initial conference at the beginning of the year, laying out expectations, or I am doing a post-observation conference where this is what we talked about in September... when I was in your room in October, this is what we still need to work on. Because what we clearly talked about in September is not what I saw when I was in your room. So, in those two situations, equally critical.

Betty:

It is most critical to have one-way directional communication with a teacher when they are doing something that may affect a child in a negative manner. It is probably no negotiations at that point. I have to be very direct to make sure that the students are safe and that whatever is happening is not happening.

Alice:

It is those one-on-one talks about certain unsatisfactory performance. Then I would say, I want this done by this date. Let me know if you are unable to meet the goal. There are certain mistakes that carry liabilities. Clear language about specifically what misconduct was done. How to resolve it and what is the teachers’ responsibility in that. I document such meeting and invite a third party to attend, if possible.

In summary, the across case themes within Motivating Language Tenets and Assumptions were: (a) the connection of talk and written media, (b) an emphasis on goal-driven (instructional) leadership, (c) the use of leader initiated structures, (d) the use of modeling (most effective communication/creation of clear and modeled expectations),

and (e) leader-to-follower communication. The type of connected across case themes by case and cluster within the Motivating Language Tenets and Assumptions coding unit are illustrated in Table 5.9.

Table 5.9

The Type of Connected Across Case Themes by Case and Cluster Within the ML Tenets and Assumptions

Susan Zigzag	Betty Zigzag	Alice Improving	Kathy Improving
One-to-One Leader Communication	One-to-One Leader Communication	One-to-One Leader Communication	
	Effective Communication and Modeling	Effective Communication and Modeling	Effective Communication and Modeling

Summary of across case themes. As a final analysis, a collection of all Across Case Themes are illustrated in Table 5.10.

Two themes were consistent across both clusters of schools: (a) the strategic use of praise and (b) the connection of talk and written media. Nine themes were common to either the Zigzag cluster of schools or the Improving cluster of school only and are illustrated in Table 5.11.

Table 5.10

Summary of Cluster and Case Across Case Themes

Susan Zigzag	Betty Zigzag	Alice Improving	Kathy Improving
Teacher Accountability		Administrative Expectation Collaboration	Administrative Expectation Collaboration
Data-Driven Continuous Improvement Process		Data-Driven Continuous Improvement Process	Teacher Accountability
Talk and Written Media	Talk and Written Media	Talk and Written Media	Talk and Written Media
Strategic use of Praise	Strategic use of Praise Strategic mix of ML Constructs	Strategic use of Praise Strategic mix of ML Constructs Family-Oriented School Culture	Strategic use of Praise Strategic mix of ML Constructs Family-Oriented School Culture
	Emphasis on Exemplar Teacher Behaviors through School Culture	Emphasis on Exemplar Teacher Behaviors through School Culture	
Use of Questioning as Leadership Communication	Use of Questioning as Leadership Communication Transparency Emphasis on Support, Advocacy, & Collaboration in EL	Use of Questioning as Leadership Communication Emphasis on Support, Advocacy, & Collaboration in EL Leader Initiated Structures DG to Communicated Admin. Expectations Distributed Leadership Practices A system of data-driven goals and continuous improvement	Transparency Leader Initiated Structures DG to Communicated Admin. Expectations Distributed Leadership Practices A system of data-driven goals and continuous improvement

Table 5.10

Continued

Susan Zigzag	Betty Zigzag	Alice Improving	Kathy Improving
Clarifying questions across all ML constructs One-to-One Leader Communication	Clarifying questions across all ML constructs One-to-One Leader Communication Effective Communication and Modeling	Instructionally focused Leadership One-to-One Leader Communication Effective Communication and Modeling	Instructionally focused Leadership Effective Communication and Modeling

Table 5.11

Across Cluster Themes

Continuously Zigzag	Continuously Improving
Use of Clarifying Questions Across all Motivating Language Constructs.	A High Level of Administrative Expectations, Emphasis on Collaborative Practices, Use of Leader Initiated Structures, Use of Direction-Giving Language to Communicate Administrative Expectations, Use of Distributed Leadership, A System of Data-Driven Goals and Cycle of Continuous Improvement, Instructionally Focused Leadership, and A Family-Oriented School Culture.

Summary of Phase Two

Principals were interviewed utilizing an interview protocol constructed from a review of research and quantitative data from a factor analysis of the Motivating Language Scale conducted in *phase one*. The collection of qualitative data was gathered from principals purposefully selected from the Zigzag Cluster (Bruce ES and Wayne ES) of schools and the Improving Cluster (Clark ES and Kent ES) of schools. The factors explored were *Direction-Giving Language*: Future-Change, Useful Explanations, and School Achievements; *Empathetic Language*: Encouragement, Praise, and Job Concern; and *Meaning-Making Language*: People Who Left Organization, People Who Rewarded in Organization, and People Who Work Hard in Organization. Major themes that consistently emerged were: (a) the strategic use of praise, (b) the connection of talk and written media, (c) a high level of administrative expectations, (d) an emphasis on collaborative practices, (e) the use of leader initiated structures, (f) the use of Direction-Giving Language to communicate administrative expectations, (g) the use of distributed leadership, (h) a system of data-driven goals and cycle of continuous improvement, (i) instructionally focused leadership, (j) a family-oriented school culture, and (k) the use of clarifying questions across all Motivating Language constructs.

Summary of Qualitative and Quantitative Findings

The culmination of all findings from *phase one* and *phase two* of the study is summarized for the reader in Figure 5.1. The figure should be read from bottom to top.

Chapter 6 presents an integration of the quantitative and qualitative data followed by a discussion of findings, summary of findings, implications for practitioners, and suggestions for future research.

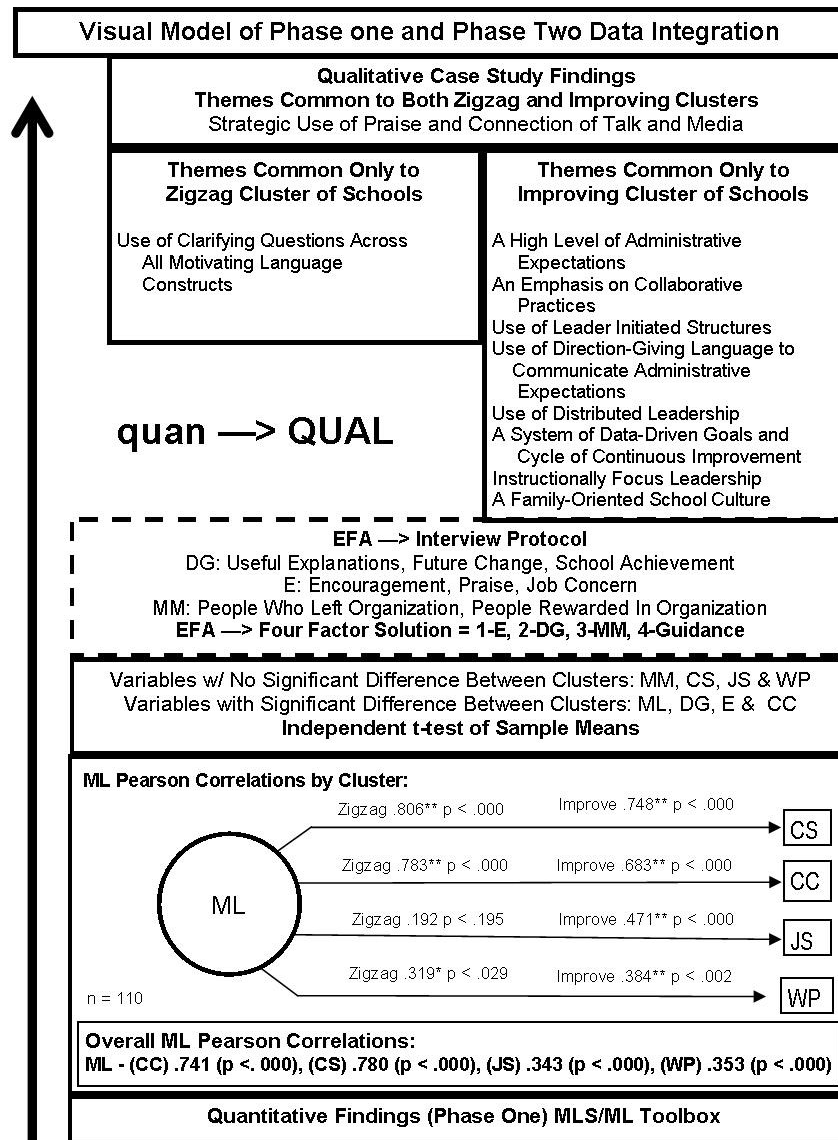


Figure 5.1. Integrated model of findings.

Legend:

ML = Motivating Language

MM = Meaning-Making Language

JS = Job Satisfaction

EFA = Exploratory Factor Analysis

DG = Direction-Giving Language

CS = Communication Satisfaction

CC = Communication Competence

E = Empathetic Language

WP = Worker Performance

G = Guidance

CHAPTER 6

DISCUSSION, IMPLICATIONS, AND RECOMMENATIONS FOR FUTURE RESEARCH

The purpose of this study was to examine the talk of school principals in two different school accountability contexts: continuously improving schools and continuously zigzag schools using the conceptual framework of Motivating Language Theory. This study utilized a sequential transformative mixed-methods research design. Creswell (2009) stated, “This design places mixed methods research within a transformative framework” (p. 213). With the emergent nature of the study, the researcher hoped to both lay a foundation for a greater understanding of the leadership talk of school principals. The researcher was interested in how principals strategically construct their communications for motivational purposes, in part, because of the value of understanding the communication choices school leaders make in order to motivate their teaching faculties. These gained understandings have implications for leadership preparation programs as well as the professional development of school administrators.

This chapter is divided into four sections: (a) discussion, (b) summary, (c) implications, and (d) recommendations. This study used a two-phase sequential transformative mixed methods design to generate findings for each of three research questions. The data collected from the Motivating Language Toolbox (et al., 2006) administered to teachers were used to answer research question one. The data collected from interviews and observations based upon factor analysis of the Motivating Language Scale (a subscale of the Motivating Language Toolbox) and review of literature administered to principals were used to answer research questions two and three.

Discussion of Findings

Research Question 1: What is the difference, if any, in the motivating language used by principals as measured by teacher survey in elementary schools in selected achievement contexts?

Results of the statistical analysis of the teacher survey instrument revealed that of the three null hypotheses presented for the two achievement contexts in this study two had split results across variables and one was rejected. There was a statistically significant difference between continually improving schools and continually zigzag schools relative to the strategic use of Motivating Language; specifically, in the constructs of Direction-Giving, Empathetic Language and Meaning-Making, the variables of Direction-Giving with Empathetic Language, and the variables of Communication Competence. There were no statistically significant differences between continually improving schools and zigzag schools for the variables of Meaning-Making alone, and for the variables of Communication Satisfaction, Job Satisfaction and Worker Performance. Since the hypotheses did not address directionality the research could not determine precisely how the Motivating Language variables differed across clusters.

Research Question 2: In selected case-study elementary schools, what is the difference, if any, in the specific talk of principals?

Examining Principal Talk in context was the focus of the second phase of the study in order to gain a fuller understanding of how principals in Continuously Improving Schools differed in their use of Motivating Language from principals in Zigzag Schools. There was no difference in the specific talk of principals between the principals from the Continuously Zigzag Schools and the Continuously Improving Schools on the theme of

connection between talk and written media. Each principal discussed not only the preference but the reliance upon written media in the form of data, graphics, agenda, documentation, handbooks, and policies to support and help their oral communications be understood. An excellent example of this is illustrated by Susan. What I thought about with a graphic organizer here was to make more information come out of the advanced organizer instead of to just come out.” As an aside, Susan during this portion of the conversation continually referred to the classroom teacher’s observation protocol highlighting key points to the teacher again emphasizing her use of graphics and written media to communicate key details.

And, Alice discussing school achievement [with the Direction-Giving Construct], stated:

I use data of students’ achievement and teachers’ performance. Based on the data analysis and already identified improvement goals, we analyze our achievement. All grade level teachers have “assessment folders” that contains all students’ data results that is identified, tracked and analyzed weekly/biweekly and monthly to monitor growth toward achievement goals.

The connection of talk and written media supports the Motivating Language assumption that subordinates must understand the intended messages that leaders send (J. Mayfield & Mayfield, 2002); however, it does not indicate what kind of written media best supports the understanding of oral language.

The differences in the specific talk of principals from the Continuously Zigzag Schools and the Continuously Improving Schools are in the following themes: (a) a difference in interview and observation length and quality, (b) a difference in administrative expectations, (c) a difference in the emphasis on collaborative practices,

(d) a difference in how data was used to ascertain school goals and focus continuous improvement, and (e) a difference in the use of instructionally focused leadership.

