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The Professional Principal
Case Narrative

Introduction

It takes a special kind of determination and savvy for a woman to climb the ranks from vocational teacher to high school principal, particularly in a profession fraught with obstacles arranged randomly on an unlevelled playing field.

Public school administration has traditionally been such a profession. It has been known to favor coaches and members of the "good old boy" network over credentialed, and otherwise competent, candidates in filling its ranks. Masculinity and social connectivity seemed to be held in the highest regard when it came to promotion. Many thought these to be discrete prerequisites to the principalship. One local female administrator reflectively commented on this network.

A: I think, unfortunately,
and I do think it is changing:
education is like a lot of other
areas, there is a good, old boy
network out there. A lot of the
time . . . , it is who you know,
and who they know they can depend on;
because so many males have gone
into administration

These were the same kind of observations and questions that engaged and intrigued one enterprising home economics teacher named Patricia, as she thought about her own future in education: (Appendix H, C1 Doc 1, Lines 75-90)

P: As a part of that, I noticed that we
did have, at the time, administrators
in roles who were not necessarily
certified. So, part of that
prompted me to think [that] well, we
have people in roles who are not fully
certified or licensed

It wasn't that Patricia was unhappy teaching, it was just that she felt a need to expand herself professionally. She was possessed of an ardent and self-improving spirit, which insistently prodded her personally and professionally.

Background and Experience

As a wife, mother, and home economics teacher, Patricia had already attained status and prestige in what many would call the "female world". She traveled with and supported her husband in his career endeavors, raised one child, and earned a very credible teaching reputation. She felt accomplished in that world and had "enjoyed those aspects of her life very much". However, as her child matured, she felt an internal

professional prodding. Patricia began to explore her options in education. (Appendix H, C1 Doc 1, Lines 53-66)

P: I was thinking that gee,
the field of education
is really flat in terms of
opportunities for advancement.

So, that is part of why I
wanted to pursue that
Master's degree. [I wanted]
to be able to open the doors
for some additional growth.

So, the more I grew, the more I began
to see that there are other options
available; however, not necessarily
[options] for a female.

In her optimistic manner, Patricia decided to pursue a career in school administration aspiring to the position of principal. (Appendix H, C1 Doc 1, Lines 92-95)

P: At the time I did not notice other
female role models in those
positions, but I thought it was
indeed possible

A risk-taker at heart, Patricia remained undeterred by gender and experiential obstacles, understanding from the outset that achieving the position of high school principal would be a formidable challenge. (Appendix H, C1 Doc 1, Lines 100-104)

P: I will tell you that I thought that it
would be an uphill battle because I
was fully aware that there were not
other females in the field

The transition into administration, for Patricia, was one guided by the ideas and ideals of the profession itself. These would, in time, come to be the defining elements of her professional leadership style.

Professionalism was important to Patricia: she knew having the appropriate knowledge, the appropriate experiences, the appropriate competencies, and the appropriate attitudes were all necessary to garner credibility, something which was crucial to career advancement in a profession where women were disadvantaged.

After setting a course of action, Patricia began immediately obtaining the necessary credentials--knowledge and training. The Master's degree admitted her into the ranks of administration, and the Doctorate certified her leadership authority by granting her the privilege and title of being Dr. Patricia Parks.

Patricia's experiences increased her credibility and solidified connections with the "boys". By serving as an athletic director as well as assistant principal, she was able to negotiate the administrative playing field learning the rules while simultaneously developing a sense of sport.

In addition to her school experiences, Patricia was active both in the community and in her profession. She extended herself beyond the local-school level to participate professionally, constantly availing herself of opportunities to connect with the larger culture of education.

Complementing her activities was Patricia's enthusiastic attitude. To each experience and activity, Patricia brought a caring and "can do" attitude that demonstrated a commitment to what the profession was all about. (Appendix H, C1 Doc 1, Lines 160-162)

P: You can't lose sight of what is the best for kids. That is what we are here for.

