

Principal Grey sure has a challenge on her hands. There are many issues at her school and many subordinates that have their own ideas on how to run things. Meshing these disparate ideas and personalities into a cohesive team of community leaders is what she must accomplish.

The overarching issue with the teachers appears to be a lack of identification with the importance of their career field. Many of the teachers see their position as simply a job – follow the district curriculum to dole out knowledge needed for the state test. They are failing to identify with the position as one of leadership that is vital to developing people into societal contributors. Avolio notes in many places that teachers are the second most important leaders in a person's life after one's parents. It is clear that many of the teachers at BHS do not consider themselves leaders at all. Many are clearly not invested in the success of their students, in other words, the development of their followers, evidenced by their unthinking discipline and claims of the job devolving into babysitting.

Their show of symbolic leadership is lacking as well. Many of the teachers complain about attending the open house; this unwillingness to sacrifice a small portion of their time intonates that they do not see or respect their own place as community leaders let alone the community itself. Similarly, many avoid the topic of the Racial Justice Report Card, or even worse, dismiss the concerns of parents who bring it up. The overwhelmingly white faculty has trouble empathizing with the perspectives of the minority community and their inability to show vulnerability by confronting the perceptions of the identified issues are easily interpreted as a lack of caring by the very community these teachers are serving.

Principal Grey, on the other hand, is striving to be a transformative leader for these teachers and for the community at large. She believes in her mission to improve the school, the

educations of the students, and the relationship with the community. She showed idealized influence by touring the area and holding the open house; she has consistently sought to understand the community and its challenges and wants others to as well. She has embraced vulnerabilities by confronting the Racial Justice Report Card and the disciplinary issues present at the school and challenged others to come up with potential solutions (but to little avail). She has gathered data through observations and conversations with numerous faculty and students in order to obtain multiple viewpoints on the issues at hand. She came to the job from a high-performing school and has utilized it as a template for the vision she holds of the direction she wants BHS to go.

Overall, she has a solid foundation to work from but there are other's behaviors at play also, some that she must seek to foster and others that she must seek to temper. For example, LaSondra, despite her considerable experience, seems to have withdrawn from formal leadership roles after some negative personal interactions. Her viewpoint is likely invaluable and must be tapped; as an informal mentor to a couple teachers she seems ready to retake that next step and, if validated, might persuade others to follow. Rhonda is another prime example – she has inspired an excellent rapport with her students by taking the risk of bending or breaking some rules. Revisiting the efficacy of these rules would validate the positive approach that Rhonda has and potentially inspire other teachers to take such action that they otherwise might not due to fear of reprimand. Assistant Principal Marin strictly and unflinchingly metes out punishment but his passive management by exception does not take into account the effects suspensions and alternative school referrals might have on a student's development.

When it comes to turning the situation at BHS around, it is squarely a multifaceted job that Principal Grey will have to take charge of in order to be successful. One of the underlying

issues at play appears to be the behavioral problems (and I am not just speaking of the students). I feel as though a number of the teachers have forgotten how to positively interact with students; respect and commitment must flow in both directions. There are two actions that I think Principal Grey should take to improve this area. The first is to update or rewrite the discipline/behavior code for the school. While not specifically directing how teachers should run their classrooms, this document needs to put some ground rules in place for students and teachers. Administration, teachers (perhaps in the form of the BLT), and students (perhaps the student council) should have a hand in developing the code in order to ensure that everybody is working from the same page. For the students, it should lay out clear standards on certain areas of classroom conduct. For the teachers it should embody the idea that discipline must be more constructive than immediate office referrals. Booster sessions (perhaps as part of the professional development available for funding) would ensure teachers are able to delineate “talking back” versus respectful debate and disruptive versus constructive communication. The dialogue that results from its drafting will hopefully work as adaptive conflict to understand the problem (as opposed to blaming the teachers or parents) and as both groups are a party to its creation, both should hopefully be more committed to ensuring adherence to it. Due to his conflict resolution skills, this would be an excellent opportunity for Principal Grey to delegate and develop leadership by having Assistant Principal Washington head the project.