The difference in the length of interview time and answers as well as observation time is a key finding of this study. Susan's 65 minutes of time with the researcher versus Alice's 235 minutes with the researcher is a key difference. A second difference is the length of answers provided. Alice and Kathy, from the Improving Cluster, provided thick and rich answers to interview questions, while Susan and Betty from the Zigzag Cluster tended to provide clear but concise answers. Were the thick and rich descriptions of the principals in the Continually Improving Schools due to a fuller understanding of the tasks at hand and to a fuller array of skills in using "talk" with their faculties, or were the principals' styles just different, or were there different levels of rapport with the interviewer?

All four principals communicated administrative expectations; however, the level of expectations was not as persuasive, consistent, and dominant in the Continuously Zigzag Cluster principals as it was in the Continuously Improving Cluster principals. Alice and Kathy were all about administrative expectations and follow-through providing support to the Motivating Language assumption that subordinates must understand the intended messages that leaders send (J. Mayfield & Mayfield, 2002). Alice stated:

My expectations . . . one of the first expectations that I have of my staff is to work together. Have one focus, target every student in the classroom and be very specific. I work very hard to understand my teachers. I want my teachers to work as hard to understand their students in the classroom. What do they need today? And, what is needed for them for the end of the year to be successful?

Kathy added:

One of the things that I've always tried to do is if I've observed something, say like in the classroom or an action of theirs or something within like their data as far as results

are concerned, I just really want to . . . I just try to explain to them what my expectation is. If what I am observing is not what I want to see, I want to make sure that they understand what my expectation is and why. I always like to explain to my teachers as to why I expect certain things. Because sometimes what happens is as administrators, we tell them, “Well, this is what I want you to do” and that’s it. I don’t work that way. I want them to completely, thoroughly understand my reasoning behind the actions that I want them to take.

Kathy provides a key understanding to the connection of administrative intent to language; however, further work is needed to build on the foundational efforts in this study to connect leader speech to intentionality, in order to accurately identify Motivating Language based leader speech.

Alice and Kathy emphasized collaborative practice in their work as Continuously Improving School principals. They used collaboration to provide support, structure, and accountability; build relationships and trust; reinforce culture and norms, and distribute leadership. Kathy felt so strongly about collaboration she focused on the practice as part of her allocation of resources: She said:

I want grade levels to go back and discuss what they want to do [with two days of collaboration time].

I want to go back to the Instructional Coach and how we can use her. I did tell her to use a calendar and how to cover new teachers first. Start with fifth grade and then talk and help with collaboration on PLC (grade level meeting time). I will come up with a schedule.

As communicative leaders, Alice and Kathy emphasized participatory practices and utilized all three forms of Motivating Language to establish school direction and purpose, define interactions, and set norms for collaborative practices (J. Mayfield & Mayfield, 2002). An unclear component of this finding is what construct or constructs of Motivating Language best support collaborative practices? The Continuously Improving Schools had a quantitatively significant difference from the Continuously Zigzag Schools

in Motivating Language as a whole and in the constructs Direction-Giving Language and Empathetic Language but not in the Meaning-Making Language construct. Meaning-Making Language is, in theory, integral to a leaders' oral interaction with organizational culture (J. Mayfield & Mayfield, 2002). What is the nature of this relationship? Can Motivating Language as an entity maintain its strategic function if one of its constructs is absent?

A system of data-driven goals and a cycle of continuous improvement were fundamentally in place at the Continuously Improving Schools. One has to look no further than Kathy's painting of the school achievement goals on the front of the school building as a reflection of that or Alice's lunch time training conversations about data. Data drives each and every decision at these schools and, as such the language used in support of that is very goal oriented and structured reflective of Direction-Giving Language (J. Mayfield & Mayfield, 2002). An unclear component of this finding is what Direction-Giving Factor is most effective in communicating goals and structures? Further expansion of Motivating Language Theory in the area of targeted Direction-Giving research and its effect on goal setting and attainment would allow for a fuller exploration of the theory.

Instructionally focused leadership is directed toward mastery learning of instructional standards, achievement of school goals, and classroom instruction including the supervision of teachers through the use of Direction-Giving Language. All of the principals in this study had an instructional focus; however, some principals had additional areas of focus as well, such as Betty's support focus that tended to dominate her observation. However, the principals at the Continuously Improving Schools had a

consistent and connecting focus to instruction and student achievement. Vital to the improvement of instruction is the supervision and evaluation of teachers (Cotton, 2003). The factor of DG_Evaluation_Information was the fourth highest loading factor within the DG construct in the factor analysis and it was not among the DG items identified as strongly correlated. Given the transitional state of teacher evaluation across the country a question for further inquiry is: Would the factor loading and the strength of correlations of the factor DG_Evaluation_Information rise given increased emphasis by the principal? Targeted Direction-Giving Language research and its effect on the communication of evaluation information in longitudinal research would allow for a fuller exploration of the theory.

Research Question 3: In selected case-study elementary schools, what is the difference, if any, in the Motivating Language used by principals?

There is no difference in the Motivating Language use of principals between the principals from the Continuously Zigzag Schools and the Continuously Improving Schools on the theme of strategic use of praise. Each principal stressed the importance of praise and indicated their explicit use of it in their leadership practice as a strategic strategy. However, consistent with the quantitative findings was the *manner* in which strategic praise was ultimately used. This was illustrated by Susan who indicated “. . . that it was important to start the communication with teachers with the factor of praise.” She indicated that when delivering, praise she often gave her teachers complements from others instead of from herself. During the observation, Susan did exactly that. She began the observation praising the teacher stating, “Here is an observation from the ELL

Administrator who observed in your classroom. You are a STAR Teacher. Talk to me about the lesson.”

And, Alice who in discussing praise, noted the idea of reinforcing good practice in front of the whole staff. At the interview when asked if she verbally praised teachers she responded:

I do. That is something they would say about me. I would never say, “You can do it. But, if you need help, let me know. I am here for you.” I am the type that would actually give my teachers hugs; and once in a while I would say, “I love you, and I am so proud of you.” Even on my little notes when I visit the classroom, one of the things I would put at the bottom, “This was a dynamic lesson, I am so proud of you.” You just don’t understand what a valuable thing that is to some teachers.

Finally, in terms of praise, Alice noted, “I always find a positive thing to compliment no matter how small.” Given the strategic use of praise identified by all the principals under study and the variation illustrated here as an application of praise as a strategic leader communication behavior within Empathetic Language a question for further study is what is the most effective type of strategic praise?

The differences in the Motivating Language of principals between the principals from the Continuously Zigzag Schools and the Continuously Improving Schools were in the following themes: (a) a difference in the use of leader initiated structures, (b) a difference in the use of Direction-Giving Language to communicate administrative expectations, (c) a difference in use of distributed leadership, (d) a difference in use of a family-oriented school culture, and (e) a difference in the use of clarifying questions across all Motivating Language constructs.

The use of leader initiated structures is reflective of tools and techniques in order to attain goals and as such connected to Direction-Giving Language (J. Mayfield & Mayfield, 2002). A prime example of that was Alice’s use of her handbook.

My expectations of them are very, very clear. We have written expectations. Our handbook is actually designed and divided into domains, exactly what we have on the district teacher evaluation. I set up my handbook with procedures, specific procedures with domains, instructional domain, the environment domain, the professional domain, the assessment domain. And, each page has explicit information how to be proficient at it. Not just a piece of paper that looks like a newspaper and has little criteria of district of 1, 2, 3, 4, or 5. I don't want them to be 3 or 2 or 1 or 0, those are not acceptable choices of performance. They all have to be 4 and expected to work at that level. So to give them more specific information how to achieve that, not just what it is, but how to do it. So, they have that handbook. We have specific procedures for substitute handbooks. We have very specific procedures for emergency plans. So, they already know what my expectations are.

A clear difference existed in the correlation between clusters in the variable of Job Satisfaction in relation to Direction-Giving Language. What is the impact of leader initiated structures on this relationship? Foundationally, this study would appear to indicate that the use of leader initiated structures has an impact on employee job satisfaction. Further exploration of Leader Initiated Structures communicated through Direction-Giving Language and their effect on Job Satisfaction would allow for fuller exploration of Motivating Language Theory.

The use of Direction-Giving Language to communicate administrative expectations has been previously discussed in other findings. However, a related key finding is in the delivery of administrative expectations and inconsistency in walk and talk congruence between clusters. Walk and talk congruence is a Motivating Language assumption (J. Mayfield & Mayfield, 2002). The principals of the Continuously Improving Schools were firm in their responses. This contrasted with the principals of the Continuously Zigzag Schools who were both situational and clarifying in their responses.

Kathy stated:

I try to stick to my word on what I say. I try not to do anything to catch them off guard and have them wonder why did she do that?

Susan said:

I said this to you last week, somebody came up to me this week and said this is not what I said, let me go back and clarify. If you saw me do this, I was doing this because of this.

Betty stated:

I have to explain to them that things are situational. My actions may change based on what the situations are. I tell them it's not that I am being deceptive, it's just that that if I say this, and you look up and something different happens, the situation changed.

Finally, Alice said:

It shouldn't be different. I know sometimes it gets hectic and you have tons of things on your mind. If I don't know what to say at that moment, I don't say anything. Just walk away and come back later.

Is walk and talk congruence reflective of other leader behavior? Does a lack of walk and talk congruence as a precursor invalidate the effectiveness of Motivating Language usage? In other words, if your walk and talk do not match can you successfully implement Motivating Language? Susan's integrated data are illustrative in Figure 6.1.

Susan's implementation of Motivating Language has a negative correlation on her teachers' job satisfaction. As an emergent study, what is the relationship of walk and talk congruence to the delivery of Motivating Language?

The use of Distributed Leadership is similar in nature to the previous discussion on collaborative practice. Alice clearly illustrates the use of Distributed Leadership in the following example.

I took my special ed teachers, my counselor and my literacy specialist and I assigned them to grade levels. Each one of them, knowing their strengths, are assigned to either third grade, fourth grade, fifth grade, first grade, and they meet with them during PLC. It is mandatory. They have to take that half hour to 40 min of the week from their schedule, and meet with them. They are my liaison. They post the minutes. But, then we meet at Power Team meeting, and those are my Power team people, my liaisons.

Bruce ES
Motivating Language
Quan and Qual Data

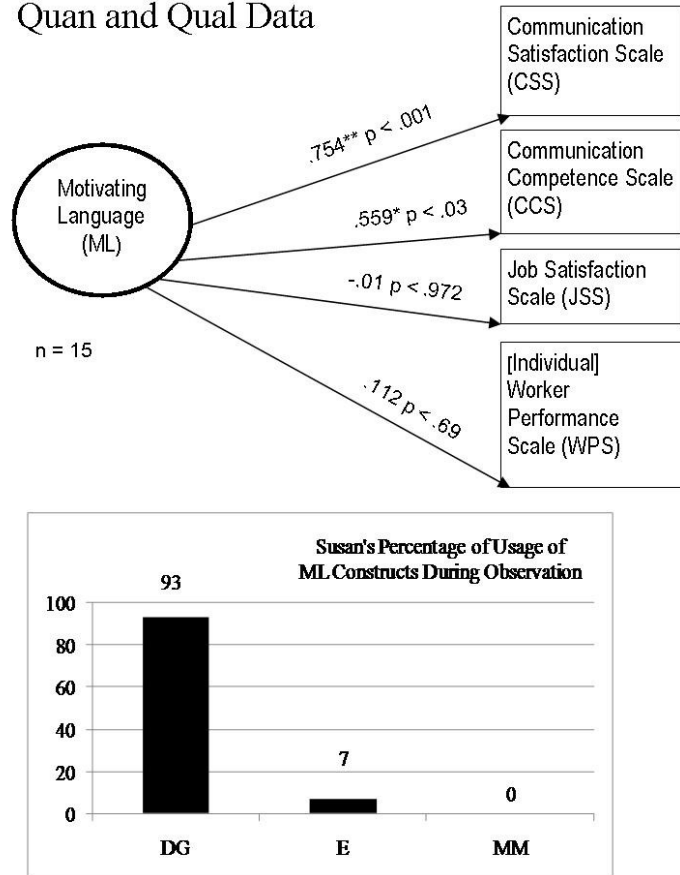


Figure 6.1. Susan Bruce ES integrated data.

Motivating Language is a leadership communication theory and a major tenet of the theory is that all three constructs of the theory Direction-Giving Language, Empathetic Language, and Meaning-Making Language must be present in order for leader speech to be most effective (J. Mayfield et al., 1998; Sullivan, 1988). However, a significant finding in the qualitative study during the observation process was an inconsistency with the Motivating Language assumption that all three Motivating Language constructs must

be present during leader speech in order for leader speech to be effective. Only in Alice's observation were all three of the Motivating Language constructs present, yet quantitatively Alice's school (Clark ES) correlations were not as high as the other school (Kent ES) within the Improving School Cluster. Alice's integrated data are illustrated in Figure 6.2.