It was just these attitudes and activities that earned Patricia her first appointment as principal of Hillside Junior High School. Here, Patricia sharpened her leadership skills, developed a good relationship with the community, and continued with her professional activities, only now in the position of principal. It was not long before she was promoted to the position of principal of Hillside High School, a prestigious suburban high school of about thirteen hundred students. It was within this environment that Patricia's leadership skills matured into the professional style it is today.

Defining the Professional Style

Patricia's appointment to Hillside High School provided a context within which her administrative skills could flourish. Patricia carefully prepared herself for the leadership role required of a principal. In addition to fulfilling course work requirements, she participated in activities and assumed responsibilities, which would develop her leadership skills. (Appendix H, C1 Doc 1, Lines 106-111)

P: In college, I was president of my professional club and organization. When I was pursuing my master's degree, I took an active role in organizations that would lead to advancement as an administrator.

As Patricia engaged herself in these experiences, she identified with the administrative profession. Career success came to Patricia as she continued to identify with the social norms and performance expectations of public school administration. It was through perfecting this identification that the foundation of Patricia's leadership style developed, a professional style sanctioned by the administrative profession.

A professional principal is one who identifies with the social norms and performance expectations of public school administration. It is a style

composed of two primary processes: piloting people and promoting the school program.

Piloting People

It is the first of two primary processes associated with Patricia's administrative style. It is defined as steering people towards goals that support the common mission. More specifically, it concerns presenting a principal persona, creating connections, and encouraging excellence within the school organization.

Promoting the Program

Promoting the program is the second primary process associated with Patricia's administrative style. It is defined as publicizing school objectives, activities, and achievements. More specifically it concerns valuing the organizational vision, advancing the goals of the organization, and subscribing to service through one's profession.

Forming the Style

When the highest aspects of occupational commitment come forth as piloting people and promoting the program, the professional administrative style is formed. This style is an occupational exemplification of the prototypical high school principal and is unique to Patricia.

The professional principal, an idealistic model often described and espoused by professional associations, personifies the manner in which principals should behave in the conduct of their administrative affairs. It is after this model that Patricia patterns her own administrative actions and against which she measures her performance as a principal.

The personification of the professional style is motivated by a strong desire to present the school organization in the highest regard. By holding up its activities and achievements as distinguished accomplishments, the principal as well as the staff create opportunities to feel pride and honor.

Piloting People

Piloting people is the first of two primary processes associated with Patricia's professional administrative style. It means steering people towards the goals that support the common mission.

Guiding people towards the organizational goals is probably the most important activity a principal undertakes. Like a captain charting a course, the principal steers the organization towards its objectives. She is responsible for the school's success or failure through management of the people. (Appendix H, C1 Doc 1, Lines 1203-1209)

P: As a leader, I want my boat to
float when I am not there. And,
one of the best things I can do

for my troops is to help them gain
and build the confidence that they
can handle it if I am not here.

Piloting people consists of three secondary processes. They are presenting the persona, creating connections, and encouraging excellence.

Presenting the Persona

Presenting the persona means putting forth the image of a professional principal. It is the first of three secondary processes that are associated with piloting people.

Patricia believes, as a principal, that it is extremely important to present one's self in a manner sanctioned by the administrative profession. In presenting oneself, it is not only important to "look" and behave like a principal, but also to have prepared oneself by acquiring principal skills and abilities.

There are three processes associated with presenting the persona. They are creating, projecting, and maintaining the professional image.

Creating the Professional Image

Creating the professional image is the first tertiary process associated with presenting the persona. Creating the professional image means to form a persona that actualizes the highest tenets associated with an occupation. During this process, Patricia constructs a principal image using leadership characteristics and traits--skills, attitudes, and behaviors, which are held in esteem by the educational profession and by the culture within which the profession exists.

