

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

ProQuest Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI[®]

DISSERTATION

FACTORS INFLUENCING COLORADO
FEMALE SECONDARY PRINCIPALS'
LEADERSHIP PRACTICES

Submitted by

Ann Simpson Applewhite

School of Education

In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, Colorado

Spring 2001

UMI Number: 3013822

Copyright 2001 by
Applewhite, Ann Simpson

All rights reserved.

UMI[®]

UMI Microform 3013822

Copyright 2001 by Bell & Howell Information and Learning Company.

All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.

Bell & Howell Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346

Copyright by Ann Simpson Applewhite 2001

All Rights Reserved

COLORADO STATE UNIVERSITY

March 13, 2001

WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY ANN SIMPSON APPLEWHITE ENTITLED FACTORS INFLUENCING COLORADO FEMALE SECONDARY PRINCIPALS' LEADERSHIP PRACTICES BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY.

Committee on Graduate Work

Angela V. Paccione
Jan A. Berman
Cathy Kennedy

Charles F. Porter

Advisor

Mark G. ...

Director

3-13-01

Date

ABSTRACT OF DISSERTATION
FACTORS INFLUENCING COLORADO FEMALE
SECONDARY PRINCIPALS' LEADERSHIP PRACTICES

The purpose of this study was to explore differences in leadership style attributes or traits of female secondary principals and the development of their styles through their stories. Twelve female secondary principals with three or more years experience in a site based managed school were nominated and interviewed using a semi-structured format. The intention was to discover whether or not female secondary principals developed feminine style attributes naturally as a result of socialization, or whether or not their styles developed as a result of workplace interactions with followers who expected them to use feminine style characteristics. The study also explored, through participants' stories, whether or not they encountered resistance when circumstances required them to use a more directive style of management often described as "masculine" and viewed as counter gender by most followers.

Seven themes emerged as a result a result of data analysis. Three themes are related to *job performance*: Theme 1—Communication; Theme 2—Collaboration; and Theme 3—Gender Related Behavior. Three themes are related to *job experience*: Theme 4—Political Influence; Theme 5—Support; and Theme 6—Self Knowledge. Theme 7, Dissonance, overlaps the job performance and job experience areas. It describes the uncertainty and ambiguity the females in this sample encountered as they performed their tasks and as they experienced the principal's role.

An analysis of their stories revealed that these women, indeed, experienced leadership differently. These female participants' stories revealed that using a characteristically feminine style was not necessarily natural. Rather, the sample in this research project was thoughtful and strategic in their use of leadership style traits.

The project's importance is grounded in the pursuit of gender equality, a quest that continues twenty-nine years after the 1972 passing of Title IX of the Civil Rights Act of 1964. As leadership skills can be taught, the study points to a need to adjust leadership development classes can be adjusted to specifically address needs of females aspiring to the secondary principalship.

Ann Simpson Applewhite
School of Education
Colorado State University
Ft. Collins, Colorado 80523
Spring 2001

ACKNOWLEDGMENTS

As a non-traditional doctoral student, this moment has been long in coming. I would like to, first, acknowledge my dissertation adviser, Dr. Charles Porter, who has encouraged me to continue on this journey over the years. I want to also thank him for his belief in my professional abilities as I worked to be my best in secondary administration first as a middle school assistant principal, then as a high school assistant principal, and, finally, as a middle school principal. I would also like to thank the members of my dissertation committee, Dr. Catherine Kennedy, Dr. Angie Paccione, and Dr. Jim Banning. I truly appreciate your kindness and assistance during this process.

I would further like to acknowledge friends and colleagues who encouraged this faint-hearted researcher along the way: Penny Cooper McKnight, Gaynell Cooper Lawrence, Mary Ann Miles, Vasa Sellers, Julia Frilot Williams, Dr. Wanda Lenox, Dr. Deborah Binder-Lavendar, and Dr. Susan Rhodes-Yenowine.

Finally, leaders often never know how deeply they impact others. My experience at Colorado State University has been most positive because of the quality of the instructors and their dedication to the mission of the university. I consider myself extremely fortunate to have been a student at the university under the leadership of Dr. Albert Yates, President of the Colorado State University system.

DEDICATION

This work is dedicated to my family: my husband, Fred Hutney Applewhite, and our sons, Bryan and Derek. Thank you for your support and understanding of my need to study at this level. Was there ever a time when I was not enrolled in school?

My parents: Catherine and the late, Herman Simpson.

My husband's parents: Othella and the late, Fred Applewhite.

My sister, Gwendolyn Simpson, and sisters-in-law, Pat Martin and Christine Thompson, who have all, at some point, lived what I studied.

TABLE OF CONTENTS

SIGNATURE PAGE	ii
ABSTRACT OF DISSERTATION	iii
ACKNOWLEDGMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
CHAPTER ONE: INTRODUCTION	1
Leadership in Schools	1
The Need for the Study	2
Statement of the Problem	6
Delimitations	6
Definition of Terms	7
Point of View	8
Setting	9
Assumptions	9
Summary	9
CHAPTER TWO: REVIEW OF LITERATURE	11
Introduction	11
Search Process	12
Literature Review from the Historical Perspective of Leadership	12
Leadership Trait Theories	12
Leadership Behavior Theories	15
Charismatic/Transformational Leadership	19
Leadership Studies from the Female Perspective	22
Summary	31
CHAPTER THREE: METHODOLOGY	33
Introduction	33
Participants and Data Collection	33
Qualitative Methodology	34
Qualitative Interviewing and Women’s Studies	35
Interview Questions	36
Data Analysis	40
Summary	42

CHAPTER FOUR: QUALITATIVE DATA PRESENTATION AND ANALYSIS . . .	43
Introduction	43
Seven Major Themes	45
Life Experiences Influenced Leadership	48
Performing the Job	53
Theme 1: Communication	53
Theme 2: Collaboration	56
Theme 3: Gender Related Behavior	59
Experiencing the Job	63
Theme 4: Political Influences	63
Theme 5: Support	67
Theme 6: Self Knowledge	72
Overlapping Theme	76
Theme 7: Dissonance	76
Courageous Risk Taking	79
Limitations of this Study	82
Summary	82
SUMMARY, OUTCOMES AND RECOMMENDATIONS	84
Introduction	84
Outcomes	87
Recommendations	94
REFERENCES	97
APPENDICES	
APPENDIX A	
Colorado State University Human Research Committee	
Application to Use Human Subjects	105
APPENDIX B	
Human Subjects Approval	111
APPENDIX C	
Letter Requesting Nominations for Participation	114
APPENDIX D	
Researcher's Perspective	115
APPENDIX E	
Transcription of Exemplar Interviews	116

LIST OF TABLES

Table 4.1 Population Sample	44
Figure 4.1 Seven Major Themes	45
Figure 5.1 Seven Major Themes	87

CHAPTER ONE

INTRODUCTION

Leadership in Schools

More people are involved either by direct or indirect participation in public school education decisions at the end of the twentieth century than ever before. Those directly affected, parents, teachers and students, exert a different influence on school site management that requires different leadership abilities than were previously requisite in the principalship. The Phi Delta Kappa/Gallup Poll found that community support, while sometimes lacking in general, is strong at individual school sites and strongest where people are involved (Elam & Rose, 1995). What accounts for success at some school sites? The obvious answer is the leadership of the principal (Barth, 1990; Sergiovanni, 1994, 1991). But which aspects of principal leadership, specifically, satisfy today's school management needs?

Educational leadership trends tend to follow leadership trends from business. The 1990s have seen the corporate leadership structure shift from the traditional "masculine" hierarchical models of exclusion and bureaucracy to the flattened "feminine" model of inclusion and empowerment (Ferguson, 1984; Helgesen, 1995; Kanter, 1993). Likewise, behaviors of leaders have changed. Successful leaders embrace styles of leadership and communication which empower or transform others in business and in schools (Barth, 1990; Belenky, 1986; Kanter, 1993; Kouzes & Posner, 1987; Sergiovanni, 1991).

This change in leadership emphasis has also impacted the way that decisions are made in organizations. In the traditional hierarchical model of organization, decisions are often made in isolation by one or a few removed from the point of action execution. In a flattened structure, decisions are made by those directly affected by them, or those at the site. Thus, site based management/shared decision making includes input and action from those

affected by organizational change (Deming, 1986; Helgesen, 1995; Kanter, 1993). Public school operations have followed this movement in decision making as well (Apple & Bean, 1995; Barth, 1990; Sagor, 1992; Sergiovanni, 1990).

Forming connections, allowing for inclusion, establishing collegial relationships, empowering others, forming communities of learners, being at the center of operation rather than at the top of an organizational structure are all said to be “feminine” characteristics of leadership (Brandt, 1992; Sergiovanni, 1994). Being able to view an organization in terms of a changing, evolving organism which defines and redefines itself rather than being bound to a formal structure and status is also a quality of transformational leadership (Bass, 1985; Helgesen, 1995; Kanter, 1993). Numerous studies have found that effective leaders in school practice transformational leadership.

This qualitative study examined women educators’ leadership styles and the development of their styles through their stories. From a phenomenological perspective, are female administrators operating in a naturally feminine construct of relational, connective, considerate, and democratic? Have women adopted this pattern of leadership to influence followers who might otherwise reject their leadership were it characteristically masculine? Does using the authoritative, autocratic style create tension between female leaders and their followers because it appears to be counter gender behavior? What strategies do female leaders use to accomplish their building and organizational objectives? Does the characteristically feminine style preclude risk taking as measured on leadership behavior inventories?

The Need for the Study

In 1982 women in education made up over “70 percent of the K-12 total teaching force and 88 percent of all elementary positions; yet, they held only 35 percent of the secondary principalships, 24 percent of the high school assistant principal positions, and 7.3

percent of superintendencies” (Edson, 1988; Mertz & McNeely, 1994; Shakeshaft, 1995, p. xi). By 1992 the numbers of women in the superintendency had risen to 17 percent and high school principalships to 40 percent. While under represented in general, women are somewhat over represented in “outstanding” or “effective” schools (Shakeshaft, 1987). Carol Shakeshaft (1987) continues her analysis in this manner:

The female world is very similar to the world of effective schools. Traditional female approaches to schooling look like the prescriptions for administrative behavior in effective schools Principals of such schools, according to research: 1. Emphasize achievement; 2. Set instructional strategies; 3. Provide an orderly atmosphere; 4. Frequently evaluate student progress; 5. Coordinate instructional programs; 6. Support teachers. (p. 199-200)

Such comparisons generate questions about the roles of women in leadership in education. That women are over-represented in effective schools conjures inquiry begging for insight.

In the fall of 1997 in Colorado, the most recent time that the Colorado Department of Education collected this data, there were 127 female secondary principals of 440 total secondary principal positions. Fifty-six females were principals in senior high (9-12; 10-12); 173 males were in senior high schools. Seventy-one females were in junior high/middle schools, and 170 males were principals at the junior high/middle school level. The difference in numbers of females in secondary school leadership positions generates questions of equality of representation when statewide there are 4,909 female teachers in senior high schools, 147 in K-12 schools, and 4,727 at the junior high/middle school level. Using the same data, there were 4,927 males in senior high schools; 2,816 in junior high/middle schools, and 125 males in K-12 schools. Of the 17,600+ total teaching positions in schools, more than half were filled by women. However, less than one-third of the leadership positions were occupied by women.

Among other questions to be answered were why is there such a difference in numbers of females in leadership positions? Are potential women leaders not offered the same opportunities for advancement? Are women viewed as not capable for the secondary leadership position? Is their leadership different from male leadership?

Literature suggests that women lead differently. They are less likely to follow the leadership techniques associated with traditional leadership styles (Ferguson, 1984; Helgesen, 1995, 1990; Kanter, 1995). As educational trends follow business leadership trends, there appear to be specific characteristics pointing toward a transformational leadership style that accounts for women's success in leadership when compared with more traditional and/or transactional leadership styles. Characteristics of transformational leadership appear to enhance success in site based managed or shared decision making schools (Barth, 1990; Sergiovanni, 1991). The fewer numbers of female principals, as compared to the numbers of teachers, at the secondary level continues to deserve study more than twenty years after the passage of Civil Rights legislation intended to bring parity in employment to all (Edson, 1988).

Recently, feminine leadership attributes have surfaced in both males and females who are transformational leaders. Previous Colorado State University studies using psychometric measurements have indicated that there is no statistically significant difference between male and female leadership styles. Elias (1996), Lentz (1996) and Grant (1996) found no statistically significant differences in leadership styles between male and female principals or among minority and majority transformational leaders in Colorado as measured by the Multifactor Leadership Questionnaire (Bass, 1990).

Gregg (1997) used the Leader Attributes Inventory in a quantitative study to assess female technical school administrators in Georgia. Women administrators rated themselves using the self-rating instrument and male and female faculty assessed their female leaders using the Rating-by-Observer form of the instrument. Gregg's findings indicated that male and female faculty rated the Leadership Attribute Inventory attribute "courageous risk taker" as least descriptive of female administrators in Georgia Technical Institutes. Some measurements categorize the attribute "courageous risk taker" as a descriptor of male leaders (Gregg, 1997).

Southwick (1998) used the Multifactor Leadership Questionnaire in her research of managers from several Southeastern utility companies. Her findings showed that subordinates perceive differences between male and female leadership styles; yet, the supervisors of the managers in the study did not perceive differences.

Studying the effects of gender and organizational level using the Leadership Behavior Description Questionnaire, Form XII, Lewis and Fagenson-Eland (1998) found no support for their hypothesis that “leaders and their supervisors would attribute the initiation of structure and consideration behaviors of leaders to their gender and to leaders’ position in the organizational hierarchy” (p. 494).

Differences between masculine and feminine leadership styles may not be significantly different as measured by instruments used in empirical research methods. Psychometric instruments have been based in a traditional male oriented knowledge base. That is, most were field tested by studying those who held leadership positions; more than likely, males occupied those positions. Until recently, most leadership positions in schools, as in corporations, have been filled by white males (Southwick, 1998). Learning about leadership from the male experience is not to be taken negatively. However, it is important to acknowledge that a different possibility of learning about leadership exists by using the knowledge gained from studying women’s leadership experiences (Regan & Brooks, 1995).

At the risk of belaboring another stereotype associated with gender and leadership, this researcher feels or “intuits” that there is enough discrepancy among what has been studied, reported, observed, and practiced about female leadership to create doubt about the depth of discretion of psychometric measures and their analysis which find no significant difference between male and female leaders’ styles or attributes. Female leadership characteristics or attributes deserve separate, independent study. In the absence of known descriptive instruments field tested on female subjects, a qualitative approach is appropriate.

Statement of the Problem

The purpose of this study was to discover through inquiry common leadership traits, styles, and beliefs of female secondary principals through an examination of their stories. Further, this study should reveal insight into the development of the principals' leadership practices.

Other research questions answered were: Do these principals reflect a more feminine leadership style, or does their style match the counter-gender masculine style of leadership? How did they come to adopt their current style? Was it "natural" or learned? Were there life processes or professional experiences which led to the development of their feminine styles? How do they accomplish their building and organizational objectives? How is "courageous risk taking" related to their work as secondary principals? Do they practice a feminine style of leadership to avoid negative reactions to a counter-gender masculine style?

Delimitations

This study attempted to bring forth key aspects of feminine leadership styles which often do not measure significantly in data analyses using quantitative measures. Information gained may provide insight into the development of female secondary principals' leadership styles and dispel some of the stereotypical myths associated with gender and leadership. Some data may be generalizable to different populations in other geographic locations. Discovering whether female leaders have a "natural" or learned style of leadership has implications for how we accept and value gender differences among educational leaders.

This study was limited to junior high/middle school and senior high school principals in public school systems who are lead administrators at their sites. The principals have had at least three to five years of experience as principals in their buildings. It did not include charter school or alternative school principals.

Definition of Terms

A number of terms referring to leadership attributes or characteristics of leadership were used interchangeably in literature. In their meta-analysis of literature, Eagly and Johnson (1990) described feminine leadership attributes as follows:

affiliative -- associated with subordinates as friends.

considerate -- helping and doing favors for subordinates; looking out for their welfare.

Bowers and Seashore (1966) describe consideration as “behavior indicative of friendship, mutual trust, respect, and warmth” (p. 66).

Regan and Brooks (1995) wrote of five feminist attributes of relational leadership as collaboration, caring, courage, intuition, and vision. Eagly and Johnson (1990) continue that democratic/participatory traits are attributed to a feminine style as well. Those using the democratic/participatory involve their subordinates in decision making and make decisions collaboratively. These attributes are manifested in flattened, circular, inclusive leadership style (Helgeson, 1995; Kanter, 1993).

All traits of leadership can be practiced by any leader. However, literature (Eagly & Johnson, 1990; Helgeson, 1995; Kanter, 1993) supports the following as masculine characteristics of leadership:

aggressive/assertive -- dominant, more forceful, more independent; motivated to master the environment;

autocratic/directive/decision centralized -- decisions made without participation from subordinates.

Initiating structure -- “behavior that organizes and defines relationships or roles and establishes high standards for performance” (Bowers & Seashore, p. 66).

Production emphasis -- “behavior that makes up a manner of motivating the group to greater activity by emphasizing the mission or job to be done” (Bowers & Seashore, p. 66).

Masculine attributes are associated with an hierarchical, linear style of leadership. As readers meet the terms “feminine” and “masculine” throughout this study, they should make the association of the style with the attributes as they have been defined above.

Point of View

Quantitative researchers use descriptive statistics with predetermined levels of significance of difference to test their hypotheses. Post hoc testing scrutinizes initial results to further garner more specific information on variables studied. As statistical import can be found for any problem designed to produce it, the quantitative researchers must structure their problem to avoid bias. “In qualitative inquiry, the researcher is the instrument” (Patton, 1990, p. 14). The qualitative researcher must guard against personal biases while interpreting data.

My interest in feminine leadership characteristics developed before it could be articulated as a result of life and professional experiences. One of my earliest role models was my elementary school principal, the late Mrs. Rosa Lee Easter. Having spent a childhood in Texas in segregated schools, I encountered many adult female role models in leadership positions. However, as an adult in a completely integrated professional world, it did not escape my notice that women, and especially minority women, were few in leadership positions in secondary schools in Colorado.

As a teacher and a secondary administrator in a large urban district, I often felt a schism between that district’s goals and the methods used to accomplish the goals. This discomfort led to my seeking and obtaining credentials in administration and, eventually, separation from that district. My first assignment as a senior high administrator after leaving the first district was under a dynamic principal, Dr. Debby Binder-Lavendar, who was named Colorado’s Principal of the Year in 1996 by the Colorado Association of School Executives. She is an impressive leader. While serving, from 1998 to 2000, as the first female principal

of a particular middle school, my interest in female leadership was buoyed by female subordinates as they related “stories” of leadership practices of previous principals of that school. Other “stories” were often shared among my professional colleagues and personal friends who are women leaders in various positions in their states and school districts.

Setting

Interviews from twelve female principals in school districts in Colorado’s Front Range were used in this study. Recommendations for those interviewed came from superintendents and other professional colleagues. Principals were those with three or more years of experience in their school sites. Personal acquaintances were consulted regarding interview questions to help in my interviewing skill development, but were not used in the study to avoid bias.

Principals interviewed were from school districts varying in size from 20,000 students to 90,000 plus students in Colorado’s Front Range geographic location. The majority of the state’s female secondary principals are employed in urban and suburban districts in the Front Range. The Colorado Department of Education does not maintain data on principals by the state’s geographic locations.

Assumptions

It is assumed that all subjects responded honestly when interviewed.

Summary

Women educational leaders’ stories might provide more depth of information than could have been provided by quantitative measures alone. While quantitative measures do not reveal statistically significant differences in leadership styles between men and women,

especially those who consider themselves transformational leaders, there may be subtleties about women's leadership that need to be studied.

Studies in gender research point to women's styles as being feminine as a result of the socialization processes of women (Bancroft, 1995; Lewis & Fagenson-Eland, 1998; Regan & Brooks, 1995). These feminine attributes, which are associated with a flattened organizational structure as opposed to an heirarchical structure, have surfaced in literature about effective schools (Barth, 1990; Shakeshaft, 1987) and in business literature (Kanter, 1993). However, little research that studies women's leadership attributes apart from male leadership studies has been conducted. This dissertation studied female secondary principals' leadership attributes and style patterns through their stories. It added a different dimension through their examination of how they came to adopt their operational methods in schools.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter examined writings and theories in traditional leadership as they related to characteristics of feminine styles of leadership. Leadership and leadership styles dominate business literature as topics of study. In education when principals and superintendents have been asked to respond to quantitative styles measures, there appeared not to be statistically significant differences between men's and women's leadership styles. Yet, many dissertations written in the 1990s suggested that qualitative investigations may discern gender differences in leadership styles.

Masculine leadership styles have been associated with a linear, hierarchical model and feminine styles have been associated with a circular, inclusive model. There has been much discussion surrounding the development of these styles and whether or not they are peculiar to each gender. Organizational structures of the 1990s have embraced transformational leadership; some traits of this style have been attributed to males and females.

This literature review summarized the historical study of leadership, transformational leadership, and recent studies of gender differences in leadership. Ultimately, as written in the Statement of the Problem in Chapter One, this work revealed how female principals in secondary schools developed their leadership styles. The flexible nature of a qualitative study was retained to explore "emerging themes" in gender leadership differences as they became apparent.

Search Process

The following databases were used in this literature review:

1. Applied Science and Technology Abstracts
2. Business Dateline
3. Colorado Association of Regional Libraries (CARL)
4. Dissertation Abstract International
5. Educational Research Service
6. Educational Resources Information Center (ERIC)
7. Fact Search
8. Humanities Abstracts
9. SIRS Research
10. Women's Studies Abstracts
11. Women's Studies Database.

Literature Review from the Historical Perspective of Leadership

Leadership Trait Theories

“He’s a born leader.” This axiom is a truism from another paradigm when men were thought to be leaders by birthright as monarchs or heirs to monarchies (Bass, 1981). Some societies acknowledged female leaders in the same manner, as leaders by birthright, only by default in the absence of an appropriate male heir (Bass, 1981). “At the beginning of the present century, leaders were generally regarded as superior individuals who, as a result of fortunate inheritance or social adventure, become possessed of qualities that differentiated them from people in general” (Bass, 1981, p. 73).

The word *leadership* is a sophisticated concept. Words meaning “head of state,” “military commander,” “princeps,” “proconsul,” “chief,” or “king” are the only ones found in many languages to differentiate the ruler from other members of society. A preoccupation with leadership, as opposed to headship based on inheritance, usurpation, or appointment, occurred predominantly in countries with an Anglo Saxon heritage. The *Oxford English Dictionary*

noted the appearance of the word *leader* in the English language as early as the year 1300. However, the word *leadership* did not appear until the first half of the nineteenth century in writings about political influence and control of British Parliament. (Bass, 1981, p. 73)

Early literature from the epic tales of the ancient Greek heroes such as Odysseus to the myths and legends of the middle ages told us of heroes and heroines with unique qualities different from others and their ability to lead the masses. This gave way to the Trait Theory of leadership that expresses that leaders possessed certain traits that enabled them to lead.

Bass (1981) summarized fifteen studies of leadership traits in the first half of this century between 1904 and 1947. In his meta-analysis of literature at the time, he found that leaders exceeded their group members in (a) intelligence, (b) scholarship, (c) dependability in exercising responsibility, and (d) activity and social participation and socioeconomic status.