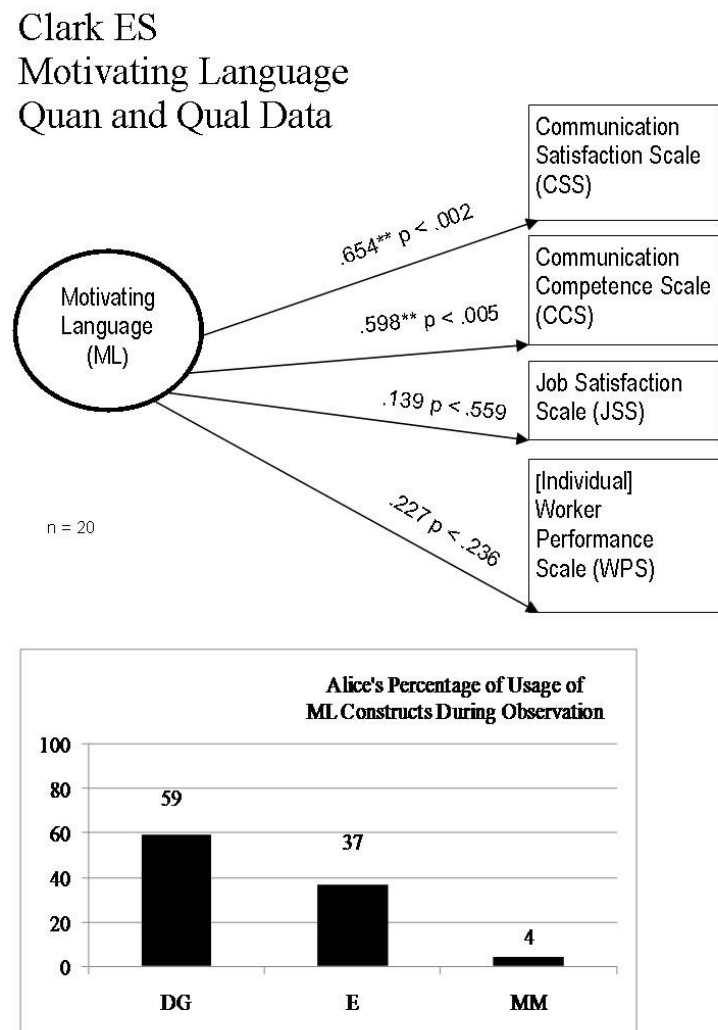


Figure 6.2. Alice Clark ES ML integrated data.

This is in contrast with Kathy's data which are illustrated in Figure 6.3.

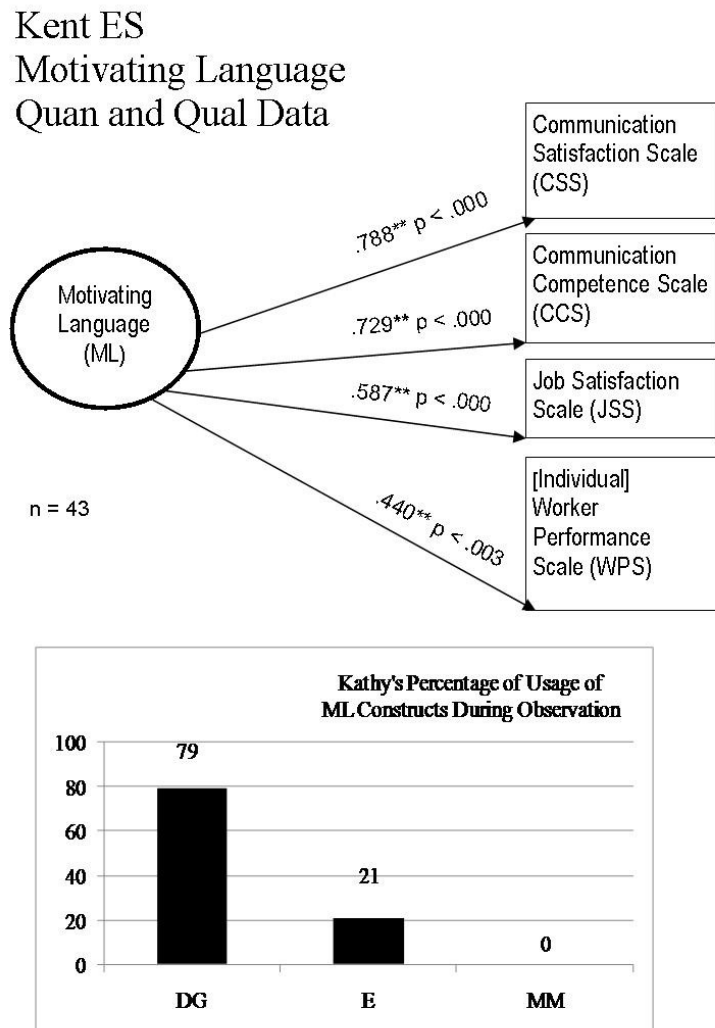


Figure 6.3. Kathy Kent ML integrated data.

The inconsistency in this data may be due to sample size. However, Kathy is an extremely effective user of Motivating Language and an effective user of Distributed Leadership practices as illustrated in this example:

We need to be really careful [about communicating with grade levels] until we decide as a team. I feel like it is our decision but when you do share[as grade level leaders], I do want you to say “thinking about” [the team is thinking about], and bring back ideas to us so we can make best decisions.

Yet, during her observation, Kathy did not use Meaning-Making Language and the quantitative findings revealed no significant difference between the Continuously Improving and the Continuously Zigzag clusters with regards to the Meaning-Making variable. Is Motivating Language situational/episodic/sporadic, and if so, does it play more into Betty's (Continuous Zigzag) strength of support (Empathetic Language)? Betty's integrated data are illustrated in Figure 6.4.

Further development is suggested in the qualitative exploration of Motivating Language Theory in the following areas: (a) a standardized method for coding speech acts based upon a rubric, (b) identification of a Motivating Language inventory of themes connected to leadership behavior/practice for use in theme codings, and (c) a modified form of the MLS that could be administered to receivers of leader communication following a qualitative observation conducted by a researcher as part of a triangulated data collection (leader speech acts and debriefing memos [intentions and context coding], researcher field notes and reflection memos, and receiver post observation survey). This would allow for a full and rigorous data collection of leader speech, fuller exploration of theory, and address the question of: Does the best use of Motivating Language occur when all three forms of Motivating Language (DG, E, and MM) are present in leader speech?

A Family Oriented School Culture was evident at the Continuous Improving Schools. According to Motivating Language Theory organizational culture is primarily implemented through the use of Meaning-Making Language (J. Mayfield & Mayfield, 2002). Kathy stated:

Wayne ES Motivating Language Quan and Qual Data

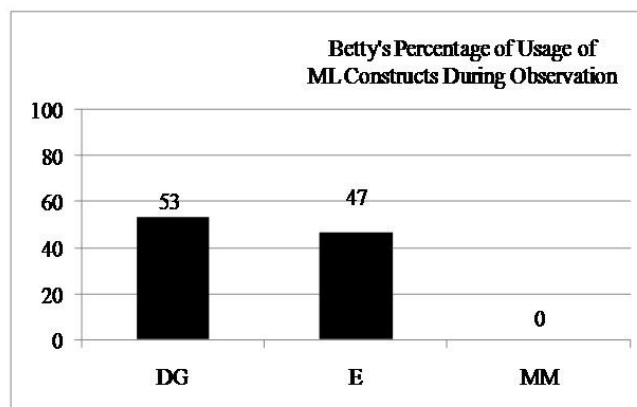
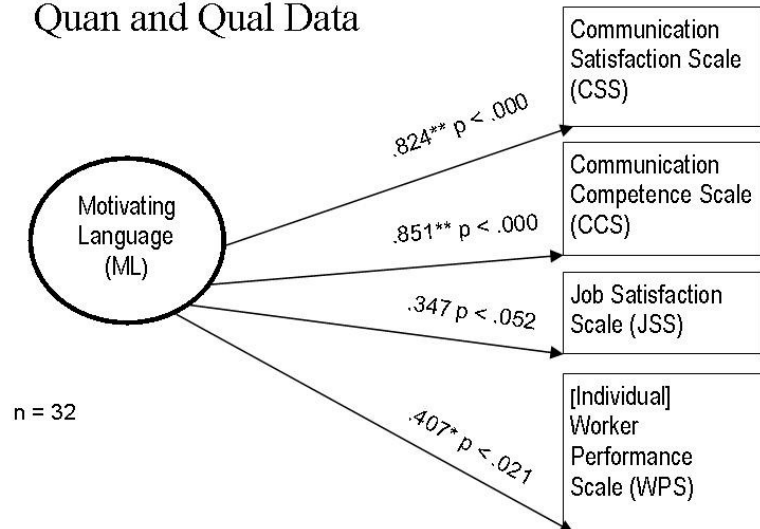


Figure 6.4. Betty Wayne integrated data.

You never want to make anybody feel like they are left out. I treat them like they were my children. You know how the middle child syndrome, you don't want that. So, you want to make sure that all of the teachers are feeling valued.

Alice said, "We think, act and work professionally as a family."

However, in the quantitative phase of study, no significant difference was found between the Continuously Improving Schools and Continuously Zigzag Schools cluster

in the Meaning-Making Language variable. Finally, the second strongest loading factor in the EFA was MM_People_Who_Left followed by MM_People_Who_Rewarded. A strong school culture was readily apparent at both the Continuously Improving schools reflective of the significant difference between clusters in the Motivating Language variable. As previously discussed with collaborative practices and distributed leadership: Can organizational characteristics previously assigned to specific Motivating Language constructs occur when that construct is missing while the overall Motivating Language variable is significant?

The use of clarifying questions across all Motivating Language Constructs was in place at the Continuously Zigzag Schools and absent at the Continuously Improving Schools. In discussing clarifying questions, the following examples are illustrative:

Susan:

Susan used clarifying questions to guide the conversation with the teacher towards understanding work instructions. An example of this was, “How many of your students were reading on their own versus reading with partner?” When asked her intent Susan stated, “I wanted him to explain what he was doing and get him to focus on having students not read alone but with a partner to connect to our prior professional development in the Gradual Release [instructional strategy].”

Betty:

Betty focused on clarity through indirect techniques consistently within the DL construct during the observation. She used clarifying questions and reflection to guide the conversation with her Instructional Coach in providing useful explanations to do work. An example of this was, “What is the best way to follow-up on this training after this professional development activity?” When asked her intent Betty stated, “I want him to follow-up on meaningful training and understand that training is not in isolation.”

Alice:

Alice provided a clear example on the factor specific information on evaluation. She asked, “Grade level improvement plans how are you doing that?” This is a prime example of Alice’s assertion [in Principal Talk] to not give a specific direction but to give outcome with a question connected to observable adult action.

Susan and Betty asked indirect questions relying upon the teacher to provide a response. Alice asked a direct question requiring the teacher to produce an action. This stark difference is a point for further research to determine what is the best way to clarify?

Summary of Findings

The major themes that consistently emerged from principals' communications were:

1. The strategic use of praise;
2. The connection of talk and written media;
3. A high level of administrative expectations;
4. An emphasis on collaborative practices;
5. The use of leader initiated structures;
6. The use of Direction-Giving Language to communicate administrative expectations;
7. The use of distributed leadership;
8. A system of data-driven goals and cycle of continuous improvement;
9. Instructionally focused leadership;
10. A family-oriented school culture, and
11. The use of clarifying questions across all Motivating Language constructs.

Additional findings included:

1. Length of interview;
2. Walk and talk congruence; and
3. The absence of Motivating Language constructs with the strategic use of

Motivating Language in effect.

The major findings that emerged from the administration of the ML Toolbox to teachers were:

1. Significant differences exist among the Motivating Language (ML), Direction-Giving Language (DG), Empathetic Language (E), and Communication Competence (CC) variables between the Continuously Improving Cluster of Schools and the Continuously Zigzag Cluster of Schools;
2. No significant differences existed among the Meaning-Making (MM) Language, Communication Satisfaction (CS), Job Satisfaction (JS), and Worker Performance (WP) variables between the Continuously Improving Cluster of Schools and the Continuously Zigzag Cluster of Schools; and
3. Exploratory Factor Analysis (EFA; A four factor solution - factor 1 = Empathetic, factor 2 – Direction Giving, factor 3 – Meaning Making, and factor 4 = Guidance).

Implications for Practitioners

A review of the research presented at the beginning of this study indicated the following:

1. A principal's talk is vital to the work as an educational leader;
2. Over 66% of a principal's work is conducted through the use of oral language; and
3. Principals do not directly impact student achievement but impact only through indirect means.

This study demonstrated that clear differences exist between principals in different school achievement contexts and that clear differences exist between principal's Motivating Language in different school achievement contexts. What are the

implications for practitioners? In high accountability climates where principals indirectly impact student outcomes and utilize their oral language over 66% of the time in order to get their work accomplished, they must strategically use oral language to the maximum benefit. The findings of this study provide the practitioner, with effective constructs to maximize their communication skills and improve the impact of their language usage.