The second action that Principal Grey should take to improve the behavior situation is to take full advantage of the professional development funding that is available; many of the classes operate with a teaching/testing system that focuses on low-order thinking skills. Consequently, there does not appear to be much discussion or debate of any kind in many classes. This lack of communication leads to a lack of meaningful relationships between the teachers and students

making it difficult for each group to develop respect and commitment to each other.

Furthermore, since no relationship exists, communication that does occur is often misunderstood and what might be a matter of opinion is misinterpreted as a behavioral problem that warrants referral. This is another opportunity to delegate and develop leadership in the faculty; perhaps by bringing LaSondra's respected views back into the leadership fold and providing an outlet to Rhonda's ceaseless energy by making them presenters of such sessions (maybe after receiving grants to explore this area more). By establishing respectful and dignified behavioral norms and improving the quality of education provided, students and teachers would hopefully feel more engaged in helping each other succeed.

There are other leadership developing projects that Principal Grey should utilize as well. One would be a division of labor between the assistant principals. Discipline would fall to Assistant Principal Washington. Likewise, administrative issues, such as an in-depth after action review of the tumultuous arena scheduling policy, would be led by Assistant Principal Marin. By utilizing their stronger skillsets, she would give each an impactful area of influence in the school. Likewise, Principal Grey could enlist Lisa to head up the faith-based tutoring program. This would indicate that she respects Lisa's personal values and show that she is still important to the team (after being denied the implementation of Silver Ring Thing). Principal Grey could challenge Ron to reinvigorate the BLT and give him, Justin, and Blake the opportunity to lead the parent/senior citizen volunteer program – Justin has prior experience in the area from his choir booster club, it would give Blake a chance to hone his community interaction to help with his future coaching and administrative ambitions, and it might improve Ron's seemingly flagging commitment to the school and surrounding community. By affording leadership opportunities to a number of her followers, Principal Grey would help build the teacher's

identification with the school and community hopefully leading to an increased commitment and student improvement.

There is certainly a couple of issues presented in this case that stand out to me personally and within my own organization. The first is Assistant Principal Washington's trait of often identifying an issue but struggling to present a solution to Principal Grey on how to remedy it. This is something that I have often struggled with as well. I am usually good at identifying problems or poking holes in ideas but not as good at figuring out solutions to those problems/weak points. The military is very much a "bring me solutions, not just problems" type of organization; since recognizing this trait, I've made a concerted effort to think of solutions before I point out problems. I've improved in this area but there are times when I revert to simply pointing out a problem; however, as a leader, I don't try to immediately move on but use those times of adaptive conflict to brainstorm solutions with the rest of the team. This is an area that I continue to work on.

Another issue that I identified with was the idea that respect must flow both ways in order for an organization to be successful. The issues in this area between the teachers and students remind me a lot of the issues that sometimes crop up between the officer and enlisted corps. While I haven't had many problems in this area (as I've been a part of both sides), it is something that I must constantly stay aware of because many new officers that I am in charge of and must mentor do not understand this concept quite as well. Some young officers believe that the enlisted corps is simply around to follow their orders without question; this is definitely incorrect and an officer can quickly lose their followers by acting this way – similar to how some of the teachers in the case seem to have lost their students by aggressively asserting themselves as strict disciplinarians. As Avolio notes, sometimes it is important to ensure that those who are

expected to implement decisions have their opinions heard regarding the decision itself. Had some of the teachers at BHS formed better classroom norms, with their students input and early on, then a number of the discipline issues would likely have lessened. For me, while I was never blatantly dismissive of enlisted perspectives, I have become more aware of actively seeking their viewpoint and I ensure that other young officers take this idea to heart as well.

In conclusion, to ensure the success of BHS, Principal Grey must help teachers identify with their role as community leaders. She must continue to model this idea and validate the positive initiatives that others have undertaken in order to inspire others to pursue them as well. By continuing this example, modifying behavioral norms, and giving leadership opportunities to those around her, she will develop those teachers into the leaders and the team that the community needs as it faces the challenges of the future.