In another survey of ten studies, Bass (1981) found that leaders differed from the average group membership in “(a) sociability, (b) initiative, (c) persistence, (d) knowing how to get things done, (e) self-confidence, (f) alertness to and insight into situations, (g) cooperativeness, (h) popularity, and (i) adaptability and verbal facility” (Bass, p. 65). In the later part of the twentieth century, the “great man” theory of leadership, leadership often based on socioeconomic conditions of birth, is outmoded and the antithesis of what is needed in organizations of the twenty-first century (Kirkpatrick & Locke, 1991). Bass (1981) reported that after 1945, the most frequently occurring descriptors used to articulate leader traits were: “social and interpersonal skills, technical skills, leadership effectiveness and achievement, social nearness, friendliness, group task supportiveness, and task motivation and application” (p. 89).

Kirkpatrick and Locke (1991) continue to state that evidence shows six traits which differentiate leaders from non-leaders: drive, the desire to lead, honesty/integrity, self-confidence, emotional stability, and knowledge of the business. These traits are further subdivided; e.g., under the trait *drive* comes the aspects of achievement, ambition, energy,

tenacity, and initiative. Leadership motivation is characterized by the two aspects of personalized power motive and socialized power motive (Kirkpatrick & Locke, 1991).

The authors further stated that integrity and honesty are essential and have special significance for leaders. Essential to the trait of self-confidence is the aspect emotional stability. Kirkpatrick and Locke (1991) wrote that self-confident persons see stressful events “interesting, as opportunities for development and believe that they can influence the outcome” (p. 45).

Followers have definite ideas and expectations of their leaders. Leaders possess a cognitive ability, mental sharpness, knowledge of the business, and knowledge of the implications of the decisions they make (Kirkpatrick & Locke, 1991).

Other follower expectations are honesty, competence, forward-looking, and inspiring. Kouzes and Posner (1987) found honesty was absolutely essential to leadership. In their two year study at Santa Clara University involving 2,600 top level managers, honesty was defined as consistency between word and deed. Competence was measured as being beyond functional competence. Forward-looking meant selling a sense of direction for the future of the organization. Enthusiasm, energy, and a positive outlook were also important aspects of the inspiring leader.

Others such as Warren Bennis and Robert Townsend (1995) who have studied leadership state that the following are traits of leaders: personal ambition under control, intelligence, the ability to articulate, the ability to serve others, objectivity, the ability to mentor others, toughness, the ability to be fair and inclusive, a sense of humor, patient and urgent -- what they call “executive character” (p. 22). Bennis and Townsend further described executive character thusly:

The three traits that define executive character are like the legs of a tripod: no leg can stand without the others. One is ambition, the drive and need for power and achievement. Second is competence or expertise. Third is integrity, which includes authenticity as an external anchor. (p. 22)

Townsend clarified Bennis' need for power to mean measures taken to help associates become heroes in the quest to reach the organization's goals.

In earlier research, Stodgill (1948) concluded that the following were important leader traits: capacity, achievement, responsibility, participation, status, and situation. These traits were further subdivided: capacity -- intelligence, alertness, verbal facility, originality, judgment; achievement -- scholarship, knowledge, athletic accomplishments; responsibility -- dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel; participation -- activity, sociability, cooperation, adaptability, humor; status -- socioeconomic position, popularity; and situation -- mental levels, status, skills, needs and interests of followers, objectives to be achieved. Stodgill (1948) viewed the situation as important as well, stating that possessing such traits in isolation does not make one a leader, but use of these traits with followers, activities and goals contributes to one's being a leader.

Leadership Behavior Theories

After World War II, attention to the relationship between the leader and the follower began receiving notice, marking a shift away from studying leader traits. Leadership studies began to focus on what leaders did or leader behaviors in a setting (Hanson, 1996). Research efforts at the University of Michigan and the Ohio State University "resulted in the identification of a number of different leader behaviors and accompanying categorization schemes" (Pierce & Newstrom, 1995, p. 57). The Ohio State Model developed by Halpin and Winer, in an analysis of data collected from Air Force crews, resulted in four factors to be analyzed: consideration, initiating structure, production emphasis, and sensitivity. Clarified further, each factor was defined as follows:

1. Consideration -- behavior indicative of friendship, mutual trust, respect and warmth
2. Initiating Structure -- behavior that recognizes and defines relationships or roles, and establishes well-defined patterns of

organizations, channels of communication, and ways of getting jobs done

3. Production Emphasis -- behavior which makes up a manner of motivating the group to a greater activity by emphasizing the mission or job to be done
4. Sensitivity -- sensitivity of a leader to, and his awareness of, social interrelationships, and pressures inside or outside the group. (Bowers & Seashore, 1966, p. 66)

The Ohio State Model further evolved into the two factors -- consideration and initiating structure -- after the researchers determined that factors three and four were not significantly different (Bowers & Seashore, 1966). These two factors, consideration and initiating structure, will be explored later by this writer in terms of transformational leadership and characteristics of a feminine style of leadership.

At the time Ohio State conducted research on leader behaviors, so did researchers at the University of Michigan. Katz and Kahn presented another four dimensional scheme of leadership behaviors:

1. Differentiation of supervisory role -- Behavior by a leader that reflects greater emphasis upon activities of planning and performing specialized tasks; spending a greater proportion of time in actual supervision, rather than performing the men's own tasks himself or absorption in impersonal paperwork.
2. Closeness of supervision -- Behavior that delegates authority; checks upon subordinates less frequently; provides more general, less frequent instructions about the work; makes greater allowance for individuals to perform their own ways and at their own paces.
3. Employee orientation -- Behavior that gives major emphasis to a supportive personal relationship, and that reflects a personal interest in subordinates; being more understanding, less punitive, easy to talk to; and willing to help groom employees for advancement.
4. Group relationships -- Behavior by the leader that results in group cohesiveness, pride by subordinates in their work group, a feeling of membership in the group, and mutual help on the part of those subordinates. (Bowers & Seashore, 1966, p. 66)

These writers felt that the University of Michigan study's "differentiation of the supervisory role" correlated to what those at Ohio State refer to as "initiating structure" (Bowers & Seashore, 1966).

Among those at the University of Michigan was Rensis Likert (Bowers & Seashore, 1966) who described five characteristics of effective leadership behavior: (a) principle of supportive relations, (b) group methods of supervision, (c) high performance goals, (d) technical knowledge, and (e) coordinating, scheduling, planning (Bowers & Seashore, 1966).

In detail, Likert's characteristics are as follows:

1. Principle of supportive relations. The leadership and other processes of the organization must be such as to ensure a maximum probability that his interactions and his relationships with the organization, each members will . . . view the experience as supportive, and as one that builds and maintains his sense of personal worth and importance.
2. Group methods of supervision. Management will make full use of the potential capacities of its human resources only when each person in an organization is a member of one or more . . . groups that have a high degree of group loyalty, effective skills or interaction, and high performance goals.
3. High performance goals. If a high level of performance is to be achieved, it appears to be necessary for a supervisor to be employee centered, and at the same time to have high performance goals and a contagious enthusiasm as to the importance of achieving those goals.
4. Technical knowledge. The (effective) leader has adequate competence to handle the technical problems faced by his group or he sees that access to that knowledge is fully provided.
5. Coordinating, scheduling, planning. The leader fully reflects and effectively represents the views, goals, and decisions of those other groups . . . he provides a linkage for communication and influence in both directions. (Bowers & Seashore, 1966, p. 66)

E. Mark Hanson (1996) compared and contrasted the assumptions of Classical Theory with Social System Theory. Under a classical model, the organization is hierarchical in the order of roles and responsibilities; power is centrally located with the chief officer; formal goals give direction to events; communication follows established channels; control over production is established by the rules of the organization. In the social system model,

the organization is seen as a coalition of sociopolitical groups working outside the formal system; power is diffused among the group; formal and informal goals often conflict leading to a multitude of directions; communication and production control are established by the group. Hanson further stated that, when an organization shifts between the formal of the classical theory and the informal of the social system in uncertain times, the resulting differences in approach give way to another theory, the Contingency Theory. The Contingency Theory served as a framework to conceptualize leadership in various situations. “Contingency theory stresses that variability in environmental needs and demands require variability in organization responses” (Hanson, 1996, p. 135).

Other theorists have posed the question, “Does the leader make the times or do the times make the leader?” Early environmental theorists or situational theorists viewed leaders as those who emerged with the skills and abilities needed to solve the problems of the times. “Leadership is innate as well as acquired model society tendency of force” (Bass, 1981, p. 27-28). In a 1941 study, A. J. Murphy theorized that “leadership does not reside in a person, but is a function of the occasion” (Bass, 1981, p. 28). However, Bass (1981) contended that, “The situation is not itself enough to make a leader but it is that mesh of the person and the situation” (p. 28).

Others (Hersey, 1988; Tannenbaum, Weschler, & Massarik, 1961) have written that it is the situation and the leader’s behavior which comprise leadership.

One Contingency Theory, the Path-Goal Theory, states that leaders

. . . arouse subordinates to perform and achieve satisfaction from the job to be done.’ The leaders clarify goals of the subordinates as well as the paths to those goals. They enhance satisfaction with work itself and provide valued extrinsic rewards contingent on the subordinates’ performances. The leader controls what subordinates value. (Tannenbaum et al., 1961)

In this model, the leader is to help the follower do the best job possible.

Fiedler’s studies of the 1970s stated that effectiveness of a given pattern of leader behavior is contingent upon the demands imposed by the situation (Bass, 1981; Yukl, 1981).

Yukl stated in his book, Leadership in Organizations, that Fiedler's model measured three aspects of a situation: (a) Leader-Member relations, (b) Position Power, and (c) Task Structure. Leader-member relations was the most important of the three determinants of situational control. "Situational control is greatest when leader-member relations are good, the task is highly structured, and the leader has situational position power" (Yukl, 1981, p. 136).

Hersey (1988) theorized in their Life Cycle Theory of Leadership that leadership was situational depending on the maturity level of the follower. Yukl saw the Hersey-Blanchard model as deficient as "maturity of the follower" was defined too broadly in terms of subordinates' experience, achievement, motivation, and willingness to accept responsibility (Bass, 1981).

Placing the person in the best situation and matching leaders and subordinates are the major strong points of situational leadership. Tannenbaum et al. defined leadership as

interpersonal influence, exercised in a situation and directed through the communication process toward the attainment of a specified goal or goals. Leadership always involves attempts on the part of a leader (influence) to affect (influence) the behavior of a follower (influence) or followers in a situation. (Tannenbaum et al., 1961, p. 24)

Charismatic/Transformational Leadership

Leadership and much of the discussion thus far has described modern theories of leadership which are transactional. Burns (1978) in his book Leadership defined leadership as "the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers" (p. 425). He further explained that this process can happen by a mutually beneficial exchange of goods and services or by the teaching of transforming roles of leadership which unites an organization to the pursuit of "higher" goals (Bass, 1985; Burns, 1978; Peters & Waterman,

1982; Sergiovanni, 1991). This approach was different from the exchange of services commonly associated with transactional leadership. Burns (1978) goes on to state:

Both forms of leadership can contribute to human purpose. If *transactions* between leaders and followers result in realizing the individual goals of each, followers may satisfy certain wants, such as food or drink, in order to realize higher goals in the hierarchy of values, such as aesthetic needs. The chief monitors of transactional leadership are *modal values*, that is values of means – honesty, responsibility, fairness, the honoring of commitments – without which transactional leadership could not work. transformational leadership is more concerned with *end-values*, such as liberty, justice, equality. Transforming leaders “raise” their followers up through levels of morality, though insufficient attention to means can corrupt the ends. (p. 426)

No examination of transformational leadership would be complete without mentioning the role of personality or charisma in leaders. Burns (1978) equated charismatic leadership to what he calls “heroic” leadership. He wrote that this was necessary in “developing societies,” but felt that followers projected their individual needs onto heroic leaders and that this type of leadership had no substantive base (Burns, 1978). Conger and Kanungo (1987) stated that “researchers have shied away from studying charismatic leadership because of its elusive nature . . . and the difficulty identifying the variables which lead to its development” (p. 212). Conger and Kanungo developed thirteen hypotheses in their attempts to “demystify” charismatic leadership. Summarized, the essence of those thirteen hypotheses as follows:

1. There are observable behaviors between leaders and followers that form an interrelated pattern.
2. Charismatic leaders are skilled in persuasive communication and in sharing an idealized vision.
3. Followers trust leaders who put their needs first and whom followers perceive as taking great personal risk. (The authors cite Lee Iacocca’s \$1.00 salary his first year at Chrysler.)
4. Charismatic leaders demonstrate to followers why the status quo is not adequate.

5. Charismatic leaders develop unconventional, selfless strategies in problem solving. They are experts in what they do and are not daunted by personal risk.

6. Charismatic leaders exemplify confidence and articulate the new vision as the best alternative. In so doing, they never ignore the needs of the followers.

7. Charismatic personal power stems from the elitist idealized vision the entrepreneurial advocacy of radical changes, and the depth of knowledge and expertise to help achieve desired objectives. All these personal qualities appear extraordinary to their followers and they form the basis of charisma.

8. Charismatic leaders transform their followers to achieve goals. Managers are seen as the caretakers of the status quo.

9. Charismatic leaders emerge in the context of change either in times of crisis or in creating the need for change (Conger & Kanungo, 1987).

Bass (1985) wrote that charisma is an aspect of transformational leaders, “success as a leader flows from one’s charisma . . . the charisma must continue to demonstrate effectiveness as a leader; that is, the actions which can be attributed to him are continuing to benefit the community of followers” (p. 40). Pierce and Newstrom (1995) write that

some authors make no distinction between the two [charismatic and transformational leaders] while other conceptualize charisma as one of several attributes that may define the transformational leader. Thus, charismatic leaders, by definition, are transformational, but not all transformational leaders achieve their transforming effect through the charismatic effects produced by their personalities.” (p. 195)

Podsakoff, MacKenzie, Moorman, and Fetter (1990) summarized literature and listed six essential behaviors said to be characteristic of transformational leaders. Those are:

1. Identifying and articulating a vision
2. Providing an appropriate model
3. Fostering the acceptance of group goals
4. High performance expectations
5. Providing individualized support

6. Intellectual stimulation.

The attribute individual support, also referred to as “consideration” matches that typically associated with feminine traits in leadership.

In recommendations for future study and practice in organizational studies and practices, Kanter (1977, 1993) pointed to the need to “flatten the hierarchical structures” of bureaucracies. She pointed to the need for corporations to modify their communications and problem solving capacity to match the self-esteem and capacity of production for followers who perform better when layers of hierarchical communications patterns are eliminated. This flattened pattern evolved into a circular pattern of operation described by Deming (1986) which first became known as the “Japanese style of management.” In this pattern, followers and leaders share in the responsibilities of problem solving and decision making. Stephen Covey (1990) also used circular and spherical metaphors to describe “Circles of Influence” in dealing with people and in describing “The Upward Spiral” of personal growth.

Leadership Studies from the Female Perspective

Until the feminist movement of the latter half of the twentieth century, not much was written on the characteristics of *feminine* leadership styles (Helgesen, 1990; Mertz & McNeely, 1994; Shakeshaft, 1989). Sally Helgesen (1990) wrote of women’s ways of leading in her book, The Female Advantage. She contrasted her studies of women in leadership/ management positions and in an inclusive web-like structure with Mintzberg’s 1960s study of men’s hierarchical structures of management.

Figurehead authority derives in top-down management from being literally the *head*; it manifests itself as power to set an organization’s vision, to represent it in the world. In web construction, the figurehead is the *heart*, rather than the head, and so does not need layers and ranks below to reinforce status. (Helgesen, 1990, p. 95)

Before Title IX in 1972, few women aspired to management/leadership positions, and literature did not recognize that there might be differences in the way women lead (Bass,

1985; Burns, 1978; Eagly, Karau & Johnson, 1992; Hanson, 1996). Early school or business organizational studies into gender differences indicated little, if any, differences in leadership styles as there were few women in managerial positions with large corporations (Hill & Ragland, 1995). Most theoretical bases of educational leadership were developed by studying white males (Hill & Ragland, 1995; Shakeshaft, 1989). “Women who strived to claim a position of leadership had only a male model of behavior to emulate” (Smith & Smits, 1994, p. 43; Hill & Ragland, 1995). Women were rare in leadership positions and often overcompensated in their behavior to adopt traits associated with males in leadership; aggressive, self-sufficient, forceful, dominant (Eagly & Johnson, 1990). In Bass’ 1990 revision of Stodgill’s Handbook of Leadership, Bass stated that women in leadership positions, including the principalship, did not behave significantly different from men in similar positions. Historically, this behavior pattern has also been attributed to the often less supportive environment women faced in corporations (Eagly & Johnson, 1990; Eagly et al., 1992; Smith & Smits, 1994).

Recently Kanter’s (1993) suggestions for a less hierarchical and more flattened organizational structure have received more attention. Such a structure has called for new skills in dealing with people; more specifically, those most often associated with consideration factor of leadership in the Ohio State Model as measured most commonly by the Leader Behavior Description Questionnaire, or with traditionally female traits: selflessness, concern for others, kindness, helpfulness, understanding, warmth, sympathy, awareness of others’ feelings (Bass, 1985; Eagly & Johnson, 1990). In The Change Masters, Kanter (1983) speaks of a corporate Renaissance in which “. . . companies would be more like ‘families’ making long-term commitments to the development, health and prosperity of each of their members, and looking to all of them for productive new ideas” (p. 370). In Helgesen’s (1990) diary studies of women in leadership positions, she cited Frances Hesselbein’s use of circles in describing the management structure she used in revamping

the Girl Scouts of America in which people are concerned about each other's well being and development.

Throughout readings on the new organizational structures and skills needed, one reads of decentralization, flattened systems, empowerment, participatory management, shared decision making, inspiring people to work for a higher good, and transforming others (Barth, 1990; Bass, 1985; Burns, 1978; Kanter, 1977, 1983; Kouzes & Posner, 1987; Sergiovanni, 1990). These qualities, traditionally associated with women, transcend gender lines and embody those characteristics associated with charismatic and/or transformational leadership (Smith & Smits, 1994). In a study conducted by surveying small business owners, Smith and Smits (1994) found their study suggested that:

. . . female leaders, despite their outward similarities to male leaders, tend to create working environments that appeal to females and to better educated workers. Research strongly suggests that's because women tend to exercise leadership through strong interpersonal and communication skills Optimally, what would emerge from this transformation is neither a "masculine" nor a "feminine" model of leadership, but a synergistic model that enables people to work together to maximize their collective strengths and avoid their individual weaknesses. (p. 46)

Eagly and Johnson (1990) reported in their meta-analysis that the strongest evidence they found for differences between men and women in leadership was the tendency for women to be more democratic or participative and for men to be more autocratic and directive. In The Web of Inclusion, Helgesen (1995) expanded her metaphor of the web as an organizational structure to indicate the existence of many "webs" which are ever evolving. In such a configuration, all workers are valued and contribute equally to problem solving. Helgesen (1996) went on to write that the main fault of a hierarchical structure was the attempt to apply its structure to all managerial configurations.

The 1980s, as a result of the publication A Nation at Risk, brought new interest into the operations of public schools and, with this interest, came reform and restructuring (Conley, 1993). W. E. Deming's (1986) Fourteen Points led to the quality schools and effective schools movements in the United States (Glasser, 1990; Levine & Lezotte, 1990).

School leaders began to study business leadership and management practices and to integrate those practices into school leadership and governance (Glasser, 1990; Sergiovanni, 1991). Among those practices in schools is participatory management, involving those affected by decisions in making the decisions (Glickman, 1993). This type of management, to be successful, has a democratic leadership style as its prerequisite. Characteristics of charismatic, or transformational leadership, appear to be the best match for participatory management or site-based management in schools (Eagly et al., 1992; Sergiovanni, 1990, 1991).

In a site-based managed school, the leader must be willing to share power with others. “Relationship power, not position power, creates the appropriate environment for change” (Gailpin, 1996, p. 68). This sharing of power is most easily accommodated with leaders who are high on the consideration factor as measured by the Leadership Behavior Development Questionnaire and with leaders who are transformational. Eagly et al. (1992) suggested, from their meta-analysis of laboratory studies, that women may act democratically in order to win acceptance. Eagly, Johnson and Karass (1992) maintain that there might be little difference in the leadership styles of men and women in organizations, but that some research must be devoted specifically to determine whether or not those differences exist.

Sergiovanni (1991) stated:

The challenge for principals is to provide leadership to achieve a basic level of competence and then to transcend this competence to get extraordinary commitment and performance not only when rewards are available, but when they are not. Sustained commitment and performance require an approach to leadership that connects people to work for moral reasons. Moral reasons emerge from the purposes, values, and norms that form the cultural center of the school. This center bonds people together in a common cause. For this reason, the leadership that is required is referred to as *bonding* leadership. (p. 124)

In a report to the Curriculum Council of the National Association of Secondary School Principals, Fenwick English and John Hill (1990) stated that principals lead better when they know their staffs personally and professionally and approach problems from the

basis of knowing what is important to each person. This thinking coincides with patterns of leadership that have been heretofore typically associated with women leaders (Eagly et al., 1992).

Researchers have begun testing aspects of transformational leadership in school leaders in restructured schools. Henkin, Wanat and Davis (1996) studied the social skills of 709 public school principals in a Midwestern state using the self report Social Skills Inventory. These authors cite that previous research has not studied interpersonal traits in depth. The SSI notes a 0.94 reliability for the entire instrument with test retest reliability ranging from 0.81 to 0.96 for the six scales measured. Those were: Emotional Expressivity (EE), Emotional Sensitivity (ES), Emotional Control (EC), Social Expressivity (SE), Social Sensitivity (SS), and Social Control (SC). Statistics computed in data analysis were ANOVA, independent T-tests, and Pearson correlations. An alpha of 0.05 was chosen as the level of significance. Eighty-two percent of the respondents were male. On the total scale, the authors found the males to have lower average scores than the females, suggesting higher social skills among female principals. Principals with higher degrees (doctorates) were also found to have high social skills regardless of gender, age, length of service, and location of school (Henkin et al., 1996). High social skills and the ability to maintain relationships with people, traditionally considered “feminine” traits, are essential for leaders in today’s amorphizing organizations (Burns, 1978; Ferguson, 1984; Gailpin, 1996; Helgesen, 1990, 1995; Kanter, 1977, 1983; Shakeshaft, 1987).

Bernard Bass and Bruce Avolio (1990) developed the Multifactor Leadership Questionnaire after finding that the Leader Descriptive Behavior Questionnaire did not adequately measure the differences among transactional and transformational leaders. After numerous validity and reliability checks involving females and males, the instrument, according to its author, measures five transformational and transactional leadership factors. It measured the transformational factors of charismatic leadership, individualized

consideration, and intellectual stimulation, and the transactional factors of contingent reward and management by exception. This 80-item instrument also measures the non-leadership factor, Laissez Faire. It can be used without regard to gender bias (Bass, 1996, personal communication, July 1996).