Patricia identified with leadership characteristics such as assertiveness, confidence, enthusiasm, and mutual respect. These qualities come to life in Patricia. She incorporated the look, the language, and the behavior modifying the image slightly to suit her own school environment. Two subprocesses support the construction of this image: identifying and forming.

During the identifying and forming processes, knowledge, skills, attitudes, and behaviors associated with the position of principal are identified and adopted as personal behavioral patterns. These processes probably took root early in Patricia's education career. She became knowledgeable about the administrative culture as well as the skills and practices that are highly regarded by the profession. These included good communication and group process skills, task management skills, sound budgetary practices, human resource management skills, and curriculum supervisory skills. Patricia learned about professionalism through understanding the values that define the administrative culture.

There are five processes associated with creating the professional image. They are acquiring knowledge, acquiring training, fashioning appearance, upholding professional principles, and upholding professional practices.

Acquiring knowledge. Acquiring knowledge means simply to obtain information. It is the first quaternary process associated with creating the professional image. In order to be successful, it is necessary to possess information about a wide range of topics associated with a profession.

Within the confines of Patricia's office hang the symbols of her educational accomplishments: degrees from the universities where she studied, certificates, and pictures. Obtaining credentials is extremely important to developing one's professionalism.

P: I pursued the Master's degree. That is why I pursued taking the courses, so I would be certified and licensed.

Patricia went on to earn a doctorate in educational leadership because it was important to her that she be properly prepared in the highest manner honored by her profession. These credentials evidence Patricia's accomplishment in school administration and augment her professional credibility; however, it was her training that offered opportunities in application.

Acquiring training. Acquiring training means simply to obtain preparatory instruction and experience. It is the second quaternary process associated with creating the professional image. Training allows aspirants to practice implementing knowledge and skills in an occupational context similar to the one in which they expect to work.

Patricia's training took place on the job. After serving as a coordinator for adult education, Patricia received her first administrative school assignment as junior high assistant principal and athletic director at Valley View Junior High. It was in this assignment that Patricia gained first-hand experience with directing athletics and other student activities, including the management of student discipline.

From Valley View, Patricia went on to become principal of Hillside Junior High School where she honed her skills in community relations. As principal, it was important to build strong parent and business community connections which would, as it turned out some years later, serve her well in her next appointment as principal of Hillside High School.

As principal of Hillside High School, Patricia continues to focus on her own professional growth, taking advantage of many local and national training opportunities. For Patricia, there are always more things to learn and more ways in which to grow.

In addition to acquiring knowledge and training, Patricia believes acquiring the appropriate look is also important. "Dressing for success" means acquiring the appropriate professional appearance.

Fashioning appearance. Fashioning appearance means to adopt the look and spirit of a profession. It is the third quaternary process associated with creating the professional image. Appearance is the outward look or the coming together of physique, clothing, makeup, accessories, and accouterments. Appearance is a priority for Patricia because it is an

essential part of portraying professionalism. (Appendix H, C1 Doc 1, Lines 607-610)

P: I think the leader needs
to dress in a
professional manner
again as a role model.

Patricia presents a well-manicured appearance. She is carefully groomed, well dressed, and fashionably coordinated. Suits are her clothing preference. Although small in stature, Patricia is physically proportionate. This creates a visual impression that is attractive.

Patricia enhances her personal representation with the accouterments that surround her, particularly those found in her office. Symbols of the profession of education adorn her office including a little red schoolhouse, a collection of apple bric-a-brac, books, and some university alumni keepsakes. Symbols of achievement are also present: degrees are neatly framed and displayed on the walls. Pictures, yearbooks, plants, and flowers represent connections to humanity and nature.

Patricia's spirit weaves together and thus unites the different aspects of her appearance. It is the living force or vitality within people that makes them who they are. Patricia's spirit is what one colleague refers to as "high energy", and it shows forth through her voice and body language.