Suggestions for Future Research K-12 Education

Being the only Motivating Language Theory based research in K-12 education, this study generates more questions than answers and it creates a number of lines of future research in K-12 education including:

1. A replication of the current research study with expanded cases and clusters;
2. A comparison of the current study with other qualitative studies of Motivating Language Theory;
3. A creation of a K-12 education-centric “ML Toolbox” utilizing education specific survey instruments with the Motivating Language Survey [for example, the Motivating Language Scale (MLS) and school improvement surveys or principal leadership questionnaires as dependent (outcome) variables]
4. A longitudinal study of a principal’s language use and intent over a period of time;
5. A pre and post administration of the MLS with an intensive Motivating Language based professional development period in between assessments;
6. A study of the Motivating Language use of Superintendents, (6) a comparison study between the Motivating Language use of Chief School Business Officials (CBOs) and business executives; and

7. An examination of the alignment of Motivating Language within school and district administrative teams.

Summary

In summary, this sequential transformative mixed methods study resulted in quantitative findings that were similar to previous administrations of the MLS and ML Toolbox extending the generalizability of Motivating Language Theory into K-12 educational settings, and generated unique findings in the determination of significant differences in the Motivating Language use between different performing clusters of schools across different achievement contexts. Also, a factor analysis revealed a four factor solution in K-12 educational organizations with a new factor identified as Guidance. This research study used Motivating Language Theory as a framework for interview and observation protocols resulting in unique findings consistent with the quantitative data. The themes identified in the case study analyses emphasized leadership communication practices in all three constructs of Motivating Language and supported the assumptions of Motivating Language Theory.

APPENDIX A

A TIMELINE OF ML RESEARCH

Study	Important findings
Seminal research	
Sullivan, 1988	Sullivan first proposed Motivating Language as theory in 1988. The central premise of Sullivan's theory is through the strategic use of specific managerial communications an employee will experience less uncertainty and therefore perform better leading to the successful accomplishment of organizational goals and outcomes.
J. Mayfield, 1993	J. Mayfield (1993) conducted the first investigation of ML and initial development of Motivating Language Scale (MLS). The researcher constructed and implemented a two phase research study resulting in the construction of the Motivating Language Scale (MLS) following an outline for scale development proposed by DeVellis (1991). The pre testing sample consisted of 46 employed university students and the testing sample consisted of 151 nurses. The response rate was 32%. The researcher conducted an Exploratory Factor Analysis (EFA) resulting in a 3 factor solution (direction-giving language, empathetic language, and meaning-making language) which accounted for 75% of the total variance. The study found significant correlation between LMX Theory and ML at high levels of LMX use.
J. Mayfield, Mayfield, and Kopf, 1995	Mayfield, Mayfield, and Kopf (1995) published the results of J. Mayfield's EFA conducted during her dissertation and updated the work with a Confirmatory Factory Analysis (CFA). The researchers and found a strong and stable 3 factor solution congruent with Mayfield's (1993) findings. The findings contained high levels of scale reliability (.97) and convergent and divergent validity. The most significant outcome of the study was the operationalization of the Motivating Language Scale (MLS). Mayfield, Mayfield, and Kopf (1995) wrote, "the MLS can be used to investigate the predicted positive relationship between motivating language and key dependent variables such as performance and job satisfaction" (p. 339).

Study	Important findings
Later findings	
J. Mayfield, Mayfield, and Kopf, 1998	<p>Mayfield, Mayfield, and Kopf (1998) presented a hypothetical model for testing ML. The authors used the MLS to measure the ML latent variables (direction-giving language, empathetic language, and meaning-making language), and outcome variables. The outcome variables assessed were the Employee Rating Scale (ERS; Cashman, Dansereau, Graen, and Haga, 1976) to measure job performance, and the Hoppock scale (Hoppock, 1935) to measure job satisfaction. Through Structural Equation Modeling (SEM) techniques the study found that ML is significantly and positively related to employee job satisfaction and job performance. Mayfield, Mayfield, and Kopf (1998) found, "A leader's use of motivating language appears to very strongly influence a worker's job satisfaction (with a path coefficient of .67) and less strongly, though significantly, a worker's performance (with a path coefficient of .22)" (p. 240). Further, the researchers found that out of the three ML constructs that direction-giving and empathetic languages were stronger than meaning-making language with all three latent variables having a significant relationship to the outcome variables. The researchers held that the lower impact of meaning-making language may be due to meaning-making language being most significant during the early stages of the leader-follower relationship and during times of organizational change (Mayfield, Mayfield, and Kopf, 1998). Finally, Mayfield, Mayfield, and Kopf (1998) stated, "In practical terms, for every 10% increase in a leader's motivating language use we can expect an approximate 7% increase in work job satisfaction and a 2% increase in worker performance" (p. 240).</p>

Study	Important findings
McMeans, 2001	<p>McMeans (2001) conducted a qualitative ML based dissertation. She conducted a single-case research study within a small segment of a multi-national company. The researcher modified the existing MLS into a self-reporting format. She then used the self-reporting form and placed it within a positive organizational context, a negative organizational context, and a neutral organizational context to determine if any difference existed. The three identical self-reporting MLS forms were administered to regional managers of a multi-national company. The <i>n</i> size for this study was six. In addition to this, the researcher administered interview questions to each participant adding additional data. The structured interview questions were not constructed from the quantitative findings and not ML based. Data indicated that among those surveyed empathetic language was used more than direction-giving followed by meaning-making language. However, McMeans (2001) found that direction-giving language was the only significant construct across all three environments (in general, negative context, and positive context). Qualitatively, the researcher found that language use is moderated/situational based upon multiple variables (target audience, organizational history, crisis intervention, routine support, modes of communication, and leadership preparation; McMeans, 2001). The <i>n</i> size and self-reporting features of this study present severe limitations to the generalizability of the study findings.</p>
M. Mayfield and Mayfield, 2004	<p>Mayfield and Mayfield (2004) conducted a structural equation modeling-based study seeking a relationship between ML and innovation using the MLS and an innovation scale from Ettie and O’Keefe (1982). The sample of the study was management students with a sample size of 133 and return rate of 82%. Findings indicated a strong and significant connection between leader communication and worker innovation. Mayfield and Mayfield (2004) found, “. . . it can be expected that for every 10% increase in ML use [by leaders] there would be a 2.7% increase in worker innovation” (p. 50).</p>

Study	Important findings
J. Mayfield and Mayfield, 2006	<p>Mayfield and Mayfield (2006) conducted a structural equation modeling-based study seeking to identify a relationship between ML and full-time/part-time workers. Specifically, Mayfield and Mayfield studied the potential variance between full-time and part-time workers using the dependent variables of worker job satisfaction and worker performance. Mayfield and Mayfield used the MLS, the Hoppock (1935) worker satisfaction scale, and the Mott (1972) group performance scale. Mayfield and Mayfield adapted the Mott scale... “so that it captured an individual’s performance rather than a team’s performance” (p. 138). Milton Mayfield originally modified the Mott scale in his 1994 dissertation. Mayfield and Mayfield (2006) found:</p> <p style="padding-left: 40px;">The [study] predictions about ML’s positive influence on part-time worker satisfaction in comparison to full-time employees were supported. Nevertheless, the hypotheses about ML’s relationship with part-time employee performance were not sustained. Full-time workers who reported more leader use of ML also scored significantly higher increases in performance than did part-timers who perceived equivalent ML levels. (p. 145).</p> <p>The researchers attributed the unsustained hypothesis regarding ML and part-time employees to be due to the study sample demographics which consisted of students. Mayfield and Mayfield (2006) asserted that young college students were not typical of older, veteran workers and because of this were more heavily influenced by financial rewards rather than job retention factors.</p>
J. Mayfield and Mayfield, 2007	<p>Mayfield and Mayfield (2007) conducted a structural equation modeling-based study focused on the impact of leader ML use on worker intent to stay. The study was a continuation of the line of research previously conducted by Mayfield and Mayfield (2004, 2006) in order to expand the generalizability of ML. This study was the first study to use a reduced form of ML using the three highest loading items for each of the ML factors based upon previous research. Mayfield and Mayfield measured intent to stay on a 7-item instrument. The sample size was 416 nurses from a southwestern United States hospital. The response rate was 34%. The findings indicated a 5% decrease in turnover intentions for every 10% increase in ML.</p>

Study	Important findings
Sharbrough, Simmons, and Cantrill, 2006	<p>In the Sharbrough, Simmons, and Cantrill (2006) study, the authors replicated both the Mayfield, Mayfield, and Kopf 1995 and 1998 studies combining elements of both into one study. Specifically, the authors, in addition to, the original MLS construct took the Communication Satisfaction Survey and the Communicator Competence Questionnaire from the Mayfield, Mayfield, and Kopf 1995 study and added the Job Satisfaction Scale from the Mayfield, Mayfield, and Kopf 1998 . The authors converted the Communicator Competence Scale from Mayfield, Mayfield, and Kopf (1995) as a measure of how well subordinates communicated to a measure of how well leaders communicated. Sharbrough, Simmons, and Cantrill (2006) said, “We used the communicator competence scale to measure supervisors’ communication competence, as originally used in Monge et al.’s (1982) study” (p. 323). To these questions, the authors added a 3 item Leadership Effectiveness Survey to the overall instrument. The sample for this study was drawn from employees of a Fortune 500 company and the <i>n</i> size was 134. The response rate for this study was 34%. The authors conducted a Confirmatory Factor Analysis (CFA) on the MLS supporting the EFA earlier findings by Mayfield, Mayfield, and Kopf (1998). The findings of the study found significant results for a leader’s use of ML and (a) subordinate job satisfaction, (b) subordinate perception of leader effectiveness, (c) subordinate perception of leader communication competence, and (e) subordinate communication satisfaction (Sharbrough, Simmons, & Cantrill, 2006). This study operationalized the use of the Communication Satisfaction Survey and the Communicator Competence Questionnaire as additional elements of the MLS and utilized an Internet-based administration of the MLS for the first time.</p>
Chan, 2007	<p>Chan (2007) conducted a dissertation study that replicated the Mayfield, Mayfield, and Kopf (1998) in a unionized work environment--the Verizon Corporation. The author administered the MLS and the Job Satisfaction Scale from the Mayfield, Mayfield, and Kopf, 1998 study with an Organizational Commitment Scale and Job Involvement Scale. The author studied three independent variables (MLS, organizational commitment, and job involvement) in comparison to one dependent variable (job satisfaction). The response rate for this survey was 70% with an <i>n</i> size of 126. The author found Direction-giving language, Empathic language, and job involvement having a significant relationship to job satisfaction. A lack of significant relationship was found with Meaning-making language and organizational commitment.</p>

Study	Important findings
Majovski, 2007	Majovski (2007) conducted a pre and post organizational change study in Macedonia. The author administered the MLS before a business acquisition and after the acquisition with 56 leaders who remained at the company pre and post-acquisition. This study was a replica of the Mayfield, Mayfield, and Kopf (1995) study and the findings indicated higher levels of direction-giving and empathetic language use congruent to the Mayfield, Mayfield, and Kopf (1995) findings.
Current research	
Sharbrough and Simmons, 2009	Sharbrough and Simmons (2009) presented a paper at the 39th annual Southeast Decision Sciences Institute conference. The paper addressed leader gender differences and the relationship to subordinates through an interpretation of leader language. This study used the data from Sharbrough, Simmons, and Cantrill (2006) study focusing specifically on gender. Through a comparison of means and factor rotations based upon gender, the authors found, “that gender did play a role in the interpretation of some ML statements”. The findings are suspect due to an <i>n</i> size of 136 where only 24 of the respondents were female.
M. Mayfield and Mayfield, 2009	M. Mayfield and Mayfield (2009) as previously discussed conducted a study on the congruency between leader behavior and leader communications. M. Mayfield and Mayfield (2009) used the MLS and LMX-7 instruments for this study. This study utilized the data from Mayfield’s (1993) [<i>n</i> size of 151 nurses and a response rate of 32%] dissertation with structural equation modeling methods. M. Mayfield and Mayfield (2009) in discussing their findings wrote, “. . . these findings [for leaders] underscore the importance of ensuring congruence between actions and spoken words” (p. 79). In other words, leader behavior impacts the effectiveness of leader communication.