The Multifactor Leadership Questionnaire has been used in organizational settings as well as in school settings (Bass, 1985; Elias, 1996; Howell & Avolio, 1993; Kirby, Paradise & King, 1992; Lentz, 1996; Tepper & Percy, 1994). Dissertations written at Colorado State University (Elias, 1996; Grant, 1996; Lentz, 1996) using the Multifactor Leadership Questionnaire in school settings with principals have not revealed statistically significant differences in transformational leadership among men and women, whites and minorities.

As in business, there is still a need to write about women in educational leadership positions (Hill & Ragland, 1995). Our society believes that female leaders, because of their socialization, are naturally considerate, concerned, less authoritative, less autocratic, less assertive and independent, more participatory and democratic. However, recent research in business and in educational settings question whether these traits are natural or whether these patterns of leading are learned. Kathleen Davis (1996) studied senior level women administrators, deans, vice presidents, and presidents in the South Carolina Technical College System. She conducted a quantitative study using the Myers Briggs Type Indicator and the Leader Effectiveness and Adaptability Description (LEAD) to determine the relationship between personality types and leadership styles:

It appears that the more thinking dominant the preference of women administrators, the more the leadership styles tends to be direct and impersonal. Conversely, the increased function of feeling directs women administrators towards a more participating style of leadership. The implications of this conclusion relate to recent theories of gender differences in leadership styles. The participating style is believed by some researchers to be women's natural leadership style and somehow represents an extension of feminine nature. The data from this study suggests that neither theory is wrong, nor is conclusively right. (K. Davis, 1996, p. 70)

In a qualitative study of Minnesota's female high school principals, Sigford (1995) explored ways in which female secondary principals reconciled the societal expectation of feminine behavior with the masculine behavioral demands of the professional work of secondary principals.

The language of leadership, power and control is the language used by men. Cultural language patterns are an embedded handicap for women. The war and sports analogies that are rampant in the language of board rooms run counter to the cultural training of women. Assertiveness and aggressiveness are misunderstood. Culturally, men have been rewarded for being assertive and aggressive. They "get the job done." They "kill" for a sale. They go "the whole nine yards."

Not only are women criticized when they are aggressive, they are labeled when they are assertive as well. Aggressiveness implies force or hostility. Assertiveness is saying what one means, asking for what one wants in a clear manner. . . . However, it is not culturally rewarded or even enjoyed when women are assertive; they may be labeled aggressive which allows them to be discounted as a "bitch," "witch," or "tyrant." (Sigford, 1995, p. 196)

Because of the prevailing societal behavioral expectations of women leaders, one wonders whether the feminine style of leadership is natural or contrived to enable women leaders to do their jobs in harmony. One also wonders whether women are conscious that they use the feminine style to avoid the disharmony that might occur if they acted in the counter-gender masculine manner of leading. Perhaps women who use the counter-gender masculine style do so because the masculine behavior pattern was the pattern women learned earlier from the dominant male model of leadership. In their attempt to fit in, early women leaders (Hill & Ragland, 1995), often tokens in their trail blazing roles, resembled the power structure in place, which was overwhelmingly male. This model was neither bad nor good, but was not inclusive of the manner in which women experience leadership (Regan & Brooks, 1995). Sigford's (1995) Minnesota study concluded that, because of stereotypical male and female language patterns, women have not been able to be successful with "the same ease and nonchalance of males. Women must watch what they say. The responsibility for de-sexing the relationship appears to rest on women's shoulders" (p. 178).

In a more recent study using Georgia utility company managers as subjects, Southwick (1998) posited that antecedents of transformational and transactional leadership should be examined to begin to understand how leadership styles are developed. Southwick found no relationship between leadership styles as measured by Bass and Avolio's (1990) Multifactor Leadership Questionnaire and subjects' biodata. Yet, Southwick (1998) suggested that

. . . the fact that there is a relationship between leadership styles and life experiences for males lends credence to the notion that there is probably a similar relationship between life experiences and leadership styles, and as such should serve as the catalyst for identifying the female life experiences related to leadership style. (p. 92)

Throughout the decade of the 1990s researchers conducted quantitative studies using various psychometric instruments in attempts to discover nuances of difference between male and female principals' leadership and leadership styles. A study (Hylar, 1992) of male and female principals in Kansas using the Leadership Effectiveness and Adaptability Description, (LEAD), revealed no statistical difference between males and females, and that both genders used the selling style most frequently. Hylar's (1992) study also pointed to the need for both male and female principals to increase their style repertoire.

An Illinois population of high school principals (Pasteris, 1998) responding to LEAD, again, revealed no statistical difference in leadership styles of males and females. Pasteris (1998) found that both males and females rated themselves higher on leadership effectiveness than did their followers. Followers saw their principals, male and female, as using the "telling" or directive style more than principals themselves reported. These discrepancies seem to point to a need for an examination of the disparities in realities between leaders and their followers.

One other researcher in the 1990s (Perez, 1998) used a different instrument, and her findings also revealed no statistically significant difference between male and female secondary leaders. Her project, conducted with South Texas principals, was based on Kouzes

and Posner's (1987) characteristics of superior leaders and measured real and ideal personality-traits as reported by principals and their subordinates. Perez' (1998) participants responded to questions on several variables with gender being one. She found no significant difference in leadership styles between the principals' self reports and followers reports on male and female leaders.

While most of the work done before now has not been able to discern differences between male and female leadership style characteristics, this survey of literature uncovered two studies in the 1990s which pointed to differences between the genders. Gender was used as a variable by Nogay and Beebe (1997) to investigate the perceptions of teachers and superintendents toward the principal leadership characteristics of female secondary principals in Ohio. Using the Principal Instructional Management Rating Scale developed by Philip Hallinger in 1983, Nogay and Beebe (1997) found that participants in the study perceived female secondary principals better in the following areas: communicating school goals; coordinating curriculum; maintaining visibility; providing a positive learning climate; supervising and evaluating instruction; and promoting incentives for learning. In a study involving male and female secondary principals in Pennsylvania, T. Davis (1996) used the Leadership Orientations Instrument developed by Bolman and Deal. Davis' findings from this self-report instrument indicated a difference in leadership styles between male and female secondary principals. This study was significant in that it was the first time that gender was used as a variable with this particular instrument. Davis studied gender differences in the use of four managerial frames: human resource, structure, political, and symbolic. These frames were also subdivided. She found that female secondary principals reported using all four frames more frequently than male secondary principals. Her results indicated significant gender differences on the use of the charismatic dimension of the symbolic frame and the supportive dimension of the human resource frame in Pennsylvania secondary principals study.

While psychometric measures have not, generally, shown differences in leadership characteristics based on gender, women continue to be under-represented in the secondary principal position. This literature review supported the position that studying leadership from the perspectives of female leaders and using a qualitative approach (T. Davis, 1996; Rubin & Rubin, 1995) will contribute to the body of knowledge.

Summary

This literature review revealed mixed opinions surrounding issues of a specific feminine leadership style. It covered the study of leadership theories which originated from the “great man” theory to transformational leadership or the teaching aspect of leadership (Bass, 1985; Burns, 1978; Pierce & Newstrom, 1995; Sergiovanni, 1990, 1991).

Before Title IX in 1972, women were under-represented in managerial positions and, as a result of this under-representation, most leadership studies were conducted with men in corporations (Helgesen, 1990, 1995; Kanter, 1977, 1983; Shakeshaft, 1989). Observations of women leaders since the passage of Title IX of the Civil Rights Act have led to the findings that women are socialized differently, and therefore, lead differently (Helgesen, 1990; Kanter, 1983; Shakeshaft, 1987).

Further business and organizational studies point to the need to flatten traditional hierarchical, bureaucratic styles of management to better accommodate today’s ever-changing market and business operations (Helgesen, 1990, 1995; Kanter, 1977, 1983). Some believe that managers need skills more akin to those commonly associated with female leadership traits to be successful (Smith & Smits, 1994). These skills are based on leaders forming relationships with followers and are interchangeable roles with leaders becoming followers themselves sometimes so that others can lead. Such an exchange of roles results in synergistic teams which transcend gender (Helgesen, 1995; Kanter, 1983; Smith & Smits, 1994).

Recent studies have revealed no statistically significant differences between male and female leadership styles when psychometric instruments such as the Multifactor Leadership Questionnaire, the Leadership Description Behavior Questionnaire, the Leadership Effectiveness and Adaptability Description, the Leadership Orientation Inventory, and the Social Skills Inventory were used. Several writers have suggested that women are often accommodating to avoid behaving in what society considers a counter-gender manner. Others have recommended studying female leadership from the female perspective using a qualitative approach.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter described the research approach used for this study. It includes a statement about the data source, an explanation of the match of the phenomenological approach with the study of women in educational leadership, and the type of qualitative research used in this study.

Participants and Data Collection

Interviews about the leadership experiences of twelve female secondary principals employed in Colorado's Front Range were conducted and reported in this phenomenological study. Principals with three to five years' experience in site based managed schools were interviewed using a semi-structured format. Human resource personnel, directors of secondary education, and superintendents in the following districts received letters requesting the names of female secondary principals with three to five years of service in their districts: Adams County District 1, Adams County District 14, Boulder Valley School District, Cherry Creek School District, Colorado Springs Academy District 20, Colorado Springs District 11, Denver Public Schools, Douglas County School District, Jefferson County School District, Littleton Public Schools, Poudre Valley School District, and St. Vrain Valley School District. Participants represented eight of the aforementioned districts.

After receiving the names of potential participants from district personnel, I telephoned the principals to make interview appointments. Participants were offered their choice of a campus interview or an off-site interview. Nine chose to be interviewed in their

offices while three were interviewed off campus. Interviews began in late March and were completed in early May, 2000.

Six principals in this study were high school principals, and six were middle school/junior high principals. Ten principals were Caucasian; two were minority women. Of the two minority participants, one was Hispanic, and one was African American. Two participants had career experiences that included professional work outside school settings. One was previously employed in business, and one had worked as a researcher for a foundation. Six had earned doctorate degrees and stated that their doctoral graduate experience made them amenable to participating in the research of others.

Qualitative Methodology

Just as no one style of leadership is appropriate in all situations, no one type of research is preferable in all scholarly work. The nature of problems, and the purposes of research are situational. The study was structured without using a predetermined set of hypotheses to be proved or disproved. Emergent data allowed the flexibility to refocus the study when a pattern of themes surfaced. Unlike quantitative research where one seeks to find statistically significant differences by comparing people's responses on outcome measures, the qualitative researcher understands that "the failure to find statistically significant differences does not mean that there are not important differences among these people on those outcomes. The differences may be qualitative rather than quantitative" (Patton, 1990, p. 110).

Qualitative research depends on the thick description -- description that is rooted in subjects' natural and varied experiences for data to analyze (Rubin & Rubin, 1995).

Experiences in the principalship parallel those major tenants of qualitative research. The study of the principalship is concerned with process and meaning (Merriam, 1988) as is qualitative research. One immersed in the principal leadership position finds the same

multiple realities that form the basis of qualitative study. Borrowed from anthropology, in qualitative research methods, the researcher is the primary data collector, and work is done in the field (Rubin & Rubin, 1995; Patton, 1990). “Qualitative measures are first and foremost research methods. They are ways of finding out what people do, know, think, and feel by observing, interviewing, and analyzing documents” (Patton, 1990, p. 94). The study used the semi-structured interview format as the means of data collection to learn how females experience the secondary principalship.

Qualitative Interviewing and Women’s Studies

The Feminist Movement of the 1970s and 1980s affected not only changes in our greater American society, but also changes in research approaches dealing with all aspects of life including women’s educational issues. If one holds that women experience the world differently, then it follows that research techniques involving women’s leadership experiences may best be served by the variety inherent in qualitative methods.

Men and women experience the world differently as a function of their different genders. If one accepts gender as a category of experience, then one must also accept that women and men may experience and interpret the role of school leadership differently. (Regan & Brooks, 1995, p. 17)

Using the semi-structured interview format allowed the opportunity to hear women’s stories of their leadership experiences. This approach contained aspects of a method of qualitative research, narrative inquiry, which gained favor among feminists. Regan and Brooks (1995) spoke of the Northeast Coalition of Educational Leaders (NECEL) which met during the 1970s and 1980s. Women who were often the “firsts” in their given occupations formed a support group which grew into a coalition that studied women’s issues in educational leadership. They referred to their story telling as the way women came to understand how they understand. This orientation did not, however, go as far as “radical feminism.” Some feminist schools of research espoused that only women can understand women (Rubin & Rubin, 1995). This notion, while untrue, underscored the fact that a strong qualitative

researcher must be immersed enough in the circumstances of the subjects under study to be able to cross cultural and social boundaries to gather data--the words of the interviewee. Qualitative methodology afforded the flexibility to adjust the data collection vehicle to combine the characteristics of the semi-structured interview with narrative inquiry in this phenomenological study.

Narratives, as in stories of careers, explain how women have come to terms with their lives as people, places, and events helped shape their lives. Women in leadership roles have had experiences which shaped their careers. Women telling stories about who they are also tells us how they became who they are. As social actors, women's stories (Coffey & Atkinson, 1996) provide a rich source of data. Thus, women's stories became the basis for exploring the phenomenon, leadership and characteristics of leadership styles, of a group of women in the secondary principalship. Moustakas (1994) stated that

the aim is to determine what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it. From the individual descriptions, general or universal meanings are derived, in other words the essences or structures of the experience. (p. 13)

As women's stories began, the questions which needed adjustment were changed, capitalizing on the strength of qualitative methodology.

Interview Questions

From the base of multiple realities in qualitative research follows the variety of forms qualitative data take. In this study, data gleaned from interview questions matched Moustakas' explanation (1994) of empirical phenomenology which "involves a return to the experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience" (p. 13). Moustakas' explanation of phenomenology guided the design of the interview questions to cause participants to recapture their experience in the principalship and to reflect on the meanings of those experiences.

These were the questions used:

1. Please tell me about yourself, your background, and how long you have worked in the secondary principalship.
2. Please tell me about the demographics of this school, the enrollment, the staff make up, and the socioeconomic level of the students.
3. Has all of your experience been at the senior high/junior high middle school level?
4. Would you please talk about any life experiences, events, or structures that have impacted your work as a building leader.
5. How would you describe the strategies that you use to accomplish building and/or district goals?
6. Were there any life experiences, events, or structures that helped you develop your method of accomplishing building or district goals?
7. Have you ever experienced difficulty in working with staff when trying to reach district or building goals?
8. Would you please share specific instances with staff whom you felt were oppositional to your desire to work toward district or building goals and tell how you worked through those situations.
9. Please describe specific instances of your work with staff toward reaching building or district goals that were particularly rewarding.
10. Please tell, specifically, how you worked through those situations.
11. Have you experienced a mentor relationship with anyone in your career?
12. If you have experienced a mentor relationship, please tell how this relationship evolved.
13. Please share specific instances in which this mentor relationship helped you with leadership challenges.

14. What specific advice would you offer to a female professional entering the secondary principalship?

15. Is there anything else you would like to add?

As a qualitative researcher, this interviewer was not detached from the interview. Though neutral, one is empathetic in order to learn how the person interviewed experienced her world. Patton (1990) suggested, as guidance in developing the interview, six types of questions suitable for the standardized open ended interview:

1. Behavior/Experience Questions
2. Opinion/Value Questions
3. Feeling Questions
4. Knowledge Questions
5. Sensory Questions
6. Demographic Background Questions.

An additional approach (Coffey & Atkinson, 1996) to guidance in shaping interview questions follows. Summarized elements are:

<u>Structure</u>	<u>Question</u>
Abstract	What was it about?
Orientation	Who? What? When? Where?
Complication	Then what happened?
Evaluation	So what?
Result	What finally happened?
Coda	[Finish narrative]

In this study (Patton, 1990; Coffey & Atkinson, 1996) the questions were categorized as follows:

Question Number	Patton	Coffey & Atkinson
1	Background/Behavior/ Experience	Orientation

2	Demographic/Background	Orientation
3	Background/Experience	Orientation
4	Opinion/Value	Complication
5	Knowledge/Opinion/Value	Evaluation
6	Knowledge/Opinion/Value	Evaluation/Result
7	Opinion/Value/Feeling	Complication
8	Knowledge/Behavior/ Feeling	Complication/ Evaluation/Result
9	Opinion/Value Feeling	Complication/ Evaluation
10	Behavior/Knowledge	Result
11	Knowledge	Orientation
12	Background/Opinion/ Value	Orientation
13	Knowledge/Behavior Opinion	Evaluation/Result
14	Knowledge/Opinion/Value	Abstract
15	Knowledge/Opinion/Value	Abstract

This study's approved sample size of twelve participants allowed for the informational redundancy needed to reveal the women's commonalities in experiencing the phenomenon of leadership. In the literature on qualitative inquiry, Lincoln and Guba (1985) stated that the "...criterion invoked to determine when to stop sampling is informational redundancy, not a statistical confidence level" (p. 202). They further stated that a sample size of twenty will surely produce redundancy, but that generally a sample of twelve properly selected participants will net the same result.

Data Analysis

Qualitative research seeks understanding (Creswell, 1998; Lincoln & Guba, 1985; Marshall & Rossman, 1995) and strives for credibility, transferability, dependability and confirmability in working with data. To maintain the integrity and to establish the trustworthiness of this qualitative research project, I used the following procedures (Cresswell, 1998) during the data collection and data analysis processes:

1. Maintained a journal
2. Used a peer reviewer
3. Used educator reviewers.

The journal served as the vehicle to filter my biases from the participants' and my shared experiences of the phenomenon. By recording feelings, I learned of others' experiences, which sometimes were a mirror reflection. I removed myself and my biases in the initial data collection and analysis by journal writing.

After data analysis began, I revisited my biases in order to remove them before I began to work with the data. Moustakas (1994) referred to this abstention, refocusing for clarity, and setting aside biases as practicing Epoche, the first step in phenomenological analysis. My peer reviewer, who was not connected with the study, was able to critique the work with a freshness that was void of predisposed opinions. The educator reviewers, members of the dissertation committee, were able to continue to guide me throughout the data collection and data analysis phases of the project.

After practicing Epoche, the next step in data analysis was phenomenological reduction. Here the serious inspection of the data began. Data were removed from the world where they occurred and were treated as pure text. Research (Moustakas, 1994) was bracketed so that everything else was set aside from the topics or questions of the research. At this stage all data were treated as equal (Patton, 1990). Next, the data (Moustakas, 1994) were horizontalized, spread out for inspection with all data continuing to have equal value.

Statements not related to the topic or question were deleted, leaving on “the Horizons (the textural meanings and invariant constituents of the phenomenon)” (Moustakas, 1994, p. 97). In an analysis of narrative data, I was mindful of symbolic language (Coffey & Atkinson, 1996). Symbolic or metaphoric language are those expressions that are composite expressions for an aspect of a phenomenon and are not understood by those outside the profession. The meanings varied among participants as well. Paying careful attention to the meaning of the language used facilitated the clustering of the horizons into themes. After clustering, the themes were organized into a coherent description of the phenomenon.

Following the Phenomenological Reduction process (Moustakas, 1994) is the process of Imaginative Variation. This involved using the imagination to “turn” data inside out to look for the who, what, when, why, and how of the phenomenon. During this stage of analysis, the emerging structures were integrated into essences. “Through Imaginative Variation, researchers understand that there is not a single inroad to thought but that countless possibilities emerge that are intimately connected with the essences and meanings of an experience” (Moustakas, 1994, p. 99).

In this study, data were not confined with variables but allowed to emerge with each step along the way. After data were thoroughly turned and examined for many different nuances of meaning, synthesis was the last step. To this end, the last part of qualitative data analysis (Moustakas, 1994) was to synthesize the meanings of the essences of the experiences of the participants. As these were hard to contain, the essences of the experiences (Moustakas, 1994) were described after an exhaustive study of the phenomenon. Extraneous, or seemingly unrelated pieces of information were not ignored but became the springboard for recommended future research.

Summary

This chapter explored the qualitative research process and explained the sample used in the study. It also explained how women's stories were used as the basis for the study of leadership and the characteristics of leadership styles as women in the secondary principalship have experienced it. The chapter linked story telling as it related to women's ways of coming to terms with their experiences. It provided the reader with questioning techniques and the questions used in the interviews. Additionally, this chapter explained data analysis from a phenomenological perspective.

CHAPTER FOUR

QUALITATIVE DATA PRESENTATION AND ANALYSIS

Introduction

This chapter presents the data as it was obtained from tape recorded interviews of twelve female secondary principals in Colorado's Front Range geographic location. These principals represented school districts ranging in size from 20,000 to 60,000 students. Six principals were leaders in junior high or middle schools; six were assigned to high schools. Two minority leaders, one African American and one Hispanic, were part of the sample. The principals were interviewed using a semi-structured format. Interviews were planned for an hour with most averaging that length of time. The tape recorded interviews were transcribed verbatim.

The purpose of this study was to explore the difference in leadership style attributes or traits of female secondary principals and the development of their leadership styles through their stories. In order to clarify the data as it emerged in the study, it is necessary to review the definitions of terms as outlined in Chapter One of this dissertation. Feminine leadership style traits are defined as affiliative, relational, connective, considerate, and democratic. Masculine traits are defined as aggressive, assertive, autocratic, directive, initiating structure, results oriented, and courageous risk taker. Questions to be answered were: Do female secondary principals practice feminine style trait attributes as a means of avoiding negative reactions to practicing the counter gender masculine style traits? How did they come to adopt their current styles of leadership? Was it "natural" or learned? Were there life processes or professional experiences which led to the development of their feminine

Table 4.1

Population Sample

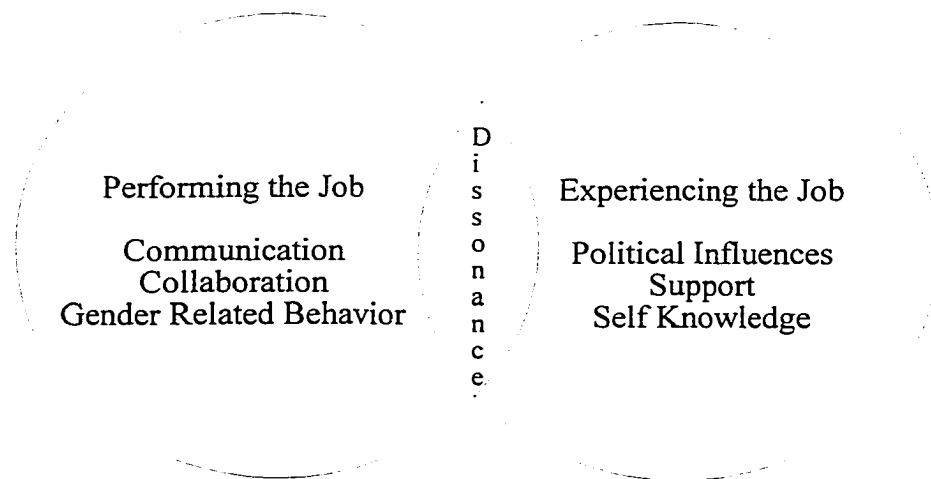
Principal	Ethnicity	Experience as Principal	Education Level
1	White	3.5 years	M.A./Principal's License
2	White	7 years	Ph.D./Principal's License
3	White	10 years	Ph.D./Principal's License
4	White	8 years	Ph.D./Principal's License
5	African American	5 years	M.A./Principal's License
6	White	6 years	M.A./Principal's License
7	White	5 years	M.A./Principal's License
8	White	12 years	Ph.D./Principal's License
9	White	8 years	Ph.D./Principal's License
10	White	7 years	M.A./Principal's License
11	Hispanic	3 years	Ph.D./Principal's License
12	White	4 years	M.A./Principal's License

styles of leadership? How do they accomplish their building and organizational objectives? How is courageous risk taking related to their work as secondary school principals?

