


THE CREATION, COMMUNICATION AND IMPLEMENTATION OF AN
ORGANIZATIONAL VISION:
PRINCIPALS' PERSPECTIVE IN A RURAL EDUCATION SETTING

A Dissertation


by

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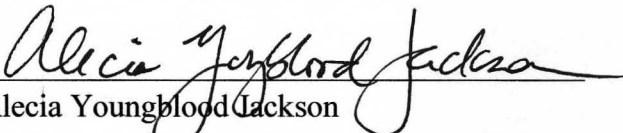
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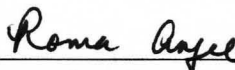

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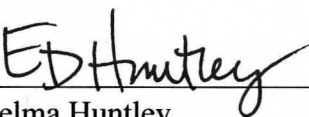
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ABSTRACT

THE CREATION, COMMUNICATION AND IMPLEMENTATION OF AN ORGANIZATIONAL VISION: PRINCIPALS' PERSPECTIVE IN A RURAL EDUCATION SETTING (DECEMBER 2009)

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The purpose of this dissertation was to explore the creation, communication and implementation of an organizational vision in a school system. The primary focus of this case study research was to investigate how principals described their experiences as they participated in a process of creating a new vision for the school system in which they worked. More specifically, this research examined how the principals perceived their involvement with the creation process of a new system vision, how those principals attempted to communicate that vision with their staff and how they implemented the new vision into their day-to-day activities and decisions. The results of this research are intended to contribute to educational leadership theory and practice by providing a model for leaders to consider and utilize as they create or recreate a vision for their organization, whether it be an individual school or an entire school system.

Interviews with seven principals were conducted at their school sites. A qualitative case study approach was employed utilizing interviews as a method of gathering information. The recorded interviews were transcribed, and quotes from each interview were identified and organized into major findings from each set of data collected during the interviews. Those major findings were categorized into themes that were explored in detail.

The seven participants of the study were from different backgrounds with varied years of experience but relayed similar experiences about their participation in creating, communicating and implementing a new vision for the school system. The results of these interviews indicated the importance of having an organizational vision and having the members of that organization be actively involved in the stages of vision development. The principals described a greater feeling of connectedness to the school system's vision because of their sense of involvement with the creation of the vision. This sense allowed them to communicate the vision to their schools more effectively and enthusiastically and to readily implement the vision into their decision-making process in a meaningful way. These findings help provide guidance for educational leaders involved in creating or recreating vision for a school or school system and could be considered by educational leaders when initiating any type of organizational level change.