Study	Important findings
J. Mayfield and Mayfield, 2009	<p>J. Mayfield and Mayfield (2009) conducted a study on the role of ML and employee absenteeism. This study is another in the line of studies in support of the generalizability of ML. The study used the MLS and author developed absenteeism scale. The absenteeism scale was tested using factor analysis, item correlations and item reliabilities. All items loaded on to a single factor with high item correlations (.53 or higher) and high item reliabilities (.71 or greater; Mayfield and Mayfield, 2009b). The sample size was 305 students with “appropriate work experience” (J. Mayfield and Mayfield, 2009, p. 466). The response rate was not reported. The findings indicated a significant relationship between the use of ML and lower levels of employee absenteeism. J. Mayfield and Mayfield (2009) wrote:</p> <p style="padding-left: 40px;">In broad practical terms, motivating language has a significant and moderate link to worker absenteeism. Path results show that for every 10% increase in motivating language, we can expect to see a 2% decrease in worker absenteeism. Accordingly, we can predict that even small improvements in ML will have a positive and appreciable impact on attendance and related cost savings. (p. 473)</p> <p>These findings continue to expand the array of ML related outcome variables. J. Mayfield and Mayfield (2009) stated, “In addition to worker performance, retention, innovation, and job satisfaction, a new association has been shown to exist between motivating language and worker absenteeism” (p. 474). However, the findings may be tempered due to weaknesses in the study sample. Specifically, the sample consisted of young (college students) workers in the beginning stages of work life and thus may not be reflective of the entire work force.</p>

Study	Important findings
Mayfield and Mayfield, 2010	Mayfield and Mayfield (2010) in a publication in press titled “Leader-Level Influence on Motivating Language: A Two-Level Model Investigation on Worker Performance and Job Satisfaction” conducted a Bayesian Structural Equation Model study that examined the impact of ML on the outcomes of worker performance and worker job satisfaction through the lens of dyadic relationships and leader skill. Mayfield and Mayfield (2010) wrote, “...the singularity of ML’s direction [leader to follower communication] also connotes that it is leader based as well as a dyadic process, an unresolved inconsistency in the original model conceptualization that drives the heart of this investigation” (p. 7). This study was conducted in order to examine the leader’s role in ML beyond dyadic interactions and specifically explore the impact of a leader’s communication skill and ability to speak (J. Mayfield, personal communication, March 18, 2010). The authors utilized the scales and data from Mayfield’s (1993) dissertation as in previous research. The authors tested 4 models of how leader level ML interacts with ML at the dyadic level and found that the impact of ML on follower outcomes is influenced both by a leader’s communication skills and ability to utilize the ML constructs of direction-giving, empathetic, and meaning-making language (Mayfield and Mayfield, 2010).
Mayfield and Mayfield, 2012	Mayfield and Mayfield (2012) in a submitted manuscript titled “The Relationship Between Leader Motivating Language and Self-Efficacy: A Partial Least Squares Model Analysis” studied the possible relationship between ML and employee self-efficacy. Mayfield and Mayfield (2012) couched self-efficacy as a follower’s belief in their capabilities and the actions they take in order to achieve outcomes. The data and sample size used Mayfield’s 1993 dissertation as in previous studies and included three scales the MLS, employee rating scale, and a short form of a self-efficacy scale by Sherer, et.al (1982). The Cronbach’s alpha for each scale was .84 or higher. Mayfield and Mayfield (2012) found, “compelling evidence [exists] that leader language has a nurturing [and significant] influence on [worker] self-efficacy and performance” (p. 19). Restated, a leader’s words can have impact on how a worker feels about themselves, their work, and performance.

Table 2.1

Continued

Study	Important findings
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Study	Important findings
Brennon, 2011	Brennon (2011) conducted a dissertation titled “The Effects of Leader Communication Medium and Motivating Language on Perceived Leader Effectiveness” in which she expanded Motivating Language Theory through her analysis of email communication. She found significant correlation evidence supporting the effectiveness of direction-giving language .74, with $p < .001$, empathetic language .77, with $p < .001$, and meaning-making language .46 $p < .001$ with perceived leader effectiveness. Brennon (2011) stated, “Specifically, leaders who communicate using empathic language were rated as most effective, followed by leaders who include direction giving language in their communications” (p. 95).
Koonce, 2012	Koonce (2012) conducted a dissertation titled “The Motivational Complexity of Leader-Follower Verbal Communication and Job Satisfaction” in which he utilized the modified short form version of the Motivating Language Scale (MLS) [9 questions] developed by Mayfield and Mayfield combined with an LMX survey and the Job Satisfaction Scale from the ML Toolbox. In relation to this dissertation, he found a “significant relationship” between empathetic language and job satisfaction” and “no significant relationship” between direction-giving language/meaning-making language and job satisfaction.

APPENDIX B

MOTIVATING LANGUAGE TOOLBOX

Motivating Language Toolbox Survey Instrument

Thank you for taking the time to complete this survey. The survey should take approximately 20-25 minutes to complete. Your answers will be kept anonymous.

Please answer the following questions:

What is your Gender? (Please check one) ☐ Male ☐ Female

What is your Race: (Please check one)

☐ White/Caucasian ☐ Black/African American ☐ Asian
☐ Hispanic ☐ American Indian/Alaskan Native
☐ Native Hawaiian/Pacific Islander ☐ Other

What is your Age: (Please check one)

☐ Under 25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50
☐ 51-55 ☐ 56-60 ☐ 61-65 ☐ 66-70 ☐ 71-75 ☐ Over 76

Total working years in K-12 education: _____

Total working years in K-12 education in district only: _____

Total working years in K-12 education at this school only: _____

Your level of education is?

☐ Bachelor's Degree ☐ Master's Degree ☐ Doctorate

Your job title category is?

☐ classroom teacher (General Education and Special Education)
☐ specialist w/students (Library, Art, Music, Physical Education, or Humanities)
☐ Other

Please choose the response that is most appropriate for you. The examples below show different ways that your principal might talk to you. Please choose the answer that best matches your perceptions. **Be sure to mark only one answer for each question.**

Very Little (VL) Little (L) Some (S) A Lot (A) A Whole Lot (WL)

My principal . . .

1) Gives me useful explanations of what needs to be done in my work.	VL	L	S	A	WL
2) Offers me helpful directions on how to do my job.	VL	L	S	A	WL
3) Provides me with easily understandable instructions about my work.	VL	L	S	A	WL
4) Offers me helpful advice on how to improve my work.	VL	L	S	A	WL
5) Gives me good definitions on what I must do in order to receive rewards.	VL	L	S	A	WL
6) Gives me clear instructions about solving job-related problems.	VL	L	S	A	WL
7) Offers me specific information on how I am evaluated.	VL	L	S	A	WL
8) Provides me with helpful information about forthcoming changes affecting my work.	VL	L	S	A	WL
9) Provides me with helpful information about past changes affecting my work.	VL	L	S	A	WL
10) Shares news with me about organizational achievements and organizational financial status.	VL	L	S	A	WL
11) Gives me praise for my good work.	VL	L	S	A	WL
12) Shows me encouragement for my work efforts.	VL	L	S	A	WL
13) Shows concern about my job satisfaction.	VL	L	S	A	WL
14) Expresses his/her support for my professional development.	VL	L	S	A	WL
15) Asks me about my professional well-being	VL	L	S	A	WL
16) Shows trust in me.	VL	L	S	A	WL
17) Tells me stories about key events in the organization's past.	VL	L	S	A	WL
18) Gives me useful information that I couldn't get through official channels.	VL	L	S	A	WL
19) Tells me stories about people who are admired in my organization.	VL	L	S	A	WL
20) Tells me stories about people who have worked hard in this organization.	VL	L	S	A	WL

21) Offers me advice on how to behave at the organization's social gatherings.	VL	L	S	A	WL
22) Offers me advice about how to "fit in" with other members of this organization.	VL	L	S	A	WL
23) Tells me stories about people who have been rewarded by this organization.	VL	L	S	A	WL
24) Tells me stories about people who have left this organization.	VL	L	S	A	WL

Please choose the response that is most appropriate for you.
Be sure to mark only one answer for each question.

Strongly Disagree (SD) Disagree (D) Undecided (U) Agree (A) Strongly Agree (SA)

25) I trust my principal.	SD	D	U	A	SA
26) My principal is honest with me.	SD	D	U	A	SA
27) My principal listens to me.	SD	D	U	A	SA
28) I am free to disagree with my principal.	SD	D	U	A	SA
29) I can tell my principal when things are wrong.	SD	D	U	A	SA
30) My principal praises me for a good job.	SD	D	U	A	SA
31) My principal is friendly with his/her subordinates.	SD	D	U	A	SA
32) My principal understands my job needs.	SD	D	U	A	SA
33) My relationship with my principal is satisfying.	SD	D	U	A	SA
34) My principal has a good command of the language.	SD	D	U	A	SA
35) My principal is sensitive to others' needs of the moment.	SD	D	U	A	SA
36) My principal typically gets right to the point.	SD	D	U	A	SA
37) My principal pays attention to what other people say to him or her.	SD	D	U	A	SA
38) My principal can deal with others effectively.	SD	D	U	A	SA
39) My principal is a good listener.	SD	D	U	A	SA
40) My principal's writing is difficult to understand.	SD	D	U	A	SA
41) My principal expresses his or her ideas clearly.	SD	D	U	A	SA
42) My principal is difficult to understand when he or she speaks.	SD	D	U	A	SA
43) My principal generally says the right thing at the right time.	SD	D	U	A	SA
44) My principal is easy to talk to.	SD	D	U	A	SA
45) My principal usually responds to messages (memos, phone calls, reports, etc.) quickly.	SD	D	U	A	SA

For each question, please check the response you feel is most appropriate.
Be sure to mark only one answer for each question.

46) Choose ONE statement which best tells how well you like your job:

- a) I hate it
- b) I dislike it
- c) I don't like it
- d) I am indifferent to it
- e) I like it
- f) I am enthusiastic about it
- g) I love it

47) Check ONE of the following to show HOW MUCH OF THE TIME you feel satisfied with your job:

- a) All the time
- b) Most of the time
- c) A good deal of the time
- d) About half of the time
- e) Occasionally
- f) Seldom
- g) Never

48) Check the ONE statement which best tells how you feel about changing your job:

- a) I would quit this job at once if I could get anything else to do
- b) I would take almost any other job in which I could earn as much as I am earning now
- c) I would like to change both my job and my occupation
- d) I would like to exchange my present job for another job in the same line of work
- e) I am not eager to change my job, but I would do so if I could get a better job
- f) I cannot think of any jobs for which I would exchange mine
- g) I would not exchange my job for any other

49) Check ONE of the following statements to show how you think you compare with other people:

- a) No one likes their work better than I like mine
- b) I like my work much better than most people like theirs
- c) I like my work better than most people like theirs
- d) I like my work about as well as most people like theirs
- e) I dislike my work more than most people dislike theirs
- f) I dislike my work much more than most people dislike theirs
- g) No one dislikes his work more than I dislike mine

Every teacher produces something in his or her work. It may be a “product” or a “service.” Please think carefully of the things that you produce in your work and how your performance compares to others in your school. **Be sure to mark only one answer for each question that best describes your work compared to your colleagues’ work.**

	Below Average (BA)	Average (A)	Above Average (AA)	Far Above Average (FAB)	Excellent (E)
50. Which of the following selections best describes how your supervisor rated you on your last formal performance evaluation?	BA	A	AA	FAB	E
51. How does your level of production quantity compare to that of your colleagues’ productivity levels?	BA	A	AA	FAB	E
52. How does the quality of your products or services compare to your colleagues’ output?	BA	A	AA	FAB	E
53. How efficiently do you work compared to your colleagues? In other words how well do you use available resources (money, people, equipment, etc.)?	BA	A	AA	FAB	E
54. Compared to your colleagues, how good are you at preventing or minimizing potential work problems before they occur?	BA	A	AA	FAB	E
55. Compared to your colleagues, how effective are you with keeping up with changes that could effect the way you work?	BA	A	AA	FAB	E
56. How quickly do you adjust to work changes compared to your colleagues?	BA	A	AA	FAB	E
57. How well would you rate yourself compared to your colleagues in adjusting to new work changes?	BA	A	AA	FAB	E
58. How well do you handle work place emergencies (such as crisis deadlines, unexpected personnel issues, resource allocation problems, etc.) compared to your colleagues?	BA	A	AA	FAB	E

APPENDIX C

SECOND LAYER OF CODING DESCRIPTORS

First level of coding	Second level of coding	Corresponding MLS question
Perlocutionary Direction-Giving Speech	1. USFL_EXPL	1. My boss gives me useful explanations of what needs to be done in my work.
	2. HLP_DIRS	2. My boss offers me helpful directions on how to do my job.
	3. EZ_INSTR	3. My boss provides me with easily understandable instructions about my work.
	4. WORK_ADV	4. My boss offers me helpful advice on how to improve my work.
	5. GOOD_DEF	5. My boss gives good definitions on what I must do in order to receive rewards.
	6. CLR_INST	6. My boss gives me clear instructions about solving job-related problems.
	7. EVAL_INFO	7. My boss offers me specific information on how I am evaluated.
	8. FUTR_INFO	8. My boss provides me with helpful information about forthcoming changes affecting my work.
	9. PAST_INFO	9. My boss provides me with helpful information about past changes affecting my work.
	10. SHAR_NEWS	10. My boss shares news with me about organizational achievements and organizational financial status.
Locutionary Empathetic Speech	11. GVS_PRAISE	11. My boss gives me praise for my good work.
	12. ENCOURAGE	12. My boss shows me encouragement for my work efforts.
	13. JOB_SATIS	13. My boss shows concern about my job satisfaction.
	14. PROF_DEV	14. My boss expresses his/her support for my professional development.
	15. WELL_BEI	15. My boss asks me about my professional well being.
	16. SHW_TRST	16. My boss shows trust in me.