Seven Major Themes

The interviews generated seven major themes. Three themes surfaced around *job performance* as female secondary principals. Those job performance themes were Communication, Collaboration, and Gender Related Behavior. Three other themes pushed forward that represented how principals in the sample *experienced* their leadership positions. Those experience themes were Political Influences, Support, and Self Knowledge. A seventh theme, Dissonance, presented itself as these principals performed their duties and as they experienced leadership.

Figure 4.1 Seven Major Themes



Data analysis was conducted using (Moustakas, 1994) the following phenomenological research analysis processes:

1. Practicing Epoche -- removing the researcher's biases and opinions in order to look at the phenomenon of leadership as experienced by female secondary principals with a fresh lens
2. Horizonalizing -- recognizing each statement as having equal value and deleting repetitive or overlapping statements
3. Clustering the horizons into themes

4. Using Imaginative Variation to derive structural themes from the textural descriptions in order to develop a synthesis of meanings and essences of the phenomenon.

Each participant, though a member of a professional group, female secondary principals, was unique in her background. Each had a story that could have been examined more carefully and given more justice than was possible with the scope of this project.

The essences of any experience are never really totally exhausted. The fundamental textural-structural synthesis represents the essences at a particular time and place from the vantage point of an individual researcher following an exhaustive imaginative and reflective study of the phenomenon. (Moustakas, 1994, p. 100)

The participants in the study were asked to respond to the following research questions:

1. Please tell me about yourself, your background, and how long you have worked in the secondary principalship.
2. Please tell me about the demographics of this school, the enrollment, the staff make up, and socioeconomic level of the students.
3. Has all of your experience been at the senior high or junior high/middle school level?
4. Would you please talk about any life experiences, events, or structures that have impacted your work as a building leader.
5. How would you describe the strategies that you use to accomplish building and/or district goals?
6. Were there any life experiences, events, or structures that helped you develop your method of accomplishing building or district goals?
7. Have you ever experienced difficulty in working with staff when trying to reach district or building goals?

8. Would you please share specific instances with staff whom you felt were oppositional to your desire to work toward district or building goals and tell how you worked through those situations.
9. Please describe specific instances of your work with staff toward reaching building or district goals that were particularly rewarding.
10. Please tell, specifically, how you worked through those situations.
11. Have you experienced a mentor relationship with anyone in your career?
12. If you have experienced a mentor relationship, please tell how this relationship evolved.
13. Please share specific instances in which this mentor relationship helped you with leadership challenges.
14. What specific advice would you offer to a female professional entering the secondary principalship?
15. Is there anything else you would like to add?

The participants' responses did not follow the clear linear organization of the questions. Often responses came as answers to questions other than the immediate one asked. As answers brought forth the themes outlined, it appeared that the number of questions could have been reduced. The database was rich.

Horizontalizing participants' experiences using Research Question 4 revealed experiences among this common sample that could have been used as spring boards for further and deeper scrutiny. Research Question 4 restated was: *Would you please talk about any life experiences, events, or structures that impacted your work as a building leader?* The following examination of the responses to Research Question 4 are from the co-researchers verbatim responses. As is often the case in conversation, responses are not concise and do appear to be circuitous in nature. Principal participants' interview responses are written in italic print.

Life Experiences Influenced Leadership

Several principals have lived with tragic and traumatic events personally and professionally as responses to Research Question 4 revealed. Unedited responses from Research Question 4 are written below:

Principal 1 ...My father was murdered in a domestic violence incident...It also just brought home to me that things are fragile and there's a lot of social ills. It changed me as a principal because I started to realize how complicated all my staff's lives were. I started out empathetic towards the students. That extended to adults, and I began to believe that we are all children.

The circumstances surrounding Principal 1's father's death served to make her more empathic with the personal lives of her staff. This is clearly an example of how a personal experience influenced a principal's professional demeanor.

Principal 2 worked in an affluent area, an area considered upper middle class. Topically, the economic indicators of the community would paint a nearly perfect picture of American life. However, as Principal 2 stated, teen suicides caused her to pause and reflect on her interaction with her school community.

Principal 2 Unfortunately, there are negative happenings that I hoped would turn into positive things. We've had a number of suicides, student suicides in this school and just watching the impact on kids, of course, but also staff and parents...then trying to prevent contagion suicides and dealing with all those emotions. And dealing with staff who may or may not feel guilty.

Working to overcome the negative impact of their student suicides had a definite influence on Principal 2's work as principal. She worked to support students, parents and staff emotionally during times of crisis.

When first asked whether or not there were life experiences which had influenced her work as principal, Principal 3 replied that she could not think of any. At the end of the interview, she shared the story that follows:

Principal 3 I guess I...don't think of any [later at the end of the interview when asked whether she had anything to add]. Maybe that significant life event is sort of how I got into administration. I feel as though I sort of got into administration the back way. I never intended. I don't think I ever had a goal to be a principal when I was teaching. It just sort of happened when I was at the high school level...I was a speech/debate coach, and I was gone

every weekend, twenty weekends out of the school year. I was gone to tournaments. At that point in my life I had my own children who were in middle school and beginning high school, and I looked at administration as the only way out of the constant weekend stuff I was having to do with speech and debate. I would say my principal at _____ High School refused to give me other positions. I kept asking for the language arts positions as they came up to get out of speech/debate...Because of his refusal to let me out of that, I found my only option was the Type D [administrative license] and go elsewhere. I don't know, I sort of look at that as a real life-changing event, because it forced me into doing something that I had never planned on doing. When I look at that I think--I mean, I don't know how good a teacher I was. I would like to think I was a pretty good teacher. I stop, and I think there is a principal who, because he refused to allow me to make professional growth within the teaching field, he forced me out. That's sad, if we as administrators or principals, are doing that or ever do that.

It appeared that Principal 3 had not reflected on this event previously or had never before considered this described circumstance a life influencing event before participating in this project. Once the introspection began, she seemed to realize that this event led to her decision to seek an administrative position.

Principal 4 entered the secondary principal position via a different route which did not include a K-12 teaching experience. She considered herself marginalized and had been part of an Eastern feminists' group in the 1970s.

Principal 4 Since the time I was the age of these kids, I've been a fairly non-traditional person belonging to non-traditional institutions. I think one of the first institutions I belonged to was the Hartford Women's Center in Hartford, Connecticut, where the feminists were started.

Principal 4's early adult experiences with the Hartford Women's Center and other non-traditional institutions played an integral part in shaping her world view. Her career path included developing several new programs.

When the researcher asked Principal 5 which life experiences had impacted her work as a female secondary principal, she was quick to share her personal and professional experiences.

Principal 5 I think probably both personal and professional to tell you the truth. I think personally as a child growing up I think that teachers really had an impact on me. I came up during the era when it was all segregated, but I had a group of teachers, who no matter how much they knew, they made sure you knew the same amount at least. They were very supportive with that.

Principal 5's experiences as an African American female growing up in the South paralleled my experiences. Teachers in the then segregated schools of the South often had a profound affect on students. At that time, in most Southern communities, college educated professionals, teachers being counted in that group, were well respected and heard.

Principal 6 had females in her family whom she esteemed as role models.

Principal 6 My mother was born in England...she was in the Royal Air Force. So when I think about people who get up and do things, I think back to my grandmother and my mother. My grandmother was in the land army in World War I, and, in the second Word War, she was the block captain for putting out fires on rooftops when the incendiary bombs were dropped in Southern England. My mother joined the RAF shortly after school and was posted all over England and was in London during the Blitz.

I felt that Principal 6 had atypical life experiences which impacted her work. She had the influence of two generations of female military leaders—grandmother from World War I and mother from World War II. Her female family members' work could be a launching point for additional study.

A stint at being the first female Wall Street stockbroker for a brokerage firm in New York paved Principal 7's approach to her work.

Principal 7 When I graduated the first time, I had a business degree, and I went to New York with a couple of girlfriends, and I was probably just a typical 21, 22 year old. Didn't know what I wanted to do, but life was a lark...But I really should have been able to figure out sooner than that that the world wasn't really ready for women in every area. But I didn't think about it too much at the time. So I went to New York with a couple of friends and ended up working for a brokerage firm down on Wall Street...I happened to be the first female hired by that particular firm. So it was a pretty high profile spot, and there was a lot of discrimination. And I really wasn't trained. My mother and grandmother didn't really train me about how to handle that.

Having faced gender discrimination as a young adult female in business, Principal 7 was keenly aware of differences in treatment because of gender. Although she felt unable to handle discrimination as a younger woman, those experiences strengthened her drive to do well as a secondary school leader.

Principals 8 and 9 both mentioned their lives as at-risk female students as impactful on their work as high school principals. Each was extremely sensitive toward students who displayed characteristics similar to their teen circumstances, feeling a special obligation to help at-risk youth.

Principal 8 Life experiences certainly would be growing up as an at-risk youth having a teacher that would turn my life around. I think that's what made me want to give back to education...Certainly, life influencing events out here in 1988, and I left my family, my home, all my friends, knew no one. But I did take this job, because at that time no one was interested in hiring a woman in the state of _____ to run a big high school.

Principal 9 Probably the thing that has affected me the most I was not successful as a student in school, particularly in high school. I came from a family, which in today's terms, would be considered dysfunctional--abuse...But I had some individual adults in that school that paid particular attention to me and did not let me fall through the cracks and drop out of school...Because I really think those individual adults that took me aside and said we're not going to let you do this, really impacted how I function as an adult.

Principal 8's early life experiences spurred a confidence which enabled her to leave her home state when she found that she could not be hired there as a high school principal. Principal 9 attributed her dysfunctional teen years to her desire to help young people.

Principal 10 listed the middle school philosophy as a strong influence on her work. She talked of the efforts of her staff to maintain that model as a significant force in her work.

Principal 10 One of the impacts would be the middle school philosophy. In 1993, when the district decided to transition to 6th grade in the middle school, primarily because of enrollment numbers, this staff took the summer off to go to workshops...To date, we are still the one of the only middle schools that kept full implementation at 100 percent.

The middle school model, as it was developed thirty years ago, remains somewhat controversial (Jackson & Davis, 2000). Principal 10's strong belief in this model and her school's full implementation of the model was a source of professional pride for her.

There were a number of things that Principal 11 cited that have helped her with her work. Her most spontaneous answer to the question was her role as a counselor.

Principal 11 One of the things that I think has helped me, and it's a life experience, I guess it's an educational experience, but also it's a life

experience, my background as a counselor...It's given me the ability to have a global perspective and to try to look at everybody's side of the story, and from there to make a good decision. It's given me the ability to let people express their feelings and not take it personally...

This secondary leader considered counseling a life experience as well as a professional experience. Oftentimes women experience life (Helegesen, 1995) as a blurring of professional and private life with things working together as part of an intricate, inseparable composite.

Principal 12 gave her father's influence on her life and her siblings as the strongest on her way of work.

Principal 12 I think probably growing up in a small town. So, I've always had a vision of what's possible. Because I knew all the things I wanted to do weren't possible in a small town. I also was the oldest daughter of a father who wanted sons. I have a sister who is an attorney, has her own law firm, and a sister who is head of special ed in a district. So, even back then, I think that was very influential in my decision making. He, of course, wanted us all to get college degrees.

An interesting comment that Principal 12 made was, "I was the oldest daughter of a father who wanted sons." It appears that Principal 12 and her siblings were given a father's approval to achieve as though they were his sons.

As participants revealed themselves during the interviews, it was evident that many life experiences had impacted this population sample. These life experiences revealed a texture that was unexpected in its richness. Each response to Question 4 could have been examined in depth and could, perhaps, have been a study itself. Responses to other interview questions yielded information equally as intriguing, accounts, bits of life, ripe for continued exploration.

Upon listening to the tapes and examining the transcriptions, it became more and more apparent that a crisp, concise linear pattern of themes would not evolve. The information for specific research questions was often embedded in responses to other research questions. As a result, clustering around themes proved to be challenging. The respondents' stories were not expressed in a linear manner, but wound back and forth as they

recalled events in their lives. However, a number of themes were recurring with the female leaders in this sample. These themes were either related directly to the methods they used to “do” leadership, the way they executed their roles as building leaders, or the themes were related to how they “experience” leadership as female secondary principals. Often the execution of the job and the experience of the job were wrapped tightly as one package.

The repeating concepts forming the themes around *performing* the principal leadership expectations with this sample were Communication, Collaboration, and Gender Related Behaviors. Themes related to *experiencing* the secondary principalship clustered around Political Issues, Support, and Self Knowledge. Dissonance, as a theme, appeared in *doing* the job and in *experiencing* the job.

As the data from the interviews emerged, it was no surprise that Communication manifested itself as a major theme. Most of the work of a principal is communicating with various audiences. There was no specific question about communication; rather the theme rose to the surface after careful review of responses to all questions. The communication piece was the most frequent response to Research Question Number 5: “How would you describe the strategies that you use to accomplish building and/or district goals?” Again, the presentation of the data that follows is an unedited examination of participants’ responses to all questions.

The discussion of the Performance Themes follows:

Performing the Job

Theme 1: Communication

Principal 1 referred to her counseling degree as one of the things that has helped her.

Principal 1 I got my counseling degree. I think one of the things that has helped me the most--it's not my best skill at all, but as I develop it, it helps me the most, and that's therapeutic listening...And when I listen to people, things get accomplished...I'm constantly talking to staff and getting ideas from them, and from kids and parents.

This participant reflected that the listening component of communication was most important. She referred to a special type of listening that she described as therapeutic listening, listening in a nonjudgmental manner. She helped teachers problem solve as a result of listening without judging.

Principal 2's communication style was an active one.

Principal 2 Again just meeting with them, being very much an active part of the discussion.

Principal 2 viewed herself as an active participant in building discussions, participating as an equal with her teachers.

Listening recurred as a communication skill with Principal 3.

Principal 3...Another thing he [her mentor] taught me for leadership is to, I think, listen ...really listen.

This response was embedded in Research Question Number 13: Please share specific instances in which this mentor relationship helped you with leadership challenges. Clustered data bubbled up in responses in different research questions.

Influences from counseling classes aided Principal 7 with her work.

Principal 7 I have taken classes in counseling...I think that might be where I want to go next...I do a lot of one-on-one [meeting individually with staff].

As a parenthetical comment, Principal 7 talked about counseling as a possible future career position for her.

Principal 8 stressed the importance of being aware of staff opinions.

Principal 8 ...When I started to apply for the U.S. Blue Ribbon School of Excellence Award, I didn't just go to the faculty and say, "Listen, this is what it is." ...I interviewed personally all 220 staff.

Interviewing all staff in her high school was a communication process she used before applying for the U.S. Blue Ribbon School of Excellence Award.

Principal 9 simply stated that talking about needs is what happened in her building.

Principal 9 ...We talk about what our needs are...

Principal 10 detailed being in touch with each individual as paramount to the principal's role in general.

Principal 10 ...I try to touch base with each group individually. I found out that the building principal has to do it... You have to go and you have to talk, and you have to be sincere in what you say.

Principal 10 spoke to sincerity as vital in speaking with building groups.

Principal 11 spoke about increasing her knowledge of the curriculum in order to talk with staff.

Principal 11 But I had to learn what strategies were in a general way, not just as a [former] English teacher, so I could sit down with an art teacher and make suggestions. So being able to have conversations about what good writing is--and I could have that because of taking writing workshops.

When Principal 12 responded the Research Question Number 5, she used the word communication.

Principal 12 I think it's also a communication piece. I think I need to describe what my needs at my school are to the district and I need to describe what the district has in mind for us to my staff.

To Principal 12, communication equated to describing school and district needs.

Principals 4, 5, and 6 did not use the word "communication," specifically in their answers. Principals 4 and 5 shared information that pointed to communication styles that were more direct than the other principals' styles were. Principal 6 worked with her staff over a period of three years to implement a major change in scheduling. Such work over such a length of time, of course, implies that a fair amount of communication was necessary. The following is illustrative of communication from these principals' viewpoints:

Principal 4 Right now I'd say, well, we've had two periods of crisis in this school. One was in year two. We'd gone through the form-storm-norm-perform. We had formed. We had survived the first year, and in the second year, we stormed, and two adults in the building decided to challenge me. That's the only way I can put it. They essentially held up faculty meetings, raised profound philosophical questions, claimed that I made all kinds of claims. I brought in an outside facilitator, and she kind of cleaned things up.

Principal 4's need to engage an outside facilitator indicated to the researcher that she had encountered communication challenges with her staff.

Principal 5 I started off that first year; I decided it was a year to watch things. I [tried] to make sure I knew what the problems were in my own little study--to come up with what's working, what's not working. But then in the spring of the year, I wanted to begin to talk about some change for the next year. And that's where my problems first began, when I started saying, "Okay, these are some things we've really done well. Here's some things we need to look at." And some of them were very simple things we really need to change. And some of them were very simple things. Some of them were not things that were quite as simple. And my problems began.

Perhaps Principal 5's assessment of possible changes was too direct. It appeared that she used the telling mode and did not include any needs for change from her followers.

Principal 6 spoke of her staff as being closed and incestuous because they had worked together over twenty years, and there were two husband and wife teams; one team also had another relative on staff.

Principal 6 It was pretty much a closed society. So, it was a very interesting experience to work with people and to gain their trust to educate them in terms of the needs and give them the information that they needed to make good decisions and the experiences that they needed, so we did a lot of staff development. We did a lot of team building...but I was very pleased with this actually over the long run. After three years the whole staff agreed with complete consensus on moving to a block schedule.

The Communication Theme came forth in several ways. Two principals felt their counseling experiences helped them communicate with individuals and groups. Listening came forth as an integral part of the job of a female secondary leader. Sincere *talking* as discussion, and *talking* as describing building and district needs comprised communication for others. Principals' statements, as examined here, with the exceptions of Principals 4 and 5, indicated that Communication was not authoritative or autocratic but was a two way conduit of receiving and imparting information.

Theme 2: Collaboration

In reviewing the transcriptions and listening to the recorded interviews, many of the communication aspects of the principalship role manifested themselves in the collaboration strategies female secondary principals used. Collaboration as a strategy was the most

frequent direct response to Research Question 5: How would you describe the strategies that you use to accomplish building and/or district goals? When the actual word *collaboration* was not explicitly stated, respondents used expressions such as “team work” or “we work it out together.” School leaders and followers most often used the consensus model for decision making. As a result, collaboration was the underlying structure for much of the building leader’s communication.

As detailed in the following, female leaders in this sample stated that they used some form of a collaborative process to make decisions.

Principal 1 compared her method of decision making with the male principals who proceeded her.

Principal 1 Collaborative. Transitional. My predecessors, the good ones, went to a couple of key people when they made decisions. What I did was form a committee, and most of the key people were on that committee. All decisions went through there and everything was kind of--it saved me...I also talked to individuals all day. Any conversation I had pretty much was around, “Am I doing the right things? What should we do? What should we stop? What should we start?”

This leader, as evidenced by her above response, constantly talked with all her teachers to make sure she was doing the correct things. She always sought their input and feedback for decisions and job performance. Her use of word *transitional* referred to her attempts to include more staff members in her decision making, going beyond the “couple of key people” previous principals used.

Principal 2 described herself below:

Principal 2 Very collaborative. I certainly can be directive when I need to be...

She found it necessary to be directive, in some instances, with staff as a group and with individuals.

Principal 4 strongly supported collaboration and consensus building.

Principal 4 We have worked--all the staff can sit around a table, which is one of the things that is unique about this school with a staff the size we

have...and we have, with one exception, made the programmatic decisions, by consensus. And we work until we have consensus.
 Collaboration and consensus were manageable at this school site, because it was a smaller school. The enrollment in grades 9 through 12 was approximately 450 students with under 30 staff members.

Principal 6, on the other hand, was at a larger site. There were over 2,500 students with 220 total staff.

Principal 6 Certainly prioritizing, but more than anything else developing ownership and collaboration with the people who are actually doing the work. In a school this size, I can't do everything...

She felt it important that staff have ownership in the decisions that were made, because the decisions were about their work. However, this certainly could not be done in the same manner as a smaller school site.

Opportunity for staff involvement characterized Principal 9's response.

Principal 9...You need to involve the key stake holders. There is a lot of opportunity for people to be involved and to provide input in decisions.

Principal 9 stated that key stake holders needed to be involved; yet, she did not elaborate on who the key stake holders were.

Principal 10's answer to strategies she used to accomplish building goals was interesting.

Principal 10 I use the collaborative process. A lot of my philosophy is either we collaboratively decide if it needs to be done that way, or I decide as a building leader.

Principal 10 said that she and her staff had decided when to use collaboration and when she would make the decision.

Inclusivity best described Principal 12's definition of collaboration.

Principal 12 Being responsive. Having an open door policy. Not being afraid of hearing the very smallest voice or the most negative voice. Knowing that collaboration means that we must honor all voices and at least listen. That we haven't done much collaboration or very much problem solving if we don't do that.

This principal's strong commitment to collaboration was evident in her response to honor all voices.

The female principals in this sample used collaboration as their preferred decision making method. This decision making model is consistent with findings in the literature review of this dissertation that pointed to the inclination of women leaders to be inclusive and participatory (Helegesen, 1995; Kanter, 1993; Regan & Brooks, 1995).

Theme 3: Gender Related Behavior

A third theme that elevated itself above all the data was that of Gender Related Behavior. Almost every female principal in the sample referred to not being able to behave "like a man." By this, most meant that they had to employ characteristically feminine styles to accomplish their goals. While working toward school and district goals, most female leaders in this population seemed to be aware of the differences in behavior between male and female leaders. Those who were aware of their followers' behavioral expectations that they remain within their gender assignment, did so to get their work done. This was not necessarily a natural thing to do simply because they were female. The principals in this study realized that they could not behave in the counter gender masculine style to get their work done. Research Question 14, "What specific advice would you offer to a female professional entering the secondary principalship?" most often revealed the participants' awareness level of the impact of gender assigned behavior on their work as principals. The analyses that follow show participants' unedited responses.

Principal 1 in this study felt that followers might have trouble understanding women who behave beyond their gender boundaries.

Principal 1 People don't respect people who try to do things outside their style. I think women struggle with the same behaviors in men are criticized in women. If a man does it, he's tough. If a woman does it, she is bitchy. I think part of it is just the natural thing for people to respond strangely to stuff that doesn't seem gender assigned enough. You can be a little tough, but you can't yell and you can't nag. It's got to be feminine to people so they don't

respond in a strange way to their lack of understanding ...I don't think a man would have to think so hard about how to be collaborative, how to bring everybody along. People would be a little more receptive of their authority. That's my guess.

This principal felt that men did not have to think as much about the impact of their behavior as women did. She also felt that women were likely to be criticized if they behaved outside the way followers expect them to behave.

Principal 2 wanted to avoid stereotyping men and women. In an interesting turn of observation, she noted that she felt that men worked harder to be collaborative than women. This is perhaps because collaboration is not necessarily associated with masculine traits of leadership.