Patricia usually walks and moves with a quick and steady pace. The briskness is particularly evident as Patricia travels through the school overseeing school operations. Patricia's voice is clear and strong. The tonal quality and linguistic style, combined with her body language, reflects self-confidence and inner direction.

Complementing her education, training, and appearance are Patricia's attitudes toward herself and her work. Together these attitudes comprise the principles and practices that govern Patricia's behavior.

Upholding professional principles. Upholding professional principles means simply taking on an ethical orientation and perspective towards oneself and one's role. It is the fourth quaternary process associated with creating the professional image. Upholding principles affiliates one with colleagues through the expression of common ideas and ideals. It also acts as a basis upon which to make decisions and, also, as a governor in working with people.

There are four fundamental principles Patricia adheres to in her role as a high school principal. They are optimism, truth and honesty, loyalty, compassion, and courage. These attitudes are the axes around which her professional image is created. The most easily recognized principle of the four is Patricia's optimism, which is reflected daily in the smile on her face.

Optimism. Optimism means possessing a tendency to look on the more favorable side of something or to expect the most favorable outcome of events or conditions. It is the first quinternary process associated with upholding principles. Optimism is a salient principle that is

present in Patricia's interactions across all types of settings. It creates a positive energy field, which sustains Patricia. Aware of this quality within herself, Patricia very succinctly describes it in the following passage. (Appendix H, C1 Doc 1, Lines 615-621)

P: Positive, I consider myself the proverbial optimist; my glass is always half full. And, believe you me, it does need to be, because you are presented with lots of things that can drain that half-full glass. So, I think being optimistic is a good way to be.

Optimism gives Patricia balance in dealing with the many emotional situations she encounters as a principal. It tempers her actions and attitudes so they are proportionate to the situations she faces. Extremes are moderated with common sense and practicality. Nothing seems impossible to deal with when a positive outlook, where possibilities are limitless, buttresses one against unforeseen odds.

Perhaps optimism comes naturally to Patricia because she is also guided by another important set of principles, truth and honesty.

Truth and honesty. Truth and honesty together mean fair and free of deceit or fraud. It is the second quinternary process associated with upholding principles. Patricia believes that truth, honesty, and good will always prevail. This principle guides her behavior in judging what is right and wrong, what is good and evil, and what is just and unjust. Truth and honesty are set points below which behavior should not fall. Patricia, however, is not naïve: If behavior is erring, Patricia has faith that good will eventually triumph, which reflects her optimism.

Optimism, truth and honesty are joined by another principle, loyalty. Loyalty is the third principle that supports the creation of Patricia's professional image.

Loyalty. Loyalty is faithfulness. It is the third quinternary process associated with upholding principles. To Patricia, loyalty is faithfulness to the mission and to the people committed to the mission. To exhibit loyalty means to be of sound character, exhibiting trustworthy and honest behavior. Patricia is loyal to her staff, and she sees that as related inextricably to honesty and truthfulness. (Appendix H, C1 Doc 1, Lines 358-374)

P: Now, that [being loyal to my staff] does not mean that I have to compromise integrity or honesty or anything like that. I do try to be honest and truthful. See, I think that is a part of being loyal.

I think that when you cannot be

direct and honest and truthful with people, that is doing them a disservice.

Sometimes we have to be honest and direct in a very delicate way. That is, having some degree of empathy for their position. But, nonetheless you can still be direct and honest.

As stated above, Patricia believes being truthful requires "delicacy" and "empathy", which together presume compassion. Compassion is the third principle that Patricia regards highly.

Compassion. Compassion is a feeling of sympathy for someone struck by sorrow; it is usually accompanied by a desire to alleviate that suffering. It is the third quinternary process associated with upholding principles. Patricia demonstrates much compassion for people who are "weaker" than she is either emotionally or intellectually. She will defend and protect those over whom she has charge, particularly those in lower status positions.