First level of coding	Second level of coding	Corresponding MLS question
Illocutionary Meaning-Making Speech	17. EVNT_STR	17. My boss tells me stories about key events in the organization's past.
	18. USFL_INF	18. My boss gives me useful information that I couldn't get through official channels.
	19. ADMR_STR	19. My boss tells me stories about people who are admired in my school.
	20. WRK_STRS	20. My boss tells me stories about people who have worked hard in this school.
	21. SOCL_ADV	21. My boss offers me advice on how to behave at the school's social gatherings.
	22. FITN_ADV	22. My boss offers me advice on how to "fit in" with other members of this school.
	23. RWRD_STR	23. My boss tells me stories about people who have been rewarded by this school.
	24. LEFT_STR	24. My boss tells me stories about people who have left this school.

Note: Adapted from Sharbrough, Simmons, and Cantrill (2006).

APPENDIX D

IRB AND RECRUITMENT/PARTICIPANT INFORMATION



Social/Behavioral IRB – Expedited Review Approval Notice

NOTICE TO ALL RESEARCHERS:

Please be aware that a protocol violation (e.g., failure to submit a modification for any change) of an IRB approved protocol may result in mandatory remedial education, additional audits, re-consenting subjects, researcher probation, suspension of any research protocol at issue, suspension of additional existing research protocols, invalidation of all research conducted under the research protocol at issue, and further appropriate consequences as determined by the IRB and the Institutional Officer.

DATE: May 22, 2012
TO: Dr. Teresa Jordan, Educational Leadership
FROM: Office of Research Integrity - Human Subjects
RE: Notification of IRB Action
Protocol Title: **The Motivating Language of Principals: A Sequential Transformative Study**
Protocol #: 1203-4081M
Expiration Date: May 21, 2013

This memorandum is notification that the project referenced above has been reviewed and approved by the UNLV Social/Behavioral Institutional Review Board (IRB) as indicated in Federal regulatory statutes 45 CFR 46 and UNLV Human Research Policies and Procedures.

The protocol is approved for a period of one year and expires May 21, 2013. If the above-referenced project has not been completed by this date you must request renewal by submitting a Continuing Review Request form 30 days before the expiration date.

PLEASE NOTE:

Upon approval, the research team is responsible for conducting the research as stated in the protocol most recently reviewed and approved by the IRB, which shall include using the most recently submitted Informed Consent/Assent forms and recruitment materials. The official versions of these forms are indicated by footer which contains approval and expiration dates.

Should there be *any* change to the protocol, it will be necessary to submit a **Modification Form** through ORI - Human Subjects. No changes may be made to the existing protocol until modifications have been approved by the IRB. Modified versions of protocol materials must be used upon review and approval. Unanticipated problems, deviations to protocols, and adverse events must be reported to the ORI – HS within 10 days of occurrence.

If you have questions or require any assistance, please contact the Office of Research Integrity - Human Subjects at IRB@unlv.edu or call 895-2794.

Office of Research Integrity - Human Subjects
4505 Maryland Parkway • Box 451047 • Las Vegas, Nevada 89154-1047
(702) 895-2794 • FAX: (702) 895-0805

RECRUITMENT EMAIL TO ELIGIBLE STUDY PARTICIPANTS - Teachers

Dear [Name],

We are conducting a study that will examine the oral language (talk) of school principals. Currently, very little to no research exists in this area. We hope to learn more about how principals communicate and, ultimately, how to train principals to be more effective communicators and enhance teacher job satisfaction. Your principal has volunteered to participate in this study and we need your help. We are going to ask you to complete a survey. At no time will your principal receive yours or anyone else's survey responses. As teachers, the information you provide will give critical insight into the nature of principal talk and provide guidance to future research and principal professional development. Your perspective is **vitaly important**. As with all research studies, there is some risk. The anticipated risk in this study is minimal risk. Specifically, the risk is in the areas of sitting 20-25 minutes to complete the survey and/or you may become uncomfortable when answering some questions. The survey questions come from the research into business leadership and this study is the first use of these questions in the field of education. **All responses to the survey will be treated as a pool of information so the anonymity of respondents will be assured. All information will be confidential.**

We are going to ask you to complete a survey. The survey should take about twenty to twenty-five minutes to complete. The survey has been approved by the University of Nevada, Las Vegas Institutional Review Board and the Clark County School District's Department of Research and School Improvement. The overall study has been sponsored by the Area 2 Associate Superintendent. All responses to the survey will be treated as a pool of information so the anonymity of respondents will be assured. All information will be confidential. The survey will be preceded by an informational flyer; an informed consent form explaining the survey, options for participation (in person, mail, or opt out), and emphasizing that your participation is voluntary.

A \$5 dollar financial incentive will be provided to all teachers regardless of participation (in person, mail, or opt out) at the same time you receive your informational flyer and informed consent. There will be **no** financial cost to you to participate

At the end of the study [date – ten days from informed consent], all teachers regardless of participation (in person, mail, or opt out) will be provided an additional \$5 dollar financial incentive regardless of participation.

Additionally, at the end of the study, if your school return rate of completed surveys is 70% or higher all teachers regardless of participation (in person, mail, or opt out) will be placed in a random drawing to receive a \$100 gasoline gift card.

On [date] you will be given an Invitation to Participate in the Research Study, an Informed Consent Form, and a \$5 dollar financial incentive. In your Teacher's Lounge will be a Pink box that is sealed and secure. Please complete your Informed Consent Form with your participation marked as in person, US Mail, or opt out and your signature. Please slide your completed Informed Consent Form in the pink box and keep the \$5. If you have volunteered to participate in the study, please take one of the big envelopes marked "Research Study" next to the box and complete within ten days [date]. Once completed, please either turn in your fully completed survey into the pink box or use the included self-addressed and pre-stamped envelope to return your survey. Your responses are completely and totally confidential.

Again, this study is voluntary. You may refuse to participate in this study or in any part of the study. We certainly hope that you elect to participate in this survey and lend your insight to the study of principal talk. If you have any questions about this email, the survey, and/or the study details please feel free to contact one or more of the people indicated below.

William T. Holmes
Student Investigator
xxx-xxx-xxx
holmesw4@xxxxxxxxxx.edu

Teresa Jordan
Principal Investigator
xxx-xxx-xxx

Thank you.

Invitation Flyer to Participate in Research Study – Teachers

September 10, 2012

Dear Teacher,

We are conducting a study that will examine the oral language (talk) of school principals. Currently, *very little to no research* exists in this area. We hope to learn more about how principals communicate and, ultimately, how to train principals to be more effective communicators and enhance teacher job satisfaction. Your principal has volunteered to participate in this study and we need your help. We are going to ask you to complete a survey. At no time will your principal receive yours or anyone else's survey responses. As teachers, the information you provide will give critical insight into the nature of principal talk and provide guidance to future research and principal professional development. Your perspective is vitally important. As with all research studies, there is some risk. The anticipated risk in this study is minimal risk. Specifically, the risk is in the areas of sitting 20-25 minutes to complete the survey and/or you may become uncomfortable when answering some questions. The survey questions come from research into business leadership and this study is the first use of these questions in the field of education. **All responses to the survey will be treated as a pool of information so the anonymity of respondents will be assured. All information will be confidential.**

We are going to ask you to complete a survey. The survey should take about twenty to twenty-five minutes to complete. The survey has been approved by the University of Nevada, Las Vegas Institutional Review Board and the Clark County School District's Department of Research and School Improvement. The overall study has been sponsored by the Area 2 Associate Superintendent. All responses to the survey will be treated as a pool of information so the anonymity of respondents will be assured and all information will be kept confidential to ensure the integrity of the study.

A \$5 dollar financial incentive will be provided to all teachers regardless of participation (in person, mail, or opt out) at the same time you receive your informational flyer and informed consent. There will be **no** financial cost to you to participate. At the end of the study September 21, 2012, all teachers regardless of participation (in person, mail, or opt out) will be provided an additional \$5 dollar financial incentive regardless of participation. Additionally, at the end of the study, if your school return rate of completed surveys is 70% or higher all teachers regardless of participation (in person, mail, or opt out) will be placed in a random drawing to receive a \$100 gasoline gift card.

What to do next:

1. In your Teachers' lounge is a pink box that is sealed. Please take the attached informed consent form: read, check your participation option (In Person, via US Mail, or opt out), sign and return through the opening in the sealed pink box. **Remember all information is kept strictly and totally confidential.**
2. If you choose not to participate, thank you for your consideration and keep the included \$5.
3. If you choose to participate, next to the sealed pink box is a stack of envelopes that contain the research study and a self-addressed and pre-stamped envelope – please take one. *If you decided that you did not want to participate and then later decided that you did – an additional informed consent form is included for you to make the change – just included it with your return.*
4. **If you would like to complete the survey in person;** please complete the survey and return through the opening in the sealed pink box. *Before you return – please make sure you have answered each and every question to ensure accuracy of the data.*
5. **If you would like to complete the survey via US Mail;** please complete the survey, place in the self-addressed and stamped envelope, and place in the US Mail. *Before you*

return – please make sure you have answered each and every question to ensure accuracy of the data.

Please complete the survey by September 21, 2012.

The survey will close on September 21, 2012, the pink box will be collected, and a thank you letter with the final \$5 financial incentive will be provided.

Thank you for your time and consideration.

William T. Holmes

Student Investigator

xxx-xxx-xxxx

holmesw4@xxxxxxxxx.edu

Teresa Jordan

Principal Investigator

xxx-xxx-xxxx

INFORMED CONSENT – Teachers (Phase One)
Department of Educational Leadership



TITLE OF STUDY: The Motivating Language of Principals: A Sequential Transformative Strategy

INVESTIGATOR(S): Dr. Teresa Jordan and Mr. William T. Holmes

CONTACT PHONE NUMBER: xxx xxx-xxxx (Jordan) or xxx xxx-xxxx (Holmes)

Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to examine the talk (oral language) of principals in two different school accountability contexts: continuously improving and continuously fluctuating in a Zigzag pattern using the conceptual framework of Motivating Language Theory for the first time in K-12 education.

Participants

You are being asked to participate in the study because you are a teacher at a randomly selected school.

Procedures

If you volunteer to participate in this study, you will be asked to do the following: sign an informed consent form and complete an anonymous survey instrument that should take 20-25 minutes to complete. The survey is titled the Motivating Language Toolbox and is used to gather your perceptions about your principal's oral communication. All information will be kept strictly anonymous and confidential and will not be shared with your principal at any time – they have agreed to this in order help principals learn to communicate more effectively with teachers and staff.

Benefits of Participation

There may be no direct benefits to you as a participant in this study. However, we hope to learn more about how Principals communicate and, ultimately, train Principals to be more effective communicators and enhance teacher job satisfaction.

Risks of Participation

There are risks involved in all research studies. This study may include only minimal risks. *The anticipated risks in this study are you may become uncomfortable when answering some questions or you may become tired after sitting for 20-25 minutes completing the survey.*

Cost /Compensation

There will be **no** financial cost to you to participate in this study. The study will take 20 - 25 *minutes* of your time. You will be compensated \$5 regardless if you choose to participate in the study (in person, mail, or opt out). You will be compensated an additional \$5 at the end of the study regardless if you choose to participate in the study (in person, mail, or opt out). If 70% of the school staff returns the study (in person or mail) a random drawing for a \$100 gasoline gift card will be held.

Contact Information

If you have any questions or concerns about the study, you may contact Dr. Teresa Jordan at (xxx) xxx-xxxx. For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact **the UNLV Office of Research Integrity – Human Subjects at 702-895-2794 or toll free at 877-895-2794 or via email at IRB@unlv.edu.**

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Confidentiality

All information gathered in this study will be kept **completely confidential**. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for 3 years after completion of the study. After the storage time the information gathered will be destroyed.

Participant Consent:

I have read the above information and agree to participate in this study. I am at least 21 years of age. A copy of this form has been given to me.

Participation Option: (Please check one)

_____ In Person _____ Via Mail _____ Opt out

Signature of Participant

Date

Participant Name (Please Print)

Dear Teachers,

We appreciate your participation in our research study into the field of principal talk. There is little to no research in this area except to indicate that principal talk plays a role in the vast majority of a principal's time and activities. Our research questions focus on trying to understand the nature of principal talk, how it may or may not differ across schools, and how to best support the training and development of principals so that teacher job satisfaction and student achievement will increase. **All of the survey responses gathered are confidential and will be pooled together into data that will be statistically analyzed for significance.** We will use the areas of statistical significance as main ideas to guide us as we interview principals in our efforts to learn more about "the voice of principals". The survey we administered was a collection of smaller surveys taken from the field of business in the study of leader talk/communication and applied to the field of K-12 education. **Your contribution is invaluable and we appreciate it and you.** We thank you for your time and look forward to learning from your data and any comments/feedback that you may have shared. Again, **all responses to the survey will be treated as a pool of information so the anonymity of respondents will be assured and all information will be confidential.** At the end of the study September 21, 2012, all teachers regardless of participation (in person, mail, or opt out) will be provided an additional \$5 dollar financial incentive regardless of participation. Additionally, at the end of the study, if your school return rate of completed surveys is 70% or higher all teachers regardless of participation (in person, mail, or opt out) will be placed in a random drawing to receive a \$100 gasoline gift card.

If you have any questions about this email, the survey, and/or the study details please feel free to contact one or more of the people indicated below.

We know that the beginning of the year is a most stressful time of the year and we appreciate the time and effort you have shared with us in this endeavor.