Principal 2 I think women do bring some pieces to the table that men maybe have to work a little harder at. And that is this--not innate. I don't like stereotypes, because I certainly don't fit the norm as far as a female. I'm a competitor; I have been an athlete, but just that collaborative aspect, trying to mediate something of the win-win concept, instead of the win-lose...I don't have the size to intimidate or threaten people. I think we pay a lot more attention to some of the details than men do. I think some men let things slide. Again, I'm not trying to generalize or stereotype, but I am basing that on what I have observed.

She also felt women worked harder at mediating situations to achieve a win-win solution. Her experiences also led her to believe that women paid more attention to detail.

Principal 3 stated that she did not see an issue with female leadership in her district.

Principal 3 That's interesting. I guess I don't see an issue with females. People have said it's hard or whatever, but I have not found that...out of five high schools in ____district, out of five, four are female and one is male.

Principal 3 was employed in a district that supported female leadership at the principal level.

Principal 4 questioned the impact a female leader could have on a large high school.

Principal 4 I think to be a leader, to really somehow make a difference at a high school. I'm trying to think of what personality you have to have as a woman to do that. It is such a culture built around some really traditional male things that I think it's tough...I mean, I don't know what you could accomplish. I don't see how you can change culture. I don't see how you could use some of the things that women are good at in a culture that is so pervaded by...bastions of masculinity.

She felt that a female leader might need to abandon her female style traits in order to change the culture of a high school. She felt many of the traditions in high school were male gender based.

Principal 5 cautioned that female leaders needed to have their goals established to prevent being deterred.

Principal 5 Because I find that the--if you don't have your own goals set, what happens is that people take you off in so many directions--even more so than they'd do the man. I think it's all right to be emotional, although people sometimes think that's not the manly thing to do. I don't think you have to be a man. I think you have to show whatever your feelings are if that's what you want to do.

This principal also thought that showing emotions was permissible. She felt that women do not have to be men, and therefore, could show their emotions.

Principal 6's experiences in leadership helped her develop a supportive stance for female leadership characteristics.

Principal 6 ... The corollary to that, though, is as a woman to be okay with the fact that there are styles that women tend to be different than men. I think there's a tendency to be more collaborative, perhaps a little more patient than the man. Not always. But I think that's frankly a very necessary thing in leadership. There's been at least in my experience as a female administrator--a tendency to belittle that and to find it not as valuable and to tell women that they have to act like men. I don't think that's true. You can be nurturing and have high expectations. I think you can be firm and tough, and you can be caring at the same time.

She spoke to the balance that a leader must find in dealing with people. She also admitted that the differences in style that females use are acceptable.

When contrasted with Principal 3's experiences, Principal 9's experiences point to perceived differences in acceptance of women in leadership at the secondary level.

Principal 9 I think as an institution particularly at the secondary level, there are so few people that are female that women are not promoted. I don't mean in the sense of getting a different job, I mean just visibility. Trying to find how you deal with the fact that you really have functioned in your job better than a man, but you can't behave like a man. If you behave like a man, then you're harsh, you're abrasive, you're aggressive and on and on and on. I could use other language, but that's true. You're a bitch then, sorry...I don't think they give us near enough credit that we deserve. It is a tough place to be. Too many meetings that you go to. Too many people that you must deal

with that are male that think you're not as good as they are because you're a woman.

An interesting note of reflection on Principal 9's interview is her allusion to the lack of women in upper management positions to recognize and support other women.

Being part of the superintendent's cabinet in her district gave Principal 10 the opportunity to observe interactions among cabinet members.

Principal 10 One of the things that I see, because I'm president of the principals' association which is our principals' group here, when I go to the superintendent's cabinet, is a male dominated cabinet. And for a female you just have to be sure of yourself and be ready to step in and make your comments and be part of the conversation. Because the intonation or inkling to a male is to answer their male counterparts first. They're used to that kind of world. So, sometimes I think females miss out on being successful when they're trying to get their foot into a male dominated environment.

She mentioned that an all male cabinet is not always ready to include female voice. Females have to be ready to assert themselves in such an environment.

Ironically, Principal 11 talked about the difficulty female leaders sometimes encounter with other females. Same gender support is not always a given, as this high school principal explained.

Principal 11 Women have to work more delicately with other women. It's harder for women to support women because of their lack of confidence. For example, when one disciplines a man, it's over in one hour. With women there often appears to be a fracture in the relationship. Women need validation and reaffirmation in conversations.

Principal 11 responded that, in general, women sometimes lack confidence and need validation and affirmation. No other principal in this population sample talked about the secondary female leaders' impact on female secondary followers. Interactions between secondary female leaders and female followers could certainly be examined more carefully in another research project.

These excerpted stories were from female secondary principals who were keenly aware of how gender specific behavior impacted their peers and their followers as they performed their job responsibilities. These leaders worked consciously to maintain female

style traits as they performed their jobs. However, there are times when job responsibilities require that female leaders use a more masculine style. As Principal 2 stated, “I can certainly be directive when I need to be.” It is during the times when the job duties require behaving in a counter gender, masculine manner that female leaders most likely meet staff resistance.

Findings were organized into two major categories, leadership as female leaders *do* their jobs and leadership as female leaders *experience* their work. The *experience* of the principalship could be explained with three major themes: Political Influences, Support, and Self Knowledge. The Political Influences theme encompasses conditions these principals handled involving the mandates of site-based management by district policy or district master agreement and state mandates. The Support theme included mentor support as well as follower support. These themes were extracted from the advice question. Responses to Research Question 14 also revealed the protective boundaries that participants established for themselves and is explored here under the theme Self Knowledge.

A seventh theme, Dissonance, overlapped *performing* the job of building principal and *experiencing* the job.

Experiencing the Job

Theme 4: Political Influences

The Political Influences theme refers to situations in several settings that were beyond the direct control of the female secondary building leaders. These situations were internal, within the district, or external, outside the district. The following unedited responses were gleaned from several research questions.

Principal 2’s comment dealt with that established, intangible political network.

Principal 2 *I absolutely believe the “old boys” network is still very much alive and well. I don’t want to start an “old girls” network either...*

While recognizing the unfairness to women of the “old boys” network, Principal 2 did not want to replace one informal network with another one.

Principal 3's comments dealt with the negotiated Master Agreement for her district's teachers.

Principal 3 First of all...we have a very structured shared decision making mode...it's in writing. I have several people that are leaders in the district CEA [Colorado Education Association] in my building.., even though I have a pretty positive working relationship with them, and I pretty much seek their input before doing something, and I value their input, it's not that I do that politically, but I feel as though they have a pretty solid knowledge base where the staff is, what the staff needs and expects, etc. Anyway, this shared decision making model is set up in such a way that if there is any huge change, whether it's a change in the schedule, the master schedule, or out of state field trips, it pretty much means we have to go to a building wide vote...I totally believe that our shared decision making model has helped to create the stress of our staff, but I will say my electives are very...almost political in the fact they have to have the same amount of plan as anyone else.

Principal 3 felt that the imposed structure of her district's shared decision making model created stress among her staff. She found the model often separated her elective and academic teachers on certain issues. Those issues were planning time and the building's master schedule.

Principal 4 spoke to internal politics at the district level with a Board of Education.

Principal 4 All my life--probably all my relevant life since I was a teenager I haven't been afraid to speak out. And so when we had a horrible Board of Education, I didn't hesitate to go tell them what I thought. It comes from being Jewish by my family origin...with a family that sort of always saw the world as us and them, so I was sort of marginalized and getting involved in sort of progressive--for lack of a better word-politics. Sort of don't mind being in the outside and don't mind saying what I think to people.

This principal's personal life history influenced her to speak her mind without trepidation about what she felt was correct for children.

Principal 5 attributed her loss of ten teachers to her district's political response to a financial situation it faced.

Principal 5 ...at the end of that first year I was here is when we went from what we call the middle school level which had your planning and all of that. It's kind of a political thing. They dropped all of that, because it was a financial burden, and I lost probably ten teachers. Because not having that extra planning period there, teachers then had to teach six classes rather than five.

When this principal began her tenure in this district as a middle level principal, the district supported a teaching load of five classes and two planning periods. As the financial picture changed, brought on by the Tabor Amendment, a state law requiring balanced budgets in all state funded offices including education, this building leader was unable to maintain that middle school model with two planning periods. Therefore, she lost teachers when her total FTE was reduced to offset low enrollment.

Principal 6 discussed the changing demographics of her schools' attendance area.

Principal 6 As a new school we're growing rapidly. We are living in a fairly upper middle class area. However, the 80 acres on which this school was constructed was a cow pasture about three years ago. So this area was, for a long time, the suburbs... where people had a couple of acres and a horse. They were not happy about having a school. Part of our mission, as a developing school, was to reduce the overcrowding in the two other high schools and at the same time create a feeder system, since the middle school was built a year after this school. A feeder system that would reduce overcrowding in the middle schools as well, because the middle schools were becoming quite large, not a great atmosphere. So we kind of gerrymandered the boundaries in order to accomplish that, and that also created a little more diversity, both social and cultural, as well as ethnic and economic.

This high school principal's vision was directly affected by the area's transition in lifestyle and population from rural to suburban. She worked to create an inclusive culture amid these political changes within her school's geographic location.

Principal 7's response related how she kept her small, outlying school connected with the rest of the district.

Principal 7 One of the strategies that I use, and its somewhat influenced by the fact that we're the farthest school [a direction] from the central office, and part of it is that we're small, I really encourage, border-lining on insisting, that we have a department rep on each one of the curriculum councils. And that keeps this school's small voice in there...because we're the farthest in distance from the ed center, the superintendent's office.

Because of the size and location of her school, Principal 7 strongly encouraged or insisted that her staff be involved with the main workings of the district. She wanted to be certain that her school was valued as a viable part of the district. She also wanted her teachers exposed to the internal political functioning of the district.

Principal 8 took a more comprehensive, global approach in her advice.

Principal 8 You've got to read, understand what's going on with legislation at the state level and national level...keep yourself networked in the state; join professional organizations; get to know people; make sure they know you.

Her advice captured the largest meaning of political savvy. She advised principals to make themselves familiar with state level legislators and to be aware of national political educational trends. She also strongly supported making significant connections with a wide network of people.

Principal 9 spoke to her building machinations to keep politics balanced.

Principal 9 It's very much site-based management. So we make a lot of decisions here in the building that are significant. No question about it, you need to involve key stake holders. We have several different organizations in the building. Two different student leader groups...we have...a faculty advisory board...then a group that I usually meet with on a regular basis, department chairs. Then I have a couple of parent groups.

Obviously, her challenge was to work with all the building committees to ensure that the decisions made were focused toward building goals and communicated among all parties.

Principal 11 articulated poignantly Colorado's current political climate in education.

Principal 11 I'm bothered a lot right now by what's going on with the state legislature, Governor Owens. We've always been picked on as an education group or as a professional group.

She spoke specifically to the pressure building leaders are currently feeling from newly legislated mandates around testing and the use of test results to grade schools.

Eight principals mentioned state testing demands as a major influence on their work.

Principals 1, 2, 3, 4, 5, 9, 11, and 12 specifically referenced the need to show improved student achievement as measured by the Colorado Student Assessment Program (CSAP).

Principal 12 discussed work she had done to improve students' scores on the Iowa Test of Basic Skills.

The theme, Political Influences, spanned the spectrum from building site demands to local district operations, to state mandate laws, to national trends. Secondary female leaders in this sample expressed frustrations with all these realms of political influence.

Theme 5: Support

An arrow straight, linear analysis of these female principals' stories was difficult to chart. Entwined in the women's stories about the political influences was often the support piece. Support from mentors, subordinates, and super ordinates was most often mentioned in the discussion. Frequently, the support aspect helped female secondary leaders with the political influences. The support strand sometimes surfaced in Research Question 14, the advice question. However, most of the data extrapolated here came from Research Questions 11, 12, and 13. These questions are rewritten below for clarification purposes:

Research Question 11, Have you experienced a mentor relationship with anyone in your career?

Research Question 12, If you have experienced a mentor relationship, please tell how this relationship evolved?

Research Question 13, Please share specific instances in which this mentor relationship helped you with leadership challenges.

Principal 1 had several professional colleagues whom she considered mentors and whom she felt supported her.

Principal 1 John Doe is my mentor in a lot of respects, especially his political savvy. And I watch him, because he's survived a long time. How he gets things done. More direct in terms of instruction is Jane Doe, who is principal at _____ High School, and she was principal at our school. I get a chance to talk with her probably monthly and bounce ideas around working with staff. She has a different style than me. She's real confrontational, very tough. I still--I take what she--she helps me with verbiage--how does it translate to be a women without being a man. Nobody respects that.

Typical of many of the leaders in this study, Principal 1 found support from both males and females. The reader will notice that Principal 1 recognized that Jane Doe was more

confrontational than Principal 1 chose to be. Principal 1 limited her consultation with Jane Doe to help in written expression in letters and memorandum she wrote.

It appeared on several occasions during the interviews that many participants had not reflected on their experiences. Sometimes it seemed that the research questions presented the first opportunity for participants to share introspection on their experiences.

Principal 2 To some extent the principal who encouraged me to become an administrator was somewhat of a mentor. We never really had major sit down conversations but he--I don't know if he pushed as much as supported. He actually had me do staff development with people in the building. It felt real risky to me. But I think it was a growth opportunity for me and made me feel comfortable with that. Yeah, I'd say he did that for me. First of all, he had known me since I was in high school, because he'd lectured to my high school, and he ended up being principal of a junior high where I was teaching. And I think it was because he was encouraging me to pursue administration. We both had coached and shared a love of athletics. We would talk about that kind of stuff...I trusted him. Sort of a father figure in a way although he's not old enough to be my father. We're still in touch quite regularly. His daughter ended up doing a practicum with me. That sort of made another bond, connection. It just seemed very natural...I've relied on my boss for those kinds of things. Maybe I should have mentioned him earlier. And we've had so many different things to have to deal with. But I do call him and ask him for your [his] perspective. "What do you [does he] think? Here's what I'm thinking. Do you [does he] think it will work." So that's been very helpful to have him also.

Upon reflection Principal 2 realized that she had experienced a mentor relationship that had offered her support and had pushed her beyond her comfort zone to a growth zone. She felt the described relationship had promoted her professional development and had been a helpful experience in her career.

Principal 3's mentor relationship began with one of her former principals when she was an assistant principal.

Principal 3 When I was AP at _____ Middle School, the principal who was there was a very strong mentor for me. I considered him my mentor in learning through the years. I guess one of the things he taught me. I'm a pretty black and white person--he taught me to continually look at the gray, rather than it's either one way or the other and that's all there is to it...

She credited this supportive relationship with helping her widen her ability to see things. This relationship has continued through the years.

Not all female leaders in this study felt that they had a mentor relationship with someone.

Principal 4 You know, John Doe got me started in this job. _____ was principal at _____ High School when I took this job. I think we have talked maybe once or twice, occasionally when I had personnel problems...discipline problems especially performance issue problems. So I will always go to human resources or to the person who handles discipline at the district level and sort of walk through things. And people are always very supportive. But I don't know if that counts as a mentor. I actually am at a point where I am trying to think about what I should do in my life, and how much longer this and what next. And to be honest, I don't know anyone to talk to. I think I could talk to John Doe, but I wouldn't assume that he would give me the best advice. I would be interested in what he had to say...I don't think there are very many women. And I am enough of a feminist to know that men's advice is really good for men.

Principal 4 expressed skepticism at trusting male to female advice. Though she felt she lacked a mentor relationship, Principal 4 felt she had district support when she needed it.

Support at the superintendency and board of education levels defined support for Principal 5.

Principal 5 I think the thing that has helped me--it's kind of sad to have to say this--is that I have had a support system, and my support system has been people in high places. I feel that particularly as a person of diverse culture, that you don't have support from people in high places, that your chances of survival are not very great. And when I say high places, I mean superintendents and board members.

This researcher found Principal 5's response to be one that had the underpinning of being categorized with Theme 4, Political Influences. This principal's support seemed to have its base in the district's internal political structure.

Principal 6's mentor relationship began when a female principal hired her as an English teacher.

Principal 6 The person who first suggested that I investigate administration was a female principal at the time. I think one of the first in Colorado. She was my principal. She hired me as an English teacher. She was someone that I interned with when I did my internship, and then a few years later she hired me back as an AP, and I worked for her for a year or so. Then she moved on to become director of high schools. Then she moved to a couple of other districts, though we always stayed in touch. She is someone whose judgment I trust. She's become a friend as well as an inspiration because she's very creative. She's very thoughtful.

This relationship has endured several career changes for the mentor and the mentee.

At first Principal 7 did not realize she was part of a mentor relationship.

Principal 7 Her name was Jane Doe. I was probably a year into the relationship; she was a director of secondary ed before I realized she was my mentor. Then she left to go to [another state] to be close to her sick [parent]. I miss her greatly...she was continually available. She had suggestions. She had criticisms or suggestions for improvement and a wonderful way of mixing that with praise. Always, she made me feel she had time for me. Always made me feel sort of unconditional support that you're supposed to get from a parent and above it all I got the feeling that she wanted me to be successful.

This female leader experienced “unconditional support” in her mentor relationship.

Reciprocity was the center point of Principal 8’s response to the mentoring question.

Principal 8 Many times many different people, some men, some women, some retired from the profession or currently in the profession...the mentoring I've received has been invaluable. And I try to serve as a mentor to my assistant principals...I absolutely think that's very important, critical if you're going to advance your career.

She had been the beneficiary of support from numerous men and women in her career.

Principal 8 was adamant that leaders needed the support of mentors. Likewise, she readily served as a mentor for others.

Principal 9’s mentors helped her depersonalize situations she faced.

Principal 9 I've had two very significant mentors, but the way they approached things, their personalities were very different. My first movement event into administration was fostered by a woman...she really helped me separate the personal from the professional. The other person came here fresh from _____ High School. I think in a lot of ways it was a dual mentorship...we would bounce ideas off each other. She knew where you were coming from. A lot of these other people that you deal with never worked in a building.

This high school principal valued the help from one central administrator who had recently held a high school principal’s position. Principal 9’s mentors’ personalities were very different.

Principal 10 also strongly encouraged mentor relationships.

Principal 10 Actually, there were three mentors prior to being a principal, and right when I was a principal, she was principal here in this building when I was a counselor. She encouraged and insisted that I become an

assistant principal. My second mentor, although I didn't know it at the time, was the principal that followed her...my third person was a woman, and she was principal at _____ High School down the street. She was one of the mentors that as I was coming on board, she kind of walked me through things. I always have a mentor...and it's always somebody who I look for further guidance in my career.

Like other principals in this study, Principal 10's mentors encouraged her to try to take different jobs as she advanced her career.

Principal 11 referred to a nurturing relationship she experienced with a male mentor.

Principal 11 I felt like John Doe was my mentor. When I was a counselor, he's the one that had me become a teacher-on-special-assignment. I believe with his help I became the assistant principal. Then he became assistant superintendent, and when I wanted to become principal...I believe he was more open to that...I believe he did a lot of nurturing. The other was Jane Doe, who would always do little things like if we were at a district meeting in the same group, she would force me to be the reporter. Kind of always putting you out there so that people could take a look at you and envision you in a leadership role.

This high school principal received specific career guidance along the way of her career path.

Principal 12 talked about mentor relationships that have continued as her career took her to different school districts.

Principal 12 Yes. At school district there were some administrators I was close to. Some have continued to be my mentors. One is principal in another district now. One is retired. And my assistant superintendent, in this district before this year, was also a mentor. A man and two women... Just my ability to help step back and have them...help me find my way through the haze and say this looks like this might be...That is what happened to me.

Specifically, Principal 12 felt her mentor relationships enabled her to capitalize on her mentors' experiences as she met similar situations.

Among participants in this study, having someone who functioned as a mentor proved to be an important component of the leadership experience for these female secondary leaders. Most principals quickly named colleagues who had been sources of support for them as they experienced the principalship. These support associations were not limited to members of the same gender; in fact, one principal described her male mentor as being a "nurturing" person. Other female principals received very specific advice which advanced

their careers. Even though the mentor relationships were essential to these female leaders obtaining promotions to the principalship, these principals did not want to replace the “old boys” network with the parallel feminine network of “old girls.”

Theme 6: Self Knowledge

Research Question 14 continued to be fruitful throughout the data collection process. The question, “What advice do you have for females entering the secondary principalship?” yielded responses this research categorized into the third experience theme, Self Knowledge. The Self Knowledge theme resonated throughout these women’s stories. It appeared that this advice was offered as ammunition or armor for meeting the physical and emotional demands of the principal position. Data presented here is written as participants continued to reveal their stories.

Principal 1 spoke about being authentic.

Principal 1 I would just say for them to be themselves. Figure out that they need to find their voice...I think you have to speak from your heart in order to influence people.

This leader stated that females need to be themselves and speak from the heart to influence followers.

Principal 2 spoke about the need for “thick skin.”

Principal 2 They better have thick skin, I guess, be strong in yourself. Know who you are as a person. I do think women have to work harder at it and better at it than some men to avoid criticism...you really need to know what they're looking at, and its very different from teaching and what you deal with on a dally basis.

Knowing who one is as a person was Principal 2’s advice. She echoed others’ sentiments written previously in this dissertation that to avoid criticism, women work harder than men. Principal 2 stated that women need to know that the principalship is quite different from teaching.

If the reader remembers, Principal 3 was employed in a district where four of five high school principals were females.

Principal 3 It's been interesting. I guess I don't see an issue for females. People have said it's hard or whatever, but I have not found that...I guess you have to be yourself, you do what you need to do

She spoke of the need to be one's self and to do what you need to do. This principal saw nothing that impacted females differently.

Principal 4 cautioned females to think carefully about job requirements.

Principal 4 I think people really need to think pretty carefully about these jobs. I think you size mitigates your ability to be a teacher. I think the job is antiquated and...they can't find candidates for these jobs because it's a 90 hour a week job. You can never please anybody. Why would anyone want to do that?

This high school leader felt the size of the school determined what one could do as a leader. She admonished people to think carefully about this principalship because of the time demands of being a high school principal.

When one reads Principal 5's advice, one can weave threads of strength in solitude, strength in self knowledge, and strength in personal beliefs into a tapestry of her leadership experiences.

Principal 5 I would say first of all they need to be strong. What that strength means to me is that you need to know yourself, what you can and cannot do, what you're willing and not willing to do, I think...need to have your own conviction and be able to stick to it. And that's not easy. I think you need to have your own goals set, personal and professional. Because I find that the--if you don't have your own goals set, what happens is that people take you off in so many different directions...I think you have to be willing to stand alone. And you have to be so sure of yourself that after a while of standing alone doesn't cause you to get an ulcer or a heart attack or that kind of stuff. And you have to feel good about what you're doing. And I think that's definitely true of women of diverse cultures.

According to Principal 5, being able to establish boundaries, having focused personal goals, and feeling good about the principalship are especially important for minority female leaders. Minority female leaders are doubly challenged by gender and ethnicity in this Colorado sample.

Time demands of the job resurfaced with Principal 6. Knowing one's self was also part of her advice. She felt it important that a leader understand her learning style and interactions styles. Having a cache of skills for working with others is the difference between reaching district and school goals and not reaching those goals.

Principal 6 I think they need to be very aware of the time demands. That's one piece. I think the other is to recognize, to get to know your learning style and interaction styles.

Principal 7 also spoke to a level of comfort with who one is as a person.