William T. Holmes
Student Investigator
xxx-xxx-xxxx
holmesw4@xxxxxxxxx.edu

Teresa Jordan
Principal Investigator
xxx-xxx-xxxx

Thank you.

Invitation Flyer to Participate in Research Study - Principal

Date-tbd

Dear (name of school) Principal,

Thank you for agreeing to help us conduct a study that will examine the oral language (talk) of school principals. Currently, *very little to no research* exists in this area. We hope to learn more about how principals communicate and, ultimately, how to train and support principals to be more effective communicators and enhance teacher job satisfaction. The previous research in this area has focused on gathering data from the recipients/receivers of leader oral communication only and is quantitative data only. **We need your voice!** We want to add qualitative data into the research field from those who are doing the communicating. Specifically, we want to gather qualitative data gathered from an interview and observations of you engaged in leadership communication.

The study has been approved by the University of Nevada, Las Vegas Institutional Review Board and the Clark County School District's Department of Research and School Improvement. The overall study has been sponsored by the Area 2 Associate Superintendent. All responses will be treated as a pool of information so the anonymity of respondents will be assured and all information will be kept confidential to ensure the integrity of the study.

Your perspective is **vitaly important**. As with all research studies, there is some risk. The anticipated risk in this study is minimal risk. Specifically, the risk is in the areas of sitting 40-45 minutes to complete the interview and/or you may become uncomfortable when answering some questions. The interview questions come from research into business leadership and this study is the first use of these questions in the field of education. **All responses to the survey will be treated as a pool of information so the anonymity of respondents will be assured. All information will be confidential.** You will be provided a copy of the interview transcript in order to ensure its accuracy and to add or clarify any pieces within the transcript. Additionally, we would like to conduct two, twenty minute observations of you engaged in leadership communication – that is, observe you talking in your role as principal to teachers. Specifically, we will script streams or pieces of your oral language (talk). We believe this data will provide context to leader communication. After, the observation data are collected you will have an opportunity to review it and add additional information.

What to do next...

- 1) Informed Consent
 - a. Sign the informed consent form
- 2) Interview and Observation
 - a. Determine a date and time that you would like to participate in a 40-45 minute interview.
 - b. Review the attached Interview protocol and complete the information on the interview protocol form prior to the interview.
 - c. Participate in a tape recorded interview using the previously completed interview protocol (the interview is recorded in order to generate a transcript and collect qualitative data).
 - d. Review the interview transcript and review with me over the phone to ensure accuracy and clarify any transcript entries.
 - e. Schedule two 20 minute observations in which you are speaking to staff in your role as principal.
 - f. Following the observations meet with me for 10 minutes reviewing the data collected during the observation (your oral speech) adding any additional information you deem important.

We believe that area of principal communication has been absent in the discussion of a principal's role and effectiveness. We thank you for your time and consideration.

William T. Holmes

Student Investigator

xxx-xxx-xxxx

holmesw4@xxxxxxxxx.edu

Teresa Jordan

Principal Investigator

xxx-xxx-xxxx



INFORMED CONSENT – Principals (Phase Two)
Department of Educational Leadership

TITLE OF STUDY: **The Motivating Language of Principals: A Sequential Transformative Strategy**

INVESTIGATOR(S): **Dr. Teresa Jordan and Mr. William T. Holmes**

CONTACT PHONE NUMBER: **xxx xxx-xxxx (Jordan) or xxx xxx-xxx (Holmes)**

Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to examine the talk (oral language) of principals in two different school accountability contexts: continuously improving and continuously fluctuating in a Zigzag pattern using the conceptual framework of Motivating Language Theory for the first time in K-12 education.

Participants

You are being asked to participate in the study because you are a principal at a randomly selected school.

Procedures

If you volunteer to participate in this study, you will be asked to do the following:

- 1) Informed Consent
 - a. Sign the informed consent form
- 2) Interview and Observation
 - a. Determine a date and time that you would like to participate in a 40-45 minute interview.
 - b. Review the attached Interview protocol and complete the information on the interview protocol form prior to the interview.
 - c. Participate in a tape recorded interview using the previously completed interview protocol (the interview is recorded in order to generate a transcript and collect qualitative data).
 - d. Review the interview transcript and review with me over the phone to ensure accuracy and clarify any transcript entries.
 - e. Schedule two 20 minute observations in which you are speaking to staff.
 - f. Following the observations meet with me for 10 minutes reviewing the data collected during the observation (your oral speech) adding any additional information you deem important.

Benefits of Participation

There may be no direct benefits to you as a participant in this study. However, we hope to learn more about how Principals communicate and, ultimately, train Principals to be more effective communicators improving teacher job satisfaction.

Risks of Participation

There are risks involved in all research studies. This study may include only minimal risks. *The anticipated risks in this study are you may become uncomfortable when*

answering some questions or you may become tired after sitting for 45 minutes completing the interview.

Cost /Compensation

There will be no financial cost to you to participate in this study. The study will take 95 minutes of your time (45 minutes interview and 50 minutes observation).

Contact Information

If you have any questions or concerns about the study, you may contact Dr. Teresa Jordan at (702) xxx-xxxx. For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact **the UNLV Office of Research Integrity – Human Subjects at 702-895-2794 or toll free at 877-895-2794 or via email at IRB@unlv.edu.**

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for 3 years after completion of the study. After the storage time the information gathered will be destroyed.

Participant Consent:

I have read the above information and agree to participate in this study. I am at least 21 years of age. A copy of this form has been given to me.

Signature of Participant

Date

Participant Name (Please Print)

Audio Taping

I agree to be audio taped for the purpose of this research study.

Signature of Participant

Date

Participant Name (Please Print)

APPENDIX E

PRINCIPAL INTERVIEW PROTOCOL

Dear Principal,

Thank you for agreeing to meet and discuss principal talk/oral communication with you. The purpose of the study is to examine the talk (oral language) of principals. The interview should run approximately thirty minutes. I will create a transcript of the interview in order to ensure the accuracy of information and will, therefore, need to tape record the interview. After the interview is transcribed, I will provide you with a copy of the interview transcript to ensure its accuracy and to further clarify responses if needed. Confidentiality and anonymity are assured. The use of this data will be limited to this project, as authorized by the University of Nevada, Las Vegas, although the results may ultimately guide other projects and/or study.

In order to assist in focusing our discussion and protecting your time, I have included a copy of the interview protocol. Please describe your leadership style in 25 words or less, complete the demographic information, and preview the interview questions with any focusing thoughts prior to our interview date.

I look forward to meeting and working with you soon!

Thank you,
Toby Holmes

Leadership Style

Participant Demographic Survey

What is your Gender? (Please check one) _____ Male _____ Female
What is your Race: (Please check one) _____ White/Caucasian _____ Black/African American _____ Asian _____ Hispanic _____ American Indian/Alaskan Native _____ Native Hawaiian/Pacific Islander _____ Other
What is your Age: (Please check one) _____ Under 25 _____ 26-30 _____ 31-35 _____ 36-40 _____ 41-45 _____ 46-50 _____ 51-55 _____ 56-60 _____ 61-65 _____ 66-70 _____ 71-75 _____ Over 76
Total working years in K-12 education inside and outside of CCSD: _____
Total working years in K-12 education in CCSD only: _____
Total working years as an administrator inside and outside of CCSD: _____
Total working years as an administrator in CCSD only: _____
Total working years as a Principal inside and outside of CCSD: _____
Total working years as a Principal in CCSD only: _____
Total working years as Principal in your current building: _____
What was your position immediately prior to your current Principal Position? _____
Year you completed CCSD Leadership Training (pre-service) _____ Never _____

Interview Questions	Pre-interview thoughts/ideas
1. When talking to teachers what type of explanations do you give to teachers to help them understand what to do in their work?	
2. As you talk to teachers describe how you show encouragement?	
3. Describe how you verbally praise teachers?	
4. When talking to teachers how do you show concern for their job satisfaction?	
5. As you talk to teachers what do you say regarding people who have been rewarded at school?	
6. When talking to teachers what do you say regarding people who have left the school?	
7. As you talk to teachers how do you help them to reduce their uncertainty about school goals, expectations, and tasks?	
8. What do you say to a teacher that helps them gain clarity on items and issues important to the school?	
9. When talking to teachers what do you say that helps them to get a clear picture about school goals and expectations?	
10. Describe conversations with teachers that focus on emotional bonds between you and a teacher or teachers?	
11. Talk about your conversations with teachers when the conversation is more about them as human beings than as members of your school organization?	
12. As you talk to teachers how do you use stories and metaphors?	
13. What do you say when you talk to teachers so that they have the same mental picture as you do?	
14. What do you say to teachers about school culture?	
15. As you talk to teachers what happens when what you say and what you do are different?	
16. As you talk to teachers what do you find to be the most effective ideas, strategies, or techniques to utilize to make the most out of the interaction?	
17. Communication encompasses many things such as nonverbal communication and reflective listening skills for example. As part of your overall leadership communication, when is it most critical or important for you to have one way directional communication from you as principal to teachers?	

18. How do you define leader credibility and how can your words enhance or damage your credibility as principal with teachers?	
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Anything that you think is important to understanding principal talk that has not been asked here?

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APPENDIX F

PRINCIPAL ELECTRONIC FOLLOW-UP INTERVIEW PROTOCOL

Dear Principal,

As we are finishing up with the final data collection and analysis, the final follow-up interview questions have come out of the analysis of the teacher survey data. Please just take a few minutes when you get the chance and respond to these questions in a follow-up email.

- 1) When talking to teachers how do you talk about future change?

- 2) When talking to teachers how do you talk about school achievements?

- 3) When talking to teachers how do you provide guidance to them in the areas of school social behavior and group dynamics?

- 4) When talking to teachers how do you provide helpful directions and advice on work related issues?

- 5) When talking to teachers do you discuss failure and how it looks?

Thank you.

APPENDIX G1

SUMMARY OF SUSAN'S THEMES

Coding focus	Susan's themes
Principal Talk	<ul style="list-style-type: none"> • Focus on instructional improvements and student growth, • Accountability, and • Teacher (adult) Actions.
Motivating Language Constructs (Level 1 and 2 Coding)	<ul style="list-style-type: none"> • Focus on clarification, • The use of questioning as a clarifying strategy/technique, • Focus on accountability, • Emphasis within Empathetic Language construct on Praise, • Emphasis on levels of expectancy and requirements vs. empathy, • Lack of communication on People Who Left School, • A heavy emphasis on Direction-Giving Language during the observation, and • The connection of talk and written media throughout all three constructs.
Guidance (Level 1 and 2 Coding)	<ul style="list-style-type: none"> • Realistic, clear, and precise communication, and • The connection of talk and written media.
Principal Main Idea Context (Level 3 Coding)	<ul style="list-style-type: none"> • Clarity, • Reduction of uncertainty, • Accountability, • Curriculum and Instruction, and • The connection of talk and written media.
Open (Level 4 Coding)	<ul style="list-style-type: none"> • Administrative expectations, • Focus and direction (vision), • Clarifying questions, • Connections to previous adult learning, • One-to-one conferences (dyads), and • The connection of talk and written media.
Motivating Language Theory Tenet and Assumptions	<ul style="list-style-type: none"> • The connection of talk and written media, • The preference for one-to-one (dyad) conferences as the most effective way to have a leader-to-follower conversation, • The use of stories and metaphors to humanize a leader in the eyes of followers, • The use of clarification as a process to improve walk and talk congruence, and • Effective communication begins with the Empathetic Language factor praise.

APPENDIX G2

SUMMARY OF BETTY'S THEMES

Coding focus	Betty's themes
Principal Talk	<ul style="list-style-type: none"> • Teacher support, advocacy, and collaboration, and • Situational communication.
Motivating Language Constructs (Level 1 and 2 Coding)	<ul style="list-style-type: none"> • The asking of questions as the primary language technique in Direction-Giving Language, • The use of questioning within the Empathetic Language construct, • The utilization of questioning and reflection strategies to support Meaning-Making Language communication, • The use of questioning and reflection as clarifying strategies, • The use of indirect language within the DG construct, • Strategic mixing of ML constructs to support effective language usage, • The application of indirect language use within Empathetic Language, • Teacher support, advocacy, and collaboration within Direction-Giving Language, • Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language, • Emphasis on teacher support, advocacy, and collaboration within the use of Meaning-Making Language, • Emphasis on clarity, focus, and narrowing of the school vision, • The connection of talk and written media (data), • Focus on accountability and administrative follow-up, • The heavy emphasis on professional development, • An explicit emotional bond between principal and teacher, • The focus on participatory/inclusive practices, • The concept of situational praise, • The inconsistent effect of encouragement, • Use of collaboration to emphasize school culture and individual teacher exemplar behaviors, and • Transparency in communication.
Guidance (Level 1 and 2 Coding)	<ul style="list-style-type: none"> • Emphasis on teacher support, advocacy, and collaboration within the construct, • Utilization of collaboration to emphasize school culture and individual behavior, • Utilization of an open forum to express opinions and concerns, and • An environment of trust.