Principal 7 I just think you have to be really comfortable in your own skin... There is anything about high school that is frivolous... I think you have to just work your way through how you're going to work with your male colleagues. I think one of the critical things for us as female leaders at the secondary level particularly, is to find a good female mentor.

Succinct and knowledgeable, Principal 8's advice spanned several principal leadership requisites.

Principal 8 Absolutely understand curriculum and instruction. Absolutely understand kids and love kids, want to be with kids.. Be vulnerable. Be open. Be honest. Understand your short comings and work toward improving those really, hopefully have one or two mentors that can help you do that. The end of the year ask yourself if the place is better than it was when you started. Be real. Admit your mistakes. Don't take things personally.

Principal 8 advised female leaders to know their shortcomings and to work to improve them with the help of mentors.

Principals 9 and 10 also advised female leaders to seek the help of mentors for clarification and reflection.

Principal 9 I guess first and foremost find a good mentor.

Principal 10 One is to have a good mentor.

Principal 12 repeated the need for self comfort and confidence in beliefs as important advice.

Principal 12 You know I have never found any difference, so I don't know that word female kind of throws me, but the specific advice I would give them is to be confident in their own beliefs. Have the stature of a leader. Be sure that they are comfortable with themselves.

Another interesting idea that Principal 12 posited was “having the stature of a leader.” This researcher believes that this concept is a companion to the self confidence piece of advice.

The experience theme, Self Knowledge, pushed forward from Research Question 14, “What advice would you give females entering the secondary principalship?” The female principals in this sample deemed knowing one’s limits, focusing on personal goals, and understanding one’s tolerance levels for job stress as important parts of the advice they offered other female leaders. This sample also valued the clarification that mentors provided them as they grew in their knowledge of themselves. Clearly, the principals in this study worked conscientiously to meet the position requirements of the secondary principalship. Their style traits were not necessarily naturally feminine, but the result of careful thought and the desire to get the work done well.

Tatted and laced among the research question responses was the dissonance principals encountered while performing job tasks and experiencing leadership. This unevenness presented itself time and again as principals worked with their staffs as evidenced in their responses to Research Question 14. Several participants commented about tasks which, if examined in the context of male and female styles, would be considered male style traits. Some were aware of their need to use masculine style traits to do their work, and others appeared to be oblivious to any style differences in style operation. In giving advice, principals often commented that a female principal cannot act out of her gender assigned style. Participants also freely admitted that the demands of the position do not allow time for child rearing. Only three of the principals were combining their career positions with child rearing. Six principals had adult children. Three principals had never had children.

Overlapping Theme

Theme 7: Dissonance

Theme 7, Dissonance spanned the three *job performance* themes, Communication, Collaboration, and Gender Behavior as well as the three *experience* themes, Political Influences, Support, and Self Knowledge. Dissonance is the ambiguity that principals met dealing with situations as well as the ambivalence they often felt as they experienced leadership. These principals' stories continued as the data analysis examined Theme 7, Dissonance.

At the time of the interview, Principal 1 was dealing with a staff discipline issue. This situation was a source of uncertainty for her.

Principal 1 I am experimenting more this year with reprimands figuring out how that fits with my style...And I've had some real hard conversations with some veteran staff. I'm experimenting with ways around one warning, a reprimand. All that stuff.

She felt that disciplinary warnings and reprimands that she issued her followers needed to fit her style. She was concerned about maintaining positive relationships with staff while having to point out the need to correct their behavior through warnings and reprimands. This is an example of Dissonance in performing the job.

Principal 2 expressed her concern about her perceptions of difference between men and women in administration.

Principal 2 I think women bring some other pieces to the table that men have to work a little harder at. And this is not innate. I don't like to stereotype, because I certainly don't fit the norm as far as female...Even though I'm a competitor, I'm an athlete, I think you have to have real substance to what you're doing. I think some men let things slide. Again, I'm not trying to generalize or stereotype, but I am basing this on what I have observed. I guess that I might find it disconcerting that there are so few women in administration considering the huge amount in teaching. It bothers me that a lot of men in particular will teach two, three years and zip zap, they're an administrator and have never understood what it's like to be a long-term teacher first.

This principal was concerned about the disproportionate number of women in administration compared to men. She also felt that men were promoted sooner than women and often before

they developed thorough understanding of the teaching process. This observation can be explained as an example of Dissonance in experiencing leadership.

The comments that follow from Principal 3 are noteworthy because at several points earlier in the interview, she stated that she saw no differences in gender hiring in her district.

Principal 3 As a principal, I try to keep on my staff a balance of male and female as far as my leadership goes, and I've had so many disappointing situations with males...right now I have a female AP, myself, and two male AP's trying to keep balance. And I said to the other female the other day, I'll be darned if I ever hire another male. It's like yes, I know. I think we do a much better job...but for the most part, most of the females that I have worked with or my peers and my colleagues in administration are very hard, dedicated workers, are workaholic. If they're not, I don't think they'd choose to go into a leadership position. I think they're committed. I guess I see the female, if they feel as though they have a conflict with family or being the mother role or whatever, they don't even attempt to get there. And so, the ones that are in leadership roles either got beyond the family commitment or have chosen that their work is going to be more important. They really give of themselves.

This researcher believes that Principal 3 spoke honestly of the dilemma females face with trying to balance family and leadership in secondary schools. The position requirements, too often, demand a choice between family and career. However, this researcher believes that Principal 3 may not have reflected on this dilemma in terms of gender equity even though she was aware that the difference exists.

Principal 4, earlier in the interview, implied that the smaller size of her high school supported the consensus model of decision making.

Principal 4 We worked--all the staff can sit around a table which is one of the things that is unique about this school with a staff the size we have ... and we work until we have consensus. [Later in the interview] I would doubt that people would challenge a man who had done this as much as they feel they're entitled to challenge me about this. I'm a pretty direct person.

These comments led me to believe that even though the smaller size of the school made using the consensus model of decision making viable, gender also influenced her choice to use this model of decision making. Principal 4 met contradictions as she performed the job duties of the high school principalship.

Principal 5's staff appeared to relate negatively to her when she used a structured approach to her work. Using a business like approach can be considered a masculine style attribute. Principal 5's followers may have responded differently had she used a more characteristically feminine approach to her work.

Principal 5 People felt on a personal level that I was very personable, that you could come to my office at anytime and talk to me...But that on a level as related to things like meetings, that I was too business-like. I came in; I would have an agenda, and I would want to get some things done. People saw that as being pretty stiff. Knowing the staff as I do, they really seem to relate better when they are not in a business mode...

Principal 5 observed that her staff seemed to work better when they were not in a "business mode." This researcher can only speculate that had Principal 5 capitalized on the staff's more relaxed approach, work may have been easier. A different approach may have eliminated the job performance Dissonance that Principal 5 faced.

Principal 6 spoke of personal conflicts with her position.

Principal 6 I am lucky enough that I didn't become a high school principal until the kids were almost in college, late high school, early college, and they were far more independent. Even being an AP for year I knew I missed some things, and there was time away, and I wish... Those are important times.

This high school principal validated the dilemma female leaders face that Principal 3 spoke about. Female leaders have often had to choose career responsibilities over family responsibilities. This is an additional example of Dissonance in the leadership experience as women (Williams, 2000) still do seventy to eighty percent of child care.

Principal 7's quest for high teacher performance found her counseling people out of teaching.

Principal 7 I do push on the staff, and I do -- if they're not performing in a way that I think they should or that's good for kids or we're not moving ahead, or maybe that they should choose another profession, I really push. But I try to leave a person with their dignity.

The following comments from Principal 12 waxed philosophical; yet, her comments summarized succinctly how she handled position demands.

Principal 12 *I think it's a balancing act. I think it's definitely balanced between teacher needs, student needs and parent needs.., being a leader is simply making what you believe happen...Sometimes I make them happen and sometimes I don't. But we have a lot of collaborative groups that work together.*

These women's excerpted stories revealed the contradictions they met which this researcher explored in Theme 7, Dissonance. Female principals in this sample encountered Dissonance as they performed their job tasks and as they experienced leadership. Principals 1, 4, 5, and 7 spoke to Dissonance they met while performing the job tasks. Principals 3, 6, and 12 reflected on Dissonance in experiencing leadership. Principal 12's comments on the need for balance best summarized a reference framework meeting the leadership challenges of the principalship.

The purpose of this study was to discover common leadership traits, styles, and practices of female secondary principals through an examination of their stories. Further, this study enabled the researcher to gain insight into the development of the principals' leadership practices. Among the research questions to be answered were: Do these principals reflect a more feminine leadership style, or does their style match the counter-gender masculine style of leadership? How did they come to adopt their current style? Was it "natural" or learned? Were there life processes or professional experiences which led to the development of their feminine styles? How do they accomplish their building and organizational objectives? How is "courageous risk taking" related to their work as secondary principals? Do they practice a feminine style of leadership to avoid negative reactions to a counter-gender masculine style?

Courageous Risk Taking

The project's finds were organized around seven themes. Three themes related to job performance; they were Communication, Collaboration, and Gender Related Behavior. The three themes related to job experience were Political Influences, Support, and Self

Knowledge. A seventh theme, Dissonance was found to overlap the performance and experience areas. Through these seven themes, the researcher concluded that the female principals in this sample used characteristically “feminine” style traits to accomplish their work. The majority of the female secondary leaders in this sample were conscious of the impact the counter-gender masculine style had on their followers. The researcher found that “courageous risk taking,” generally considered a masculine style trait (Gregg, 1997) did not come forth in all these women’s stories. Principals 4, 7, and 8 had taken risks related to work as part of their career patterns. Principal 2 felt she had been encouraged to take risks, but had not necessarily initiated risk taking. These four instances of risk taking are examined here.

Principal 2 He actually [her supervisor] had me do staff development with people in the building, which felt real risky to me. But I think it was really a growth opportunity for me and made me feel comfortable with that.

Her reference to risk taking was the result of the mentor relationship she had with her supervising principal when she was an assistant principal. She might never have worked beyond her comfort zone had her mentor not encouraged her.

Principal 4 left her work with an education foundation to become a principal.

Principal 4 Someone who I worked with in Denver mentioned to me that a Principalship was opening... I looked at her and said, “You must be crazy.” Then I went home and couldn’t sleep because I thought--you know, that’s exactly what I would want to do is to be a principal and try to take the ideas of things I know about and somehow see what can be implemented. I was a nontraditional candidate... The superintendent was a nontraditional superintendent with pretty progressive ideas. And he said to his human resources department, “Why wouldn’t you look at a candidate who has a Ph.D. from Yale and has all this education research experience?” He sort of pushed me through the initial process.

The assistant principals in the big high schools were wanting a place for their at-risk kids, and the superintendent wasn’t interested in that, but he was willing to consider a break-the-mold-start-from-scratch kind of school. So, I got hired on the basis of being the nontraditional candidate for the nontraditional school.

Principal 4 and her faculty designed her school’s curriculum and instructional delivery system. Beginning a totally new school was the most clear example of “courageous risk taking” among the principals in the sample.

Principal 7's risk taking behavior was revealed in her biodata.

Principal 7 When I graduated the first time, I had a business degree, and I went to New York with a couple of girlfriends. And I probably was just a pretty typical 21, 22 year old, didn't know what I wanted to do, but life was a lark...I really believed what my parents told me, that if I worked hard that I would do well...But I really should have been able to figure out sooner than that the world wasn't really ready for women in every area. But I didn't think about it too much at that time. So I went to New York with a couple of friends and ended up working for a brokerage firm down on Wall Street...I happened to be the first female that was hired by that particular firm I worked for. So it was a pretty high profile spot, and there was a lot of discrimination. And I really wasn't trained. My mother and grandmother just didn't really train me about how to handle that.

Principal 7's Wall Street experience is another example of risk taking, considered a masculine trait, was part of her life's story. She further stated that it impacted her leadership style as a school leader.

Principal 7..I do push on staff and I do... if they're not performing in a way that I think they should or that's not good for kids, or we're not moving ahead, they should choose another profession.

The researcher interpreted Principal 7's risk taking influence as one that made her more focused on children's needs and timeliness in meeting those needs.

Principal 8's risk taking was directly related to her work in the secondary principalship.

Principal 8 Certainly, life influencing events, moving out here in 1988 and I left [name of home town], my family, my home, all my friends, knew no one. But I did that to take this job, because, at that time, no one was interested in hiring a woman in the state of [name of state] to run a big high school. So in 1988, I packed up and came out here. That was a pretty life defining moment.

Principal 8's relocation to accept a job as high school principal matches behaviors generally associated with males.

In this theme, one third of the female principals revealed life experiences involving risk taking which can be equated to what is generally considered characteristically male gender behavior. While these experiences were part of their overall life stories, they maintained their collaborative work styles as indicated previously in this dissertation.

Limitations of this Study

Participants' stories were rich in description and detail. Their stories presented a multitude of captured experiences begging for further examination. Had time allowed, each research question potentially could have revealed more information on each participant's experience. This study was limited in that it reported the remembered experiences of a sample of female secondary principals in Colorado's Front Range. The study does not include any data that cross checks participants' stories such as accounts of participants observed behaviors or by followers surveys. Interviews averaged about one hour in length.

With each rereading of the transcribed tape recordings, it became clear how complex a qualitative study can be. Each response could be probed and turned and could reveal deeper, more intricate patterns for analysis. Thus, the qualitative researcher's work is not completed; external constraints simply dictate an ending point.

Summary

This chapter revealed secondary female principals' experiences with leadership through their stories. Principals' interviews were tape recorded and transcribed. This sample was composed of twelve female secondary principals from Colorado's Front Range geographic location.

Principals' responses were organized around seven major themes. Three themes dealt with how they performed their jobs as secondary principals. Those themes were Communication, Collaboration, and Gender Related Behavior. Three other themes represented how the principals in the sample experienced their leadership position. Those themes were Political Influences, Support, and Self Knowledge. The seventh theme, Dissonance, occurred as principals performed their duties and as they experienced leadership.

Some female leaders in this sample were aware of gender differences and were careful not to behave in the counter-gender, masculine manner with their followers. They

appeared able to balance those aspects of the job which necessitated their use of the directive, authoritarian style often associated with male style traits.

Mentoring played an important part in these women's experiences, and all were aware of the time demands the job of secondary principal required. Being strong and understanding one's self were also important pieces of advice the women in the sample offered to females entering the secondary principalship.

CHAPTER FIVE

SUMMARY, OUTCOMES AND RECOMMENDATIONS

Introduction

The purpose of this study was to explore differences in leadership style attributes or traits of female secondary principals and the development of their leadership styles through their stories. The under representation of females in the secondary principalship piqued this researcher's interest in the study of leadership and females in secondary principal positions. Research questions to be answered were: Do female principals practice feminine style trait attributes as a means of avoiding negative reactions to practicing the counter gender masculine traits? How did they come to adopt their current styles of leadership? Were their styles "natural" or learned? Were there life processes or professional experiences that led to the development of their feminine styles of leadership? How do they accomplish their building and organizational objectives? How is courageous risk taking related to their work as secondary principals?

A review of literature failed to uncover discernible differences in leadership styles using psychometric measures such as the Multifactor Leadership Questionnaire (Elias, 1996; Lentz, 1996; Southwick, 1998), the Myers Briggs Type Inventory (K. Davis, 1996), and the Leadership Orientation Inventory (T. Davis, 1996). In her study of Georgia utility managers Southwick (1998) posited that in order to understand how leadership styles are developed, the antecedents of transformational and transactional leadership should be studied. Southwick's (1998) recommendation piloted the direction of this researcher's project. She suggested examining female life experiences as they related to leadership styles.

Research on female leadership completed before the passage in 1972 of Title IX of the 1964 Civil Rights Act did not recognize that there might be differences in the way women lead. Women (Hill & Ragland, 1995; Shakeshaft, 1989) who aspired to leadership positions had only a male model to imitate. Generally, with only the directive, dominant male model (Eagly & Johnson, 1990) of leadership to follow, early female leaders often adopted the masculine style trait. The feminist movement of the 1970s coupled with the study of Japanese management (Deming, 1986) led to different ways of looking at leadership. Organizational structures (Kanter, 1993; Helegesen, 1990) went from hierarchical, linear top down structures to flattened, circular inclusive patterns. Some (Kanter, 1993) have gone further to categorize leaders who practiced participatory, circular, affiliative styles as using feminine style traits. These traits became important for all leaders, regardless of gender, as organizations restructured and reinvented themselves in the 1990s. As these traits, generally, were more associated with females, this writer believes they came to be expected styles for female leaders to practice. This project used a phenomenological research approach that incorporated some components of narrative inquiry strategies (Clandenin & Connelly, 2000) to learn how female secondary principals developed their leadership styles by analyzing their stories.

Superintendents and human resource directors in eleven Colorado Front Range school districts received letters seeking the names of female secondary principals who had completed at least three years in their site based managed schools. Eight school districts responded with nominations for this project. Upon receiving the names of candidates, the researcher phoned participants to make appointments for interviews. The project was approved for twelve participants. Six female principals were middle school/junior high school principals, and six were senior high level leaders. The interviews took place between March and May in 2000. All interviews were tape recorded; the taped interviews were transcribed verbatim. The following questions were used in the interview:

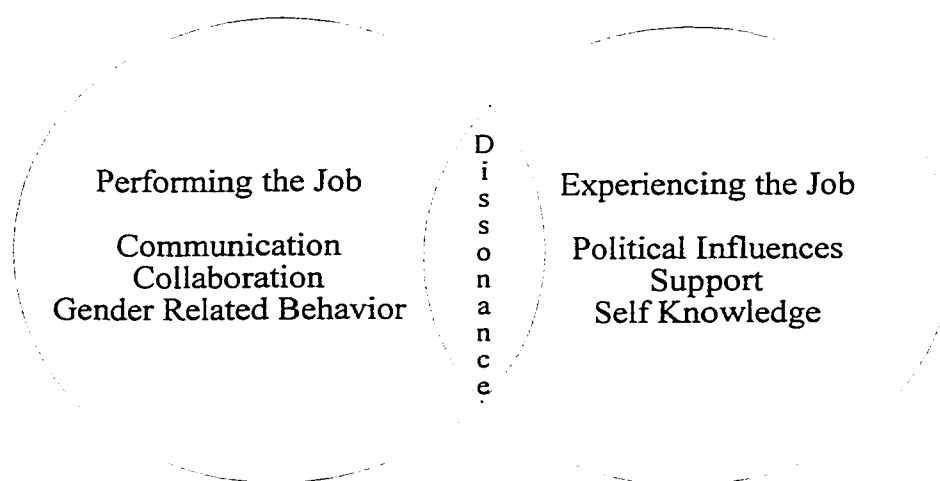
1. Please tell me about yourself, your background, and how long you have worked in the secondary principalship.
2. Please tell me about the demographics of this school, the enrollment, the staff make up, and the socioeconomic level of the students.
3. Has all of your experience been at the senior high or junior high/middle school level?
4. Would you please talk about any life experiences, events, or structures that have impacted your work as a building leader.
5. How would you describe the strategies that you use to accomplish building and/or district goals?
6. Were there any life experiences, events, or structures that helped you develop your method of accomplishing building or district goals?
7. Have you ever experienced difficulty in working with staff when trying to reach district or building goals?
8. Would you please share specific instances with staff whom you felt were oppositional to your desire to work toward district or building goals.
9. Please describe specific instances of your work with staff toward reaching building or district goals that were particularly rewarding.
10. Please tell, specifically, how you worked through those situations.
11. Have you experienced a mentor relationship with anyone in your career?
12. If you have experienced a mentor relationship, please tell how this relationship evolved.
13. Please share specific instances in which this mentor relationship helped you with leadership challenges.
14. What specific advice would you offer to female professionals entering the secondary principalship?

15. Is there anything else you would like to add?

Outcomes

The fifteen interview questions produced a database that far exceeded expectations. As participants shared their stories, answers to specific questions were embedded in answers to other questions. Seven themes emerged from the analysis of participants' stories. Three themes were related to how women *performed* their jobs. The job performance themes are Communication, Collaboration, and Gender Related Behavior. Three additional themes surfaced illustrative of how principals *experienced* their jobs. Those themes are political, job performance and job experience themes. The Dissonance theme represents the ambiguity the principals met as they performed their duties and experienced their roles as principal. The following illustrates the emergent themes.

Figure 5.1 Seven Major Themes



Each of the seven themes had potential for becoming the base of study for future research projects involving females in the secondary principalship.

The following summarizes and relates each theme to the phenomenon of leadership as females in this sample perceived it.

Job Performance Themes

Theme 1: Communication--The principals in this sample described communication as their talking to and listening to their followers:

Principal 1 *I am constantly talking to staff and getting ideas from them. And from kids and parents.*

Principal 2 *Again just meeting with them, being very much an active part of the discussion.*

Principal 3 *I listen...really listen.*

Principal 8 *...I interviewed personally all 120 staff.*

These examples support the inclusive nature (Helgesen, 1995; Kanter, 1993) of female leadership.

Theme 2: Collaboration--As principals responded to Research Question 5, “How would you describe the strategies that you use to accomplish building or district goals?” Without wavering, all principals in this sample stated that they used collaboration as their favorite problem solving method.

Principal 1 *Collaborative ... Any conversation I had pretty much was around, Am I doing the right things? What should we do? What should we stop? What should we start?*

Principal 4 *...and we have with one exception, made programmatic decisions by consensus.*

Principal 6 *...developing ownership and collaboration. In a school this size, I can't do everything.*

Principal 12 *...Knowing that collaboration means that we must honor all voices and at least listen. Then we haven't done much collaboration or very much problem solving if we don't do that.*

Theme 3: Gender Related Behavior--The research questions used in this study were designed to get answers that involved gender related behavior. Specifically, the questions to be answered were: “Do female secondary principals practice feminine style trait attributes as a means of avoiding negative reactions to practicing the counter gender masculine style traits? How did they come to adopt their current styles of leadership? Was it “natural” or

learned? It was, as this theme came forth, that this researcher has determined that most female leaders are keenly aware of gender behavior expectations. Female secondary principals who were aware of gender behavior expectations practiced feminine leadership style traits deliberately and consciously. A few examples are cited below:

Principal 2 I think women bring some pieces to the table that men maybe have to work a little harder at...I think we pay a lot more attention to some of the details than men do. I'm not trying to generalize or stereotype, but I am basing that on what I have observed.

Principal 9 Trying to find how you deal with the fact that you really functioned in your job better than a man is hard, but you can't behave like a man. If you behave like a man, then you're harsh and abrasive, you're aggressive and so on.

Principal 11 Women have to work more delicately with other women. It's harder for women to support women because of their lack of confidence...

Principals in this study understood that their behavior impacted follower response as they led their school sites. Their feminine styles were not necessarily natural; rather, they were requisite skills they had developed in order to do their jobs. They very often practiced a feminine style to avoid negative reaction to masculine, counter-gender style. Yet, they used masculine traits as needed.

In her research Kathleen Davis (1996) used the Myers Briggs Type Indicator and the Leader Effectiveness and Adaptability Description to determine the relationship between personality types and leadership styles with senior level administrators in the South Carolina Technical College System. She found that the thinking types tended to be more directive and feeling types more participatory. The women in this study's sample were extremely thoughtful about how they behaved, collaborated, and communicated with followers. That thoughtfulness was a necessary part of the strategies they used to make sure they worked with followers to accomplish building and district goals. Findings point toward the ability of the female principals in this study to combine thinking and feeling styles attributes as measured by the Myers Briggs Type Indicator in K. Davis' work.

Job Experience Themes

Three themes emerged that this writer designated as job experience themes: Political Influences, Support, and Self Knowledge. They were so categorized because they were part of the experience of the principal position but did not describe the actual doing of the job. These categories were narrowed to the three that accompany the position in an intangible manner, what a principal experiences. This database was generated from participant responses to Research Question 14, “What specific advice would you offer to a female professional entering the secondary principalship?”

Theme 4: Political Influences--These influences included what a principal faced as a building leader, as a leader in a school system, and as an educator in Colorado.

Principal 2 *I absolutely believe the “old boys’ network” is still very much alive and well. I don't want to start an “old girls’ network” either...*

Principal 8 *You’ve got to be real understand what's going on with legislation at the state level and national level...keep yourself networked in the state. Join professional organizations. Get to know people. Make sure they know you...*

Principal 11 *I’m bothered a lot right now by what’s going on with the state legislature... We’ve always been picked on in education as a professional group.*

Political Influences encompassed a range of sources from on site to the national level.

Theme 5: Support-- Support in terms of ongoing mentoring was not always available for leaders in this study. Most had experienced a mentor relationship at some point in their careers, though these relationships were not always sustained.

Principal 5 *I think the thing that has helped me...it’s kind of sad to say this, is that I have had a support system, and my support system has been people in high places. I feel that particularly as a person of divers culture, that if you don’t have people in high places that your chances of survival are not very great. And when I say high places I mean superintendents and board members.*

Principal 6 *The person who first suggested that I investigate administration was a female principal at the time. I think one of the first in Colorado.*

Principal 8 [Principal 8’s response to the research question about having a mentor.] *Many times many different people some men some women... And I*

try to serve as a mentor to my assistant principals...I absolutely think that's very important, critical if you're going to advance your career.

These were responses to Research Question 11, "Have you experienced a mentor relationship with anyone in your career?" and Question 12, "If you have experienced a mentor relationship, please tell how this relationship evolved." This researcher found that mentor relationships remain a vital part of women's development as leaders. Helping women develop in relationship (Gailpin, 1996) building skills was found to be essential for leadership.

Theme 6: Self Knowledge--Again, Research Question 14, "What specific advice would you offer to females entering the secondary principalship?" yielded these answers. All principals in this project responded that one must know one's self to work in the secondary principalship. Knowing one's emotional and physical strength was integral to one's ability to withstand position stressors.

Principal 2 They better have thick skin I guess be strong in yourself. Know who you are as a person.

Principal 6 I think they need to be very aware of the time demands. That is one piece. I think the other is to recognize, to get to know your learning style and interaction style.

Principal 8 Be vulnerable. Be open. Understand your shortcomings and work toward improving those...

Coupled with the self knowledge piece was advice to find a mentor to help with the clarification of events and processes.

Throughout the interview process, a sense of ambiguity threaded participant responses. This ambiguity was classified as an overlapping theme, crossing into the job performance areas as well as the job experience realms of the principalship. The struggle to deal with contradiction and to make sense of disparate circumstances is termed Dissonance. A few examples of the dissonance female leaders in this sample experienced are recaptured here:

Principal 1 *I am experimenting more this year with reprimands and I've had some real hard conversations with some veteran staff.*

Principal 3 *As a principal, I try to keep my staff a balance of male and female as far as my leadership goes, and I've had so many disappointing situations with males...I'll be darned if I ever hire another male...*

Principal 4 *...and we work until we have consensus. I would doubt that people would challenge a man who had done this much as they feel they're entitled to challenge me about this. I'm a pretty direct person.*

Principal 6 *I am lucky enough I didn't become a high school principal until the kids were almost in college...Even being an AP, I knew I missed some things, and there was time away and I wish... Those are important times.*

Principal 12 *I think it's a balancing act. I think it's definitely balancing between teacher needs, student needs and parent needs...*

The above serves to further illustrate the need these women felt to align seemingly opposing demands of the job with realistic performance tasks. Principal 1 had to come to terms with how to discipline staff while maintaining a harmonious working relationship with her staff, and her uneasiness in performing job duties. Principal 3 had to reconcile her lack of trust of male co-workers based on previous issues of work ethic she had encountered with male co-workers. Her dissonance was in melding an effective administrative team to accomplish job goals, realizing that men and women do make balanced work teams. Principal 4 felt she worked harder to achieve consensus with her staff than a male leader would have worked. Yet, she described herself as “directive.” Some of her difficulty could possibly have been her counter gender style of being directive. She met dissonance in job performance activities. Principal 6 reminisced about the time her administrative work pulled from family time, a dissonance of experience. Principal 12 spoke to the balance required to meet position demands.

As noted previously, themes came forth as related and entwined. If another figure were to be used to depict the relationship between Theme 6, Self Knowledge and Theme 7, Dissonance, it would be based on the relationship between Chaos Theory (Wheatley, 1999) and the sciences. It would show they symbiotic relationship between dissonance and self

knowledge. Self knowledge served as the anchor for these female secondary leaders as they dealt with dissonance, Self knowledge was the guardian of these women's mental well being. Garnered from Interview Question 14, responses from Chapter 4 are summarized briefly:

Principal 1 *I would say for them to be themselves.*

Principal 2 *They better have thick skins..know who you are as a person.*

Principal 3 *...I guess you have to be yourself.*

Principal 4 *I think people really need to think carefully about these jobs.*

Principal 5 *I would say first of all they need to be strong...know yourself and what you can and cannot do...*

Principal 8 *...Be real...admit your mistakes.*

Principal 12 *...be confident in their own beliefs.*

Self knowledge resonated in these women's stories as the stabilizing link in handling dissonance.

One of the research questions addressed the role of "courageous risk taking," generally considered a masculine style trait. Risk taking behavior manifested itself in four principals' life stories. Principal 2 was encouraged by one of her supervisors to take the risk of presenting staff development to her peers as a teacher, and later, as an assistant principal. Principal 4 was hired to design and implement a new school program in her district. Principal 8 left her home state to accept a principalship in Colorado, and Principal 7 worked as one of the first female stock brokers for a firm on Wall Street. Principals 4 and 8 engaged in risk taking behaviors that were directly related to their present principal positions, while Principals 2 and 7 had experiences that were not directly related to their current principal positions. It should be noted that becoming a secondary leader is, in itself, taking a tremendous personal risk. Themes 3, 4, 6 and 7 speak to risks that accompany the position.

The study revealed that these female secondary principals were aware of the impact that counter gender masculine style traits had on their followers. They perceived differences in the way peers and followers perceived them as leaders compared to their male colleagues

in like job positions. This research project presented, through these women's stories, experiences that were gender specific. An analysis of their stories revealed that these women, indeed, experienced leadership differently. It showed that most women in this study were aware of the impact gender had on their job performance and on how they experienced leadership as a phenomenon. The project's importance is grounded in the pursuit of gender equality, a quest that continues twenty-nine years after the 1972 passing of Title IX of the Civil Rights of 1964.

Recommendations

As leadership skills can be taught, leadership development classes can be adjusted to specifically address needs of females aspiring to the secondary principalship. As a result of this project the following are recommended for additional consideration, future research, and leadership training:

1. Women in graduate leadership programs should be taught how to use a range of styles suitable for use in secondary leadership positions. This repertoire of styles could buffer women against follower reactions to a limited style range. Graduate programs should emphasize studies in style ranges and interaction styles.

2. School districts and universities should conduct evaluative studies of the components of mentoring programs for women entering the secondary principalship. This should be done to ensure those programs provide instruction on leadership styles and style impact on followers and peers. Mentoring must go beyond the support or networking that is often needed for women to be considered for promotions. A successful mentoring program would be thorough enough to enable female secondary leaders to survive the district politics of changes in boards of education and superintendents.

3. Qualitative studies or case studies of the leadership experiences of female secondary principals who entered the position by non-traditional paths, paths different from

the traditional teacher, or other school personnel path could be interesting. Such research could validate or discredit the value of the traditional teaching experience, school personnel path to the principalship.

4. An evaluative study of how well minority females are supported in suburban school districts could lead to information on the type of support minority females need in suburban districts. More and more minority female candidates are sought by suburban districts, but are there support systems for them or mentoring programs available to sustain them as they take the risk and move into areas where they may be the “first” female of color in a leadership position in a district?

5. Studies of women’s experiences as they develop in the secondary principalship would be helpful. What are the problems that principals face in years one to three? How is the experience different in years four and six. What can females anticipate based on others’ experiences, as they remain in the secondary principalship beyond year six?

6. Studies of how and where female principals feel safe to talk about their experiences would give insight into the work environment of districts. Many principals in this sample, whether consciously or not, found the interview time cathartic. The interview gave them an opportunity to vent and to sort unresolved past and present issues. What structures and venues are available for female principals to debrief? Does the district’s mentoring program provide that outlet?

7. Studies on how women make decisions about the principal positions they accept would be valuable. Sometimes in the exuberance of being offered principalships, women are not discerning enough to investigate the culture of a district to be sure the job matches their work style or personality.

8. Principal 11 stated, “Women have to work more delicately with other women. It’s harder for women to support other women because of their lack of confidence.” Principal 11’s observation could lead to a study of the effect of female leadership on female followers

in the secondary principalship. Again, significant findings of such research could have implications for leadership training for female secondary principals.

9. This study should be replicated to determine whether the model of the Seven Themes is a pattern in female secondary leadership. Is this model generalizable to a larger sample?

This project should spur additional research in leadership. The subject (Bennis, 1999) remains a fascinating one in the United States. As noted previously, (Helegesen, 1995; Kanter, 1993) there is a need to continue to study women in leadership positions, and specifically, women in the secondary principal position. Leadership positions in education (Chase, 1995) continue to be male dominated while the profession itself is peopled with females. If we are to gain equity in the profession, our stories must be sought and told again and again until our voice is heard.

Ending this project is a mixed blessing, likened to completing the reading of an interesting book. As the book becomes part of us, the pleasure of reading it ends. That pleasure is, once again, regained as we begin reading another book. This project has become an indelible part of me; yet, it is doubtful that my future research projects will ever capture me as completely as this one has.

REFERENCES

- Apple, M. & Bean, J. (1995). (Eds.). The case for democratic schools. Alexandria, VA: Association for Supervision and Curriculum Development.
- Bancroft, N. (1995). The feminine quest for success. San Francisco: Berrett-Koehler Publishers.
- Barth, R. Improving schools from within. (1990). San Francisco, Jossey Bass.
- Bass, B. M. (1985). Leadership and performance beyond expectations. New York: The Free Press.
- Bass, B. M. (1981). Stodgill's handbook of leadership a survey of theory and research. New York: William Morrow and Company, Inc.
- Belenky, M. (1986). Women's ways of knowing the development of self, voice, and mind. New York: Basic Books, Inc.
- Bennis, W. & Townsend, R. (1995). Reinventing leadership. New York: William Morrow and Company, Inc.
- Bennis, W. (1999). Managing people is like herding cats. Provo, Utah: Executive Excellence Publishing.
- Bowers, D.G. & Seashore, S. E. (1966). Predicting organizational effectiveness with a four factor theory of leadership. In J. L. Pierce & J. W. Newstrom (Eds.). Leaders and the Leadership Process. (pp. 212-217) Chicago: Austen Press.
- Brandt, R. (1992). On rethinking leadership, a conversation with Tom Sergiovanni. Educational Leadership. 49 (5), 47-48.
- Burns, J. M. (1978). San Francisco: Harper and Row. Coffey, A. & Atkinson, P. (1996). Making sense of qualitative data complimentary research strategies. Thousand Oaks, California: Sage Publications.

Chase, S. E. (1995). *The work narratives of women school superintendents*. Amherst, MA: University of Massachusetts Press.

Clandenin, D.J. & Connelly, F. Michael (2000). *Narrative Inquiry: Experience and Story in Qualitative Research*. San Francisco: Jossey Bass.

Coffey A. & P. Atkinson (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage Publications.

Conger, J. A. & Kanungo, R. N. (1987) Toward a behavioral theory of charismatic leadership in organizational settings. In J. L. Pierce & J. W. Newstrom (Eds.). *Leaders and the Leadership Process*. (pp. 212-18). Chicago: Austen Press.

Conley, D. T. (1993). *Road map to restructuring*. Ann Arbor, Mi: Cushing and Malloy Press.

Conoley, J. C., Impara, J. C. & Murphy, L. L. (Eds.). (1995). *The twelfth mental measurements yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements.

Covey, S. R. (1990). *The seven habits of highly effective people*. New York: Simon and Schuster.

Creswell, J.W. (1998) *Qualitative inquiry and research design choosing among five traditions*. Thousand Oaks, CA: Sage Publications.

Davis, K. (1996). A study of personality types and leadership styles of women administrators in the South Carolina technical college system (Doctoral dissertation, University of South Carolina, 1996). *Dissertation Abstracts International*. 57-03 A, 0940

Davis, T. I. (1996). The ways administrators work: a study of the theoretical frames of leadership used by female and male secondary school principals in Pennsylvania (Doctoral dissertation, Temple University, 1996). *Dissertation Abstracts International* 57-06 A, 2287.

Deming, W. E. (1986). *Out of the crisis*. Cambridge, MA: Center for Advanced Engineering Study.

Dunlap, D. M. & Schmuck, P.A. (Eds.). (1995). Women leading in education. New York: State University of New York Press.

Eagly, A. H., Karau, S. J. & Johnson, B. T. (1992). Gender and leadership styles among school principals: a meta analysis, Education Administration Quarterly. 28 (1), 76-102.

Eagly, A. H. Johnson, B. T. (1990). Gender and leadership style: a meta analysis. In J. L. Pierce & J. W. Newstrom (Eds.). Leaders and the Leadership Process. (pp. 48-56) Chicago: Austen Press.

Edson, S. K. (1988). Pushing the limits the female administrative aspirant. Albany: State University of New York Press.

Elam, S. & Rose, L. (1995). The 27th annual Phi Delta Kappa/Gallup polls of the public's attitudes toward the public schools. Phi Delta Kappa 77 (1), 41.

Elias, J. M. (1996). Leadership practices favored by Hispanic and non-Hispanic urban public school principals. (Doctoral dissertation Colorado State University, 1996). Dissertation Abstracts International, 59-05 A, 1409.

English, F. W. & Hill, J. C. (1990). Restructuring: the principalship and curriculum change. Reston, VA: National Association of Secondary School Principals.

Ferguson, K. (1984). The feminist case against bureaucracy. Philadelphia: Temple University Press.

Gailpin, T. (1996). The human side of change. San Francisco: Jossey Bass. Inc.

Glasser, W. (1990). The quality school. New York: Harper Collins.

Glickman, C. D. (1993). Renewing America's school a guide for school based action. San Francisco: Jossey Bass, Inc.

Grant, B. (1996). Transformational leadership of principals of a mid size school district in Colorado. (Doctoral dissertation Colorado State University, 1996). Dissertation Abstracts International, 57-07A, 2756.

Gregg, D. L. C. (1997). Leadership attributes of female administrators in Georgia technical schools (Doctoral dissertation, University of Georgia, 1997). Dissertation Abstracts International, 58-03A, 1127.

Hanson, M. E. (1996). Educational Administration and Organization. Boston: Allyn and Bacon.

Helgesen, S. (1995). The web of inclusion. New York: Doubleday.

Helgesen, S. (1990). The female advantage: women's ways of leadership. New York: Doubleday.

Henkin, A. B., Wanat, C. L. & Davis, J. H. (1996). Social skills of principals: a profile in context. Journal of School Leadership. 6, 339-422.

Hersey, P. (1988). Situational leadership. In J. L. Pierce & J. W. Newstrom (Eds.). Leaders and the Leadership Process. (pp. 112-113)

Hill, M. S. & Ragland, J. C. (1995). Women as educational leaders opening windows, pushing ceilings. Thousand Oaks, CA: Corwin Press.

Howell, J. M. & Avolio, B. J. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: key predictors of consolidated business unit performance. Journal of Applied Psychology. 78 (6) 891-902.

H Tyler, L. R. (1992). Leadership styles of secondary and elementary school administrators in selected Kansas public schools as related to gender and selected demographic variables. (Doctoral dissertation University of Kansas, 1992). Dissertation Abstracts International 54 -01A, 0043.

Jackson, Anthony W. & Davis, G.A. (2000) Turning Points 2000. Educating Adolescents in the 21st Century. Teachers' College Press, New York, New York.

Kanter, R. M. (1993). Men and women of the corporation. New York: Basic Books.

Kanter, R. M. (1983). The change masters. New York: Simon and Schuster.

Kanter, R. M. (1977). Men and women of the corporation. New York: Basic Books.

Kirby, P. C., Paradise, L. V. & King, M. (1992). Extraordinary leaders in education: understanding transformational leadership. Journal of Educational Research. 85 (5) 303-311.

Kirkpatrick, S. A. & Locke, E. A. (1991). Leadership: do traits matter? In J. L. Pierce & J. W. Newstrom (Eds.). Leaders and the Leadership Process (pp. 43-47).

Komives, S. R. (1991). Gender differences in the relationship of hall directors' transformational and transactional leadership and achieving styles. Journal of college student development. 32 (2), 155-165.

Kouzes, J. M. & Posner, B. Z. (1987). The leadership challenge. San Francisco: Jossey Bass, Inc.

Lentz, M. B. (1996). Transformational leadership of principals in a district grounded in shared decision making. (Doctoral dissertation Colorado State University, 1996. (All copies destroyed in the flood in 1997. Dr. Charles Porter has a copy).

Levine, D. U. & Lezotte, L. W. (1990). Unusually effective schools. Kansas City, MO: National Center for Effective Schools and Research Development.

Lewis, A. & Fagenson-Eland, E. (1998). The influence of gender and organizational perceptions of leadership behaviors: a self and supervisor comparison. Sex roles. 39, (5/6) 479-502.

Lincoln, Y. & Guba, E. (1985). Naturalistic inquiry. Beverly Hills, California: Sage Publications.

Marshall, C & Rossman, G. (1995). Designing qualitative research, Thousand Oaks, CA: Sage Publications.

Merriam, S. B. (1988). Case study research in education a qualitative approach. San Francisco: Jossey Bass.

Mertz, N. T. & McNeely, S. J. (1994). How are we doing? women in urban schools. Urban Education. 28 (4), 361-372.

Moustakas, C. E. (1994). Phenomenological research methods. Thousand Oaks, CA: Sage Publications.

Nogay, K. & Beebe, R. (1997). Gender and perceptions: females as secondary principals, Journal of School Leadership, 7 246- 266.

Pasteris, P. J. (1998) Investigating the differences in leadership styles and effectiveness between male and female public high school principals in Illinois. (Doctoral dissertation, Northern Illinois University, 1998) Dissertation Abstracts International, 60-03A, 0641.

Patton, M. O. (1990). Qualitative evaluation and research methods. Newbury Park, CA: Sage Publications.

Perez, C. A. (1998). Real and ideal personal leadership traits of principals as perceived and preferred by principals and teachers in selected south Texas schools. (Doctoral dissertation Texas A&M University at Kingsville and Corpus Christi, 1998) Dissertation Abstracts International, 59- 09A, 3310.

Peters, T. J. & Waterman, R. H., Jr. (1982). In search of excellence. New York Warner Books.

Pierce, J.L. & Newstrom, J.W. (1995). (Eds.). Leaders and the leadership process. Chicago: Austen Press.

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H. & Fetter, R. (1990). Transformational leaders behaviors and their efforts on followers' trust in leader satisfaction, and organizational citizenship behaviors. In J. L. Pierce and J. W. Newstrom (Eds.). Leaders and the leadership process.(pp. 223-228)

Regan, H. 13. & Brooks, G. (1995). Out of women's experience creating relational leadership. Thousand Oaks, California: Corwin Press.

Rubin, H. J. and Rubin I. S. (1995). Qualitative interviewing the art of hearing data. Thousand Oaks, California: Sage Publications.

- Sagor, R. (1992). Three principals who make a difference. Education Leadership. 49 (5), 13-18.
- Sergiovanni, T. (1994) Building community in schools. San Francisco. Jossey Bass, Inc.
- Sergiovanni, T. (1990) The principalship a reflective practice perspective. Needham Heights, MA: Allyn and Bacon.
- Sergiovanni, T. (1991) Value added leadership: how to get extraordinary performance in schools. New York: Harcourt Brace Javanovich.
- Shakeshaft, C. (1995). Forward. In D. M. Dunlap & P. A. Schmuck (1995). (Eds.) Women leading in educational administration. Newbury Park, CA- Sage Publications.
- Shakeshaft, C. (1989). The gender gap in research in educational administration. Educational Administration Quarterly. 25 (4), 324-337.
- Shakeshaft, C. (1987). Women in educational administration. Newbury Park, CA.: Sage Publications.
- Sigford, J. L. (1995). Self-determinants of success by the women who are head principals of high schools in Minnesota (Doctoral dissertation, University of Minnesota, 1995, Dissertation Abstracts International, 56-11 A, 4236.
- Southwick, R. B. (1998). Antecedents of transformational, transactional, and laissez-faire leadership (Doctoral dissertation, University of Georgia, 1998). Dissertation Abstracts International, 59-06B, 3107.
- Smith P. & Smits, S. J. (1994). The feminization of leadership. Training and Development. 48 (2) 43-46.
- Stodgill, R. (1948). In Stodgill's handbook of leadership a survey of theory and research (1981). (Ed.). B. M. Bass. New York The Free Press.
- Tannenbaum, R., Weschler, I. R. & Massarik, F. (1961). Leadership and organization a behavioral science approach. New York: Mc Graw Hill Book Company.

Tepper, B. J. & Percy, P. M. (1994). Structural Validity of the multifactor leadership questionnaire. Educational and Psychological Measurement. 54 (3) 734-744.

Wheatley, M. J. (1999). Leadership and the new science. San Francisco: Berrett-Kochler Publishers.

Williams, Joan (2000). "What Stymies Women's Academic Careers? It's Personal." The Chronicle of Higher Education. December 15, 2000 Volume XLVII, Number 16 p. B10

Yukl, G.A. (1981) Leadership in organizations. Englewood Cliffs, N J: Prentice Hall.

APPENDIX A

Colorado State University Human Research Committee
 Application to Use Human Subjects (H-100, Rev 7/99)

**Colorado State
 University**
 School of Education
 Fort Collins, Colorado 80523-1588

Complete Part A and Part B. On separate pages, list all questions from Part C and respond to each as applicable. Part C should be replicated on your computer. For full review protocols, return the ORIGINAL (with original signatures) and 11 copies (each with all attachments except proposal/dissertation/thesis) to Regulatory Compliance, 410 University Services Center. Assistance is available on our web page at <http://www.research.colostate.edu/regulatory>.

PART A. COVER SHEET

 New Protocol Resubmission

1. Project Title:

2. Principal Investigator (PI):

3. Telephone:

4. Department:

5. E-mail:

6. Co-Principal Investigator:

7. Telephone:

8. Department:

9. E-mail:

10. If Co-PI is a student, is this project for a: Thesis Dissertation Neither
 (Attach thesis/dissertation prospectus, abstract, or methodology chapter.)