Coding focus	Betty's themes
Principal Main Idea Context (Level 3 Coding)	<ul style="list-style-type: none"> • The use of clarifying questions to enhance communication and communicate administrative intent, • The use of questioning to establish future administrative plan of action, and • The use of Direction-Giving Language to narrow school focus and vision.
Open (Level 4 Coding)	<ul style="list-style-type: none"> • Support in the role of support (leader), • Support in the act of supporting (language), • Support across all Motivating Language constructs, • Support in the guidance construct, • The use of questioning across all Motivating Language constructs, • The use of questioning across the guidance construct, and • The use of questioning 50% of the time in the • Empathetic Language construct.
Motivating Language Theory Tenet and Assumptions	<ul style="list-style-type: none"> • An emphasis on clear goals and narrow focus with indirect Direction-Giving Language preferences, • An application of all three ML constructs to maximize leader communication and communicate intent, • The use of Meaning-Making Language to communicate school goals, • Emphasis on teacher support, advocacy, and collaboration within the use of Motivating Language, • An application of situational communication within Empathetic Language, • Use of personal experiences to create vivid, clear mental pictures, • School culture is student-centered with inclusive practices, • Effective communication is based upon leader modeling, and • Most important leader-to-follower communication is one-to-one conference concerning needs of a student.

APPENDIX G3

SUMMARY OF ALICE'S THEMES

Coding focus	Alice's themes
Principal Talk	<ul style="list-style-type: none"> • A system of data-driven goals and continuous improvement, • Creation of a family-oriented, personal work culture, • A leader initiated operational and structural leadership style, • A high level of administrative expectation, • The connection of talk and written media, • Transparency in communication, • The use of collaboration to emphasize school culture, and • The use of reflection within communication.
Motivating Language Constructs (Level 1 and 2 Coding)	<ul style="list-style-type: none"> • Use of Direction-Giving Language to support administrative expectations, • Use of language is process oriented and outcome driven, • Strategic in use of language mixing of all ML constructs to support effective language usage, • Use of explanations to reinforce goal setting process, • The use of questions connected to specific outcomes and adult action to provide direction/clarity, • Focus on collaboration and leader initiated structures, • The connection of talk and written media to support language and reduce uncertainty, • Strategic use of Motivating Language through the combination of multiple cross construct factors, • Framing of factors to enhance communication effectiveness, • Purposeful use of language connected to specific outcomes, • Use of distributed leadership practices, • Emphasis on best practices through the use of praise, • Whole group reinforcement of best practices, • Collaboration to emphasize school goals and administrative expectations, • Creation of a family-oriented, personal work culture, • A leader initiated operational and structural leadership style, • A high level of administrative expectation, and • Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language, • Use of language to emphasize exemplar teacher behaviors within school culture, • Administrative communication of misaligned school cultural behaviors to teachers, • Administrative communication of clear teacher behaviors that are appropriate within school culture, • Use of written media in support of language, and • Use of failure as part of the goal setting process.

Coding focus	Alice's themes
Guidance (Level 1 and 2 Coding)	<ul style="list-style-type: none"> • Creation of a family-oriented, personal work culture, • A leader initiated operational and structural leadership style, • Small group meetings, • Use of distributed leadership practices, and • The use of collaboration to plan and implement school goals.
Principal Main Idea Context (Level 3 Coding)	<ul style="list-style-type: none"> • A system of data-driven goals and continuous improvement, • A high level of administrative expectations, • Leader initiated structures, • Instructionally focused, and • Strategic use of all three ML constructs to implement leadership activities.
Open (Level 4 Coding)	<ul style="list-style-type: none"> • The use of leader initiated structures impacts group practices and norms, • The distribution of leadership, • The use of written media to support effective communication, and • The application of administrative expectations.
Motivating Language Theory Tenet and Assumptions	<ul style="list-style-type: none"> • An emphasis on goal-driven leadership strategies, • The connection of talk and written media, • The power of personal relationships and experiences in language, • The establishment of a family-like school culture, • The distribution of leadership, • A focus on collaborative practices, • A preference for small group meetings, • The use of leader initiated structures, • The application of principal-to-teacher directive/corrective conversation, • The use of modeling (creation of clear and modeled expectations), • The use of specific and frank conversation to address inappropriate teacher behavior, • Must maintain appropriate tone as principal and, • Must communicate a sense of urgency.

APPENDIX G4

SUMMARY OF KATHY'S THEMES

Coded focus	Kathy's Themes
Principal Talk	<ul style="list-style-type: none"> • A conversational communication style, • A high level of administrative expectation, • A focus on collaborative processes, • An emphasis on teacher growth and improvement, • An emphasis on teacher commitment, • An application of distributive leadership practices, • An emphasis on strengths-based leadership practices, • Use of informal lines of communication, and • An emphasis on teacher value and dignity.
Motivating Language Constructs (Level 1 and 2 Coding)	<ul style="list-style-type: none"> • Use of Direction-Giving Language to support administrative expectations, • Use of language in data-driven decision making, • Implementation of Direction-Giving Language as conversational language, • The strategic mixing of ML constructs to support effective language usage, • Use of explanations to increase teacher buy in and participation, • Implementation of leader initiated structures, • An emphasis on clarification, • An application of situational leadership strategies, • A connection of written media(data) and talk, • The use of transparency, • Use of Direction-Giving Language to support resource management and alignment to established priorities, • Use of collaborative and distributive leadership practices, • An application of strengths-based leadership practices, • The strategic use of encouragement and praise as leadership practices, • The purposeful use of language connected to specific motivational outcomes, • Use of constructs across a variety of school organizational groupings, • Use of consideration, • An emphasis on the value of teachers, • A high level of administrative expectation, • Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language, • Creation of a family-oriented work culture, • Establishment of a data-driven rewards school culture, • Emphasis on support and collaboration with teachers having difficulty, and • Use of failure as part of the teacher supervision and evaluation process.

Coded focus	Kathy's Themes
Guidance (Level 1 and 2 Coding)	<ul style="list-style-type: none"> • Explanation of expectations, • Expectation of teacher commitment, • Administrative expectations for positive teacher behavior and improvement, • Use of one-to-one leader-to-follower communication, and • Use of leader initiated structures.
Principal Main Idea Context (Level 3 Coding)	<ul style="list-style-type: none"> • Clear administrative expectations, • A system of data-driven goals and continuous improvement, • A broad spectrum of leadership practices and behaviors in use, • Use of conversation and receptive language practices, • Instructionally focused, and • Resources aligned to school priorities, goals, and vision.
Open (Level 4 Coding)	<ul style="list-style-type: none"> • Instructionally focused leadership, • Clear administrative expectations, • Distribution of leadership, • Use of clarification strategies (direct, indirect, and receptive), • Evidence of resource management and allocation to organizational goals, • Evidence of group meeting norms, and • Collaborative and conversational communication style.
Motivating Language Theory Tenet and Assumptions	<ul style="list-style-type: none"> • An emphasis on goal-driven leadership strategies, • The connection of talk and written media, • The use of leader initiated structures, • The use of a collaborative and conversational communication style, • The creation of a school climate based on high expectations and rigor, • Honest communications, • A focus on consistency in communications, • The professional treatment of teachers with concern for their welfare, • An insistence on responsive and reiterative communication from teachers, • The use of modeling (creation of clear and modeled expectations), • The use of administrative accountability and follow through, • Presentations of content in multiple modalities, and • An expectation of teacher commitment.

APPENDIX G5

MOTIVATING LANGUAGE CONSTRUCTS ACROSS CASE THEMES

Susan	Betty	Alice	Kathy
Focus on clarification,	The asking of questions as the primary language technique in Direction-Giving Language,	Use of Direction-Giving Language to support administrative expectations,	Use of Direction-Giving Language to support administrative expectations,
The use of questioning as a clarifying strategy/technique,	The use of questioning within the Empathetic Language construct,	Use of language is process oriented and outcome driven,	Use of language in data-driven decision making,
Focus on accountability,	The utilization of questioning and reflection strategies to support Meaning-Making Language communication,	Strategic in use of language mixing of all ML constructs to support effective language usage,	Implementation of Direction-Giving Language as conversational language,
Emphasis within Empathetic Language construct on Praise,	The use of questioning and reflection as clarifying strategies,	Use of explanations to reinforce goal setting process,	The strategic mixing of ML constructs to support effective language usage,
Emphasis on levels of expectancy and requirements vs. empathy,	The use of indirect language within the DG construct,	The use of questions connected to specific outcomes and adult action to provide direction/ clarity,	Use of explanations to increase teacher buy in and participation,
Lack of communication on People Who Left School,	Strategic mixing of ML constructs to support effective language usage,	Focus on collaboration and leader initiated structures,	Implementation of leader initiated structures, An emphasis on clarification,
A heavy emphasis on Direction-Giving Language during the observation, and	The application of indirect language use within Empathetic Language,	The connection of talk and written media to support language and reduce uncertainty, Strategic use of Motivating Language through the combination of multiple cross construct factors,	An application of situational leadership strategies,

Susan	Betty	Alice	Kathy
The connection of talk and written media throughout all three constructs.	Teacher support, advocacy, and collaboration within Direction-Giving Language,	Framing of factors to enhance communication effectiveness	A connection of written media (data) and talk,
	Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language,	Purposeful use of language connected to specific outcomes,	The use of transparency,
	Emphasis on teacher support, advocacy, and collaboration within the use of Meaning-Making Language,	Use of distributed leadership practices,	Use of Direction-Giving Language to support resource management and alignment to established priorities,
	Emphasis on clarity, focus, and narrowing of the school vision,	Emphasis on best practices through the use of praise,	Use of collaborative and distributive leadership practices,
	The connection of talk and written media (data),	Whole group reinforcement of best practices,	An application of strengths-based leadership practices,
	Focus on accountability and administrative follow-up,	Collaboration to emphasize school goals and administrative expectations,	The strategic use of encouragement and praise as leadership practices,
	The heavy emphasis on professional development,	Creation of a family-oriented, personal work culture,	The purposeful use of language connected to specific motivational outcomes,
	An explicit emotional bond between principal and teacher,	A leader initiated operational and structural leadership style,	Use of constructs across a variety of school organizational groupings,
	The focus on participatory/inclusive practices,	A high level of administrative expectation,	Use of consideration,
	The concept of situational praise,		An emphasis on the value of teachers,
	The inconsistent effect of encouragement,	Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language,	A high level of administrative expectation,

Susan	Betty	Alice	Kathy
	Use of collaboration to emphasize school culture and individual teacher exemplar behaviors, and	Use of language to emphasize exemplar teacher behaviors within school culture,	Emphasis on teacher support, advocacy, and collaboration within the use of Empathetic Language,
	Transparency in communication.	Administrative communication of misaligned school cultural behaviors to teachers,	Creation of a family-oriented work culture,
		Administrative communication of clear teacher behaviors that are appropriate within school culture,	Establishment of a data-driven rewards school culture,
		Use of written media in support of language, and	Emphasis on support and collaboration with teachers having difficulty, and
		Use of failure as part of the goal setting process.	Use of failure as part of the teacher supervision and evaluation process.

APPENDIX G6

MOTIVATING LANGUAGE TENETS AND ASSUMPTIONS ACROSS CASE THEMES

Susan	Betty	Alice	Kathy
The connection of talk and written media,	An emphasis on clear goals and narrow focus with indirect Direction-Giving Language preferences,	An emphasis on goal-driven leadership strategies,	An emphasis on goal-driven leadership strategies,
The preference for one-to-one (dyad) conferences as the most effective way to have a leader-to-follower conversation,	An application of all three ML constructs to maximize leader communication and communicate intent,	The connection of talk and written media,	The connection of talk and written media,
The use of stories and metaphors to humanize a leader in the eyes of followers,	The use of Meaning-Making Language to communicate school goals,	The power of personal relationships and experiences in language,	The use of leader initiated structures,
The use of clarification as a process to improve walk and talk congruence, and	Emphasis on teacher support, advocacy, and collaboration within the use of Motivating Language,	The establishment of a family-like school culture,	The use of a collaborative and conversational communication style,
Effective communication begins with the Empathetic Language factor praise.	An application of situational communication within Empathetic Language,	The distribution of leadership,	The creation of a school climate based on high expectations and rigor,
	Use of personal experiences to create vivid, clear mental pictures,	A focus on collaborative practices,	Honest communications,
	School culture is student-centered with inclusive practices,	A preference for small group meetings,	A focus on consistency in communications,

Susan	Betty	Alice	Kathy
	Effective communication is based upon leader modeling, and	The use of leader initiated structures,	The professional treatment of teachers with concern for their welfare,
	Most important leader-to-follower communication is one-to-one conference concerning needs of a student.	The application of principal-to-teacher directive/corrective conversation,	An insistence on responsive and reiterative communication from teachers,
		The use of modeling (creation of clear and modeled expectations), The use of specific and frank conversation to address inappropriate teacher behavior, Must maintain appropriate tone as principal, and Must communicate a sense of urgency.	The use of modeling (creation of clear and modeled expectations), The use of administrative accountability and follow through, Presentations of content in multiple modalities, and An expectation of teacher commitment.

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