11. Date project activity to begin:

12. Will this project be supported by external funds?

 Yes (answer 13-15) No (go to signatures)

13. Funding Agency (attach proposal or methodology section):

14. Grant/contract number:

15. Proposal deadline:

As the PI submitting this proposed research and signing below, I agree to conduct the research involving human subjects as presented in the protocol or modifications to it and as approved by the Department and the Human Research Committee; to obtain and document informed consent and provide a copy of the consent form to each subject unless this is waived by the HRC; to present any proposed modifications in the research to the HRC for review and approval prior to implementation; to retain records for the mandated lengths of time; and to report to the HRC any problems or injuries to subjects.

PI Signature: _____

Date: _____

Department Chair/Head or Acting (circle which) Signature

My signature below confirms that I have read this protocol and approve of this research.

Signature: _____

Date: _____

PART B. ATTACHMENTS

Indicate those included for this protocol.

_____ Advertisements or posters

_____ Telephone scripts or other recruitment scripts

_____ Consent form(s), including parental permission and child assent for minors (model form available)

_____ Cover letter(s), on departmental letterhead, include main elements of informed consent, with faculty signature

_____ Letter(s) from counselors/specialists itemizing credentials, on letterhead

_____ Letter(s) of agreements from organizations, on letterhead, with original signatures

_____ Instruments/tests/photos to be used; note if purchased or provide documentation allowing use

_____ Debriefing materials

_____ Principal Investigator's current résumé **if** one is not currently on file with the Regulatory Compliance Office

_____ Proposal copy or methodology section (only one copy)

OR

_____ Thesis/dissertation prospectus, abstract, or methodology chapter (only one copy)

I think this qualifies for the following type of review:

Exempt Category number _____ Expedite Category number _____ Full

Office Use Only:

Tracking number: _____

Type of Review: Exempt Expedite Full Category # _____

FDA: Yes No

Elapsed time:

Other:

Revised 7/99; supercedes all other versions

Part C. Protocol Information

Objectives

1. The purpose of this study is to explore differences in leadership style attributes or traits of successful female secondary principals and the development of their leadership styles through their stories.

Human Participants Description

2. Public school districts located geographically in Colorado's Front Range area.
3. Ten to twelve participants will be interviewed and tape recorded. Stories from three at the middle school/junior high level and three from the senior high level will be detailed in this study.
4. Participants will be female secondary school principals who have been assigned to their present school sites three to five years.
5. Letters will be sent to Directors of Human Resources and/or Directors of Secondary Education asking for participants who meet the needed characteristics. The researcher will telephone those whose names are forwarded to her.
6. Attached.
7. See Number 4 above.
8. N/A
9. N/A
10. N/A

Procedures to be followed with participants (Methodology)

11. School sites in Front Range Colorado school districts
12. Feminine and masculine leadership traits in female secondary school principals: caring/concern; democratic/participatory; connective/relational; authoritative/directive; justice/fairness; risk taking
13. The researcher will take notes and will tape record participants' responses.

14. The total interview time will be two to three hours. Questions are attached.
15. A tape recorder will be used.
16. Participation is voluntary. Participants will have the option to withdraw from this study at any point.
17. N/A
18. Participants will be allowed to debrief at a final session with the researcher where she presents the dissertation chapters detailing the findings, results, and recommendations for future study. This session is a voluntary one for participants.
19. N/A

Risks to participants

20. a. no known risks b. no known risks c. no known risks
d. no known risks e. no known risks
21. Participation in the study is voluntary.
22. The researcher considered using psychometric instrument in a quantitative study; however, a review of literature revealed that no significant differences in leadership attributes appear using quantitative measures.
23. N/A

Benefits to participants

24. Participants may learn that their experiences are not unique thus eliminating feelings of isolation often associated with being female in the secondary principalship.
25. Female secondary principals in other locations may benefit as described in Item 24.
26. The study may help eliminate gender barriers in secondary school leadership in education.
27. N/A

Consent Procedures

28. Participants will receive copies of the letters originally sent to the Directors of Human Resources/and or Directors of Secondary Education describing the study. They will also receive follow up letters after an initial phone call.

29. Attached.

30. N/A

Confidentiality

31. Participants in this will be assigned the descriptors Principal 1, 2, and 3 at the middle school level and Principal 1, 2, and 3 at the high school level.

32. Once this study is completed, data will be locked and stored with the principal investigator for 3 years after which time, it will be destroyed.

33. Audio tapes will be stored in the same manner and disposed of as well.

34. See the above

35. N/A

APPENDIX B

Human Subjects Approval

**Colorado State
University**

Office of Regulatory Compliance
Office of Vice President for Research
and Information Technology
Fort Collins, CO 80523-2046
(970) 491-1563
FAX: (970) 491-2293

MEMORANDUM

TO: Charles Porter, School of Education, 1588

FROM: Celia S. Walker, Administrator
Human Research Committee

SUBJECT: PROJECT APPROVAL
Title: Factors Influencing Female Secondary Principal's Leadership Practices.
Protocol No.: 99-306H
Funding Agency: N/A
Funding Agency Deadline: N/A

DATE: February 21, 2000

I am pleased to inform you that the above-referenced project was approved by the Human Research Committee on February 2, 2000 for the period February 2, 2000 to February 2, 2001 with the condition that the attached consent form is signed by the subjects and each subject is given a copy of the form. It is the investigator's responsibility to obtain this consent form from all subjects. *NO changes may be made to this document without first obtaining the approval of the Committee.* **Approval is for 12 female secondary school principals.**

A status report of this project will be required within a 12-month period from the date of approval. You will be sent a reminder approximately two months before the protocol expires. The Principal Investigator will report on the numbers of subjects who have participated this year and project-to-date, about problems encountered, and provide a verifying copy of the consent form or cover letter used. The necessary form (H-101) is available from the Regulatory Compliance web page (see below). Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.

It is the responsibility of the investigator to immediately inform the Committee of any serious complications, unexpected risks, or injuries resulting from this research. It is also the investigator's responsibility to notify the Committee of any changes in experimental design, participant population, or consent procedures or documents. This can be done with a memo which completely describes the changes and their consequences (new consent form or cover letter, or altered survey instrument, for example). Students serving as Co-Principal Investigators may not alter projects without first obtaining PI approval. The PI is ultimately responsible for the conduct of the project.

This approval is issued under Colorado State University's OPRR Multiple Projects Assurance M-1153-01 issued August 1, 1996. If approval did not accompany a proposal when it was submitted to a sponsor, it is the researcher's responsibility to provide the sponsor with the approval notice.

Please direct any questions about the Committee's action on this project to me for routing to the Committee.

Additional information is available from the Regulatory-Compliance web site at www.research.colostate.edu/regulatory/

Attachment
xc: Ann Simpson/Applewhite w/attachment

Colorado State University

School of Education
Fort Collins, Colorado 80523-1588

COLORADO STATE UNIVERSITY INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

TITLE OF PROJECT: Factors Influencing Colorado Female Secondary Principals' Leadership Styles

NAME OF PRINCIPAL INVESTIGATOR: Charles Porter, Ph.D.

NAME OF CO-INVESTIGATOR: Ann Simpson Applewhite, M.Ed.

CONTACT NAME AND PHONE NUMBER FOR QUESTIONS/PROBLEMS:
Charles Porter (970) 491-6289
Ann Applewhite (303) 659-5716

PURPOSE OF THE RESEARCH: The purpose of this research project is to explore differences in leadership style attributes or traits of successful secondary principals and the development of their styles through their stories.

PROCEDURES/METHODS TO BE USED: You will be interviewed for approximately two to three hours using a tape recorder for the data collection. At the end of the project, the researcher will conduct a brief voluntary exit summary session where you will receive the findings, results, summary and recommendations sections of the dissertation. The time for the exit briefing is included in the total time and will not be tape recorded.

At the end of the project, data will be stored with the principal investigator for a period of three years before it is destroyed. Tape recordings made during the interviews will be destroyed at the end of the three years.

Subject Initials _____ Date _____

page 1 of 2

RISKS INHERENT IN THE PROCEDURES: There are no known risks to this project. It is not possible to identify all potential risks in research procedures, but the researcher has taken reasonable safeguards to minimize any known and potential, but unknown risks.

BENEFITS: Participants may gain insight into the nature of the leadership challenges they have encountered by their participation in the study.

CONFIDENTIALITY: During the research project, all researcher notes and tape recordings will be maintained at the researcher's home office. Participants will be known as "Principal 1 Middle School, Principal 1 High School," etc. in this study. Succinct demographic descriptions of the school districts and school sites will be provided in the text of the research should this information be pertinent to emerging research findings.

LIABILITY: The Colorado Governmental Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury.

Questions about subjects' rights and responsibilities may be directed to Celia S. Walker at (970) 491-1563.

PARTICIPATION: Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

Your signature acknowledges that you have read the information stated and willingly signed this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 3 pages.

Subject Initials _____

Date _____

Participant name (printed)

Participant signature

Date _____

Witness to signature (project staff)

Date _____

Subject Initials _____

Date _____

APPENDIX C

Letter Requesting Nominations for Participation

**Colorado State
University**
School of Education
Fort Collins, Colorado 80523-1588

March 13, 2000

Dr. Superintendent

Poudre R-1 School District

Dear Dr.

I am a doctoral student in the School of Education in the College of Applied Human Sciences at Colorado State University. I am beginning to collect data for a research project leading to the completion of my dissertation and would appreciate your help.

The focus of this research project is the development of leadership styles and/or leadership traits of female secondary principals. I plan to interview principals about their work. Their time commitment would be two to three hours. The interviews will be tape recorded, and principals will not be required to respond in writing.

I am requesting that you help me with the selection of the population for the study by giving me the names of female secondary principals who meet the qualifications listed below:

1. Be a principal in the same middle/high school for the past 3 years or more.
2. Work in a shared decision making environment where staff and parents are involved in school decision making and goal setting.

Principals' anonymity, during and after the completion of this study, is guaranteed.

Please feel free to share this letter with those whose names you forward to me. I will telephone those whom you suggest. Please find enclosed a follow up letter I will send each principal and an Informed Consent Form each will need to sign. Upon completion of the study each participant will receive copies of the findings, results, and summary sections of the dissertation in a debriefing session.

Thank you for your help. If you have any questions please call me or the Principal Investigator (my dissertation advisor) at the numbers listed here: Ann Applewhite (303) 659-5716 or (303) 655-4001; Dr. Charles Porter (970) 491-6289.

Sincerely yours,

Ann Simpson Applewhite, M.Ed.

Charles Porter, Ph.D.

Co-Investigator

Principal Investigator

APPENDIX D

Researcher's Perspective

My interest in women and the principalship began early in life after having several strong African American female principals in elementary school. However, the impact of those women leaders was not fully realized, and may never be fully realized, until much later. As this qualitative research project has taught me, meaning comes in layers, layers that need to be peeled back to the core through continued reflection. Sometime from now, there will undoubtedly be additional layers to unravel and examine as this researcher's ability to understand broadens and deepens.

If anyone were to ask me what plans I have now that this project has been completed, I could only reply that I must begin to learn again using the framework for structuring meaning that came to me as I worked on this project. Understanding that structure is nowhere near complete.

The project has been, in some ways, synonymous with my work in education. The work never ends; it is simply put aside for awhile and resumed after a physical separation of a night, a weekend, or a week. Often, that separation requires discipline. Unlike work, one is never physically separated from learning and seeking meaning.

APPENDIX E

Transcription of Exemplar Interviews

1

Principal 2:

I taught 16 years all junior high, language arts and physical education plus anything else I was assigned. Science teacher... I've sort of done a lot of things. Then became assistant principal here in our second year. I only did that for two years because the gal that was principal who opened the building got a tumor, had to have surgery, left, and never came back. So I was the interim principal and became principal. So this is five, six, seven years, seven actually.

2

Principal 2:

91% Caucasian, very white here. Middle class, absolutely. About 6% Hispanics compared to the other demographics. A sprinkling of Asians, native Americans, and Blacks. We really don't have a lot of diversity, which I think is unfortunate. Very middle class. We do have where you drove in from, a couple of very nice, expensive, upper scale neighborhoods. One over there and one west of Taft. So those are pretty affluent, better than middle class. But

then everything else is middle class housing , and we only have one trailer park so it's about as middle as you can get.

Pretty high achievement levels from kids, much as I hate the CSAP labeling or whatever, we got an "A" because we have scored pretty well. We're pretty close to the 80% proficiency rate. So that is our goal, to get the 80% because we're very close to it. We have very supportive, involved parents. Kids who mostly plan to go to college. In that sense we have lots of kids on the honor role, then not much in the middle, and then kids that we struggle to figure out how to engage them, how to motivate them.

4

Principal 2:

There's two that come to mind. Unfortunately, they're negative happenings that I hoped would turn into positive things. We've had a number of suicides, student suicides in this school. We've had two. And just watching the impact on kids of course, but also staff, and parents. It's just huge. Fortunately, I'm a very proactive person who believes in paying attention to details and having plans in place ahead of time. Thank goodness I had taken the time to create a crisis response plan. And had done some additional reading just because they were starting to talk about it, late 80s and early 90s. And I thought, yeah, it would be something we should have in place. So we did have it, have used it, and it's been as effective, I guess, as it can be when you're having to respond to those kinds of situations. And the hysteria that comes about. Then trying to prevent contagion suicides and dealing with all those emotions. And dealing with staff who may or may not feel guilty. And kids who

question why I should have been nicer to him or her. Or I'm glad he killed himself. All that stuff. I don't know if you've been through that before or not.

Ann:

Not since that student death at a high school, car accident.

Principal 2:

Anyhow, it's been hard. And real close to a student suicide, one of our staff member's father killed himself and he had subbed a lot in the building. So it was like all this emotionally charged stuff. You don't realize how much it takes from you when you are constantly giving to other kids. The staff felt that way, so drained.

That's one thing. The whole notion of dealing with crisis. Being able to be calm, and have a plan and follow it. Who does what? How you delegate? How you deal with the media..., that really changed me and how I look at the world. And, of course, thinking of Columbine and whatever we've had around. We've had to confiscate several guns, some bomb threats. Just dealing with that whole security of the school, the safety aspect. So that's one.

The other... I'm just so a believer that we need to have the teachers in the building really care about kids, know their subject area, and do an effective job with kids. And if not, then it is my job to either influence them to change or get them the heck out of the building, so they're not damaging kids. I have worked with several different staff members, unfortunately not successfully in getting them to change, but I did get them out of the building. In a way that establishes a reputation, a tone in the building of- hey, you don't do what you're supposed to

do, you'll get called on it and it will become very uncomfortable. It was an unpleasant experience, been sued once already. It brought it home to me about how important that is. It positively affected the environment after the people are gone, which is really interesting, both for kids and for staff.

I'd say those are probably the two most profound things that I've dealt with.

5

Principal 2:

Very collaborative. I can certainly be directed when I need to be, but I need to get a lot more into a team kind of a sense. We do operate with teams in this building, rather than the department structure that secondary schools traditionally operate on. We're a junior high still, so it's a little in between here. We still have some of the middle school philosophies but we are a junior high school. Our ninth graders are working for high school credits and do high school athletics. So it's sort of a weird setup. But I'd say we very much have to connect to the district mission and the standards. Beyond that, we work with our team leader in our group. Lots of input from people on decisions. That's site based as much as they allow us to be. That, too, is influx where it's sort of like we're site based when it's convenient. Which is sometimes very irritating when all of a sudden there's this decision, and it's like, well, wait a minute, I thought we were a site based system and now you're telling us that we're going to do this.

4

Principal 2:

...working with teachers does. How to teach kids and have a good learning environment. I'd say also hiring people, I really take that very seriously. I think that's the most important decision we make. Actually, that would be part of the answer to the last question, too. Getting the right people to start with and I involve a site team in doing it. I never interview by myself. So that's an important part of the collaborative world.

I'd guess I'd have to say, too, I've worked with four different principals. Watching the different styles of people helped me a lot in developing my own and what I thought would work. I'm not afraid to be directed when I need to be. Confront things that need to be confronted. Really pay attention to all the details. Very much a hands on administrator. I just think that's important. Then you know what's going on. You don't have to check with a lot of people. Sort of keep your thumb on the pulse.

7

Principal 2:

Oh, yes. In fact, two in particular are in my head. They weren't teaching what they were supposed to be teaching -- at all -- not even close. And some days they were doing things that were totally inappropriate. Especially for the age level, not to mention the curriculum. There have been other people, too, that have responded when confronted with -- this is what I'm seeing or these are complaints we're getting from parents, or how does this relate to the standards or your curriculum? So I've been very direct with people about that. The ones I was

unsuccessfully able to motivate to change, like I said I was able to get them out of the building.

8

Principal 2:

One in particular who was not only not really teaching the curriculum, but very unfair to kids in grading, would lose work, would call kids names, put kids down. Very unacceptable -- no respect to kids. When kids wouldn't respect her, she had a lot of discipline problems of course in that situation. Then she would expect all this support from here, and yet she was setting the kids up, basically. It's the only room in our building, we're ten years old, that she was in where kids punched the wall. We actually had holes in the wall because they were so angry and they didn't know what to do with it. They wished they could punch her, frankly. So, lots of meetings, working with PEA, working with the administrative building, working with personnel to finally come to some kind of resolution attending parent meetings. That's always a tough one when you don't really feel you can defend the teacher...

Five, six inches worth of documentation in a year. Notes on everything. Witnesses at meetings. It was very unpleasant. That's what convinced me more than ever -- hire the right people to start with. Don't let anybody get past probationary third year if who you don't really think is a good, strong teacher. I have such a strong feeling about that now. And, of course, it concerns me now that we're not getting as many qualified candidates.

9

Principal 2:

I'll give a specific example this time. The language arts department as we're working on standards, of course for the CSAP, every single person just felt that it was so important to get six trait writing, and the Griner training, so they all did that as a whole group. I've encouraged department meetings. They ended up liking the idea so much they've actually done little retreats together to specifically work on how they're going to teach the standards and who is going to do what in what areas and what can we agree on for like vocabulary reinforcement... It's been really fun to see them come together as a group. I wish I could say that was happening with math. We're having a real battle with the math department. That's a nonsuccess story, but we're working through it and we actually delayed a decision about changing some of what we're offering until we all can at least feel we're on the same page.

Ann:

Specifically, how did you work through the rewarding situation?

Principal 2:

Again, just meeting with them, being very much an active part of the discussion. Of course, having been a language arts teacher, that was a natural. And fortunately, they accepted a lot of my input. I think they respect that I know what I'm talking about. And I made sure I understood the new materials, and I've gone to meetings like when they were selecting the new textbooks. I've gone to their department meetings when they're presenting on the new textbooks, supplemental material. So I really have tried to keep myself apprized of it, actually

in pretty much detail. Not just an overview, but to really know what it is they're working with and how they're working with the kids now.

Supporting my staff development, always -- any time they want to do that kind of training, to support that.

11

Principal 2:

Where I was mentored? To some extent, the principal who encouraged me to become an administrator was somewhat of a mentor. We never really had, like, major sit-down conversations, but he -- I don't know if he pushed as much as he supported. I'm a true, lifetime martyr. And I'm one of those, I could have had four masters before I got one because I had so many hours but never thought to put it together into a program. He always supported me doing whatever's effective teaching stuff with Madeline Hunter, or like when they started doing systematic training to evaluate teachers' work -- whatever that would be. He actually had me do staff development with people in the building, which felt real risky to me. But, I think it was really a growth opportunity for me and made me feel comfortable with that. Yeah, I'd say he did that for me.

12

Principal 2:

First of all, he had known me since I was in high school because he'd lectured to my high school and he ended up being principal of a junior high where I was teaching. And I think it was because he was encouraging me to pursue administrative. We both had coached and shared a real love for athletics. We would talk about that kind of stuff. Because he was a very easygoing, people kind of person, I felt a very good rapport with him. I trusted him. Sort of a father figure, in a way to me, although he's not old enough to be my father. We're still in touch quite regularly. His daughter ended up doing a practicum with me. That sort of made another little bond connection. It just seemed very natural.

13

Principal 2:

Not really, because I have faced very different things from what he dealt with. He's retired now, close to 10 years ago. And certainly he and I have talked about some things. There was one time when I called him just to say I need your perspective on this. Give me some advice. But beyond that, no, because it's so different. It's really changed in the last ten years in the kind of things we're dealing with and the level of dysfunction of some families. The very different things we're seeing in special ed. That we never saw before. I guess I've relied more on my boss for those kinds of things. Maybe I should have mentioned him earlier as somewhat of a mentor to me. Because I don't pretend to have all the answers. In some ways I still feel like I'm a novice at this. It doesn't feel like it's been that long. Actually I sort of surprised myself- it must be seven years, because it doesn't seem like it to me. And we've had so many different things to have to deal with. But I do call him and ask him what's your perspective, what do you think. Here's what I'm thinking. Do you think that will work? So that has been very helpful to have him also.

14

Principal 2:

They better have thick skin. I guess be very strong in yourself. Who you are as a person. I do think women have to work harder at it and better at it than some of the men to avoid criticism. I don't know if that's totally a founded comment or not but that's my opinion. I absolutely believe the old boys' network is still very much alive and well. I don't want to start an old girls' network either... But I guess that is true, if you're strong and you do confront in whatever, then all of a sudden you're labeled with the "b" word. If a guy did that, it would be like -- he's got balls. Although, I think because I taught here first and I had a lot of peers on staff that I taught with, not just here but at another school, I had a little bit different level of respect. And that they wanted me to be the administrator in the building and trusted me to do some things. And understand that it's just a different role. Although I have to say it has very much changed the relationship. I don't socialize with them like I used to. There's very much a change in that role. I have become "they." I knew it would happen eventually. It took a few years. Once you make enough decisions that affect different people, it's just part of the evolution as I see it in the role of administrator.

I know -- sort of the flip side though, is I think that women do bring some other pieces to the table that men maybe have to work a little harder at. And that is this -- not innate, I don't like the stereotype, because I certainly don't fit the norm as far as female -- but just that the collaboration aspect, trying to, like, mediate something of the win-win concept, instead of the win-lose. Even though I'm a competitor, I'm an athlete, have been, I don't just go there and don't always land on the athletic analogies or whatever. I don't have any size to intimidate or threaten people. I think you have to have real substance to what you're doing.

I think we pay a lot more attention to some of the details than the men do. I think some men let things slide. Again, I'm not trying to generalize or stereotype, but I am basing that on what I have observed. In this job and with assistants and/or with other principals and how they do or don't pay attention to things. And just don't attend to some things that I think are pretty critical to a smooth running, well-oiled sort of an operation.

15

Principal 2:

I guess that I might find it disconcerting that there are so few women in administration considering the huge amount in teaching. It bothers me that a lot of men, in particular, will teach two, three years and zip zop, they're an administrator and have never understood what it's like to be a long term teacher first. They don't have that perspective. I'm not sure why more women don't pursue it, although it's such a huge commitment for time and energy -- so if people have families, oh, my gosh. Then you're being forced to make choices. Since I don't have kids, I don't have to worry about that. It's not an issue for me. So, I'm here every night until late. Not a big deal. Or, I come over on the weekends to play catchup on the paperwork. I'm not hurting anybody, and I don't have to feel guilty. So, I do think for those who choose it, you really need to know what they're looking at and it's very different from teaching and what you deal with on a daily basis.