Such was the case with the secretaries who were, before Patricia's arrival at Hillside, given too much work outside of their position descriptions. Patricia remedied this situation by reassigning tasks to other members of the staff. She continues now to monitor vigilantly the secretarial work assignments, protecting them from responsibilities beyond their job titles.

Patricia defends the weak in spirit. The school's custodian cannot always remember things; this is true of some of the district maintenance workers as well. Patricia uses a soft questioning approach with them to help them focus on the tasks they need to accomplish. She states it very simply.

P: Ames was custodian over at the junior high I try to ask a lot of questions to clarify; but, I do that for a reason. I don't know whether you picked up on that, because lots of times people need that to remind them of what they are doing.

This subdued approach to providing direction circumvents power struggles and conveys feelings of professional care and interest. Patricia feels this managerial approach is far more effective than being authoritarian.

In order to be compassionate, loyal, truthful, and optimistic, an individual must have courage. Courage is the last process associated with upholding professional principles.

Courage. Courage is defined as possessing a state of mind that supports one's ability to face difficulty, danger, or pain. It is the fourth quinternary process associated with upholding professional principles. Patricia believes that administrators need to be strong in

reading people's behavior, seeing beneath the surface. In so doing, they then must exhibit courage to manage the situations which they see.

And, I do think you have to be a strong person though to be able to read those dynamics. That is what I have read, and I say that in an objective way. You can't be afraid of situations either.

Courage, compassion, honesty, truthfulness, loyalty, and optimism are the principles that together create an attitudinal basis for Patricia's behavior. This behavior is demonstrated through practices, which support the creation of the professional image.

Upholding professional practices. Upholding professional practices is the fifth quaternary process associated with creating the professional image. It means standing up for accepted occupational rules of conduct or action. The value of upholding practices lies in the process of reaching for highly desirable states of conduct. Patricia maintains four practices, which she espouses in her role as principal. They are staying healthy, managing change, maintaining balance, continuous learning, and achieving success and satisfaction.

Staying healthy. Staying healthy means maintaining a sound body and mind, free of illness or disease. It is the first quaternary process associated with upholding practices. Patricia believes staying healthy is essential to good leadership.

P: I think being of good health, healthy body, healthy mind, healthy attitude are important.

Staying healthy contributes to the positive energy necessary to sustain a principal through all of her responsibilities. (Appendix H, C1 Doc 1, Lines 650-654)

P: Did I say that the leader needs to have positive energy levels? I think that when you are implementing changes as I have, it does require a high level of energy.

Patricia believes a high level of positive energy is required to manage change. Managing change is the next process associated with upholding practices.

Managing change. Managing change means to handle reorganization and reformation. It is the second quaternary process associated with upholding professional practices. Patricia sees herself as a principal who brings about change. She refers to herself as a "change agent". In the following passage, Patricia speaks about the importance of this role in being a principal. (Appendix H, C1 Doc 1, Lines 514-523)

P: I have shared with you that I viewed

my role as somewhat of a change agent in that when I came into each of these schools, there were some major things that needed to be defined by the leadership.

Coming in and getting a handle on those things requires a hasty estimation of the situation.

Patricia tempers her inclination to initiate change, however, with sensitivity to timing. She understands that change is a process that must be nurtured. This can be seen clearly in her comment about her all-male administrative team.

P: But, you see in this building with the administrators who have been here, they have never worked with a woman [principal] before. So, that's really different for them.

And, I have had to be aware and come around slowly in a way that they can be accepting.

Managing change and staying healthy are essential to living a balanced life. Maintaining balance is the next process associated with upholding practices.

Maintaining balance. Maintaining balance means equalizing the distribution of time and energy among many facets of one's life. It is the third quinternary process associated with upholding practices. Patricia strives to extend this practice into the many and varied aspects of her life. She gives her all to her work when she is working. When she is not working, she enjoys her family and her hobbies.

P: Yes, and let me tell you, I don't give it all to the job; because when I am at home, or when I am doing the things that I really enjoy in a different aspect of life, I focus on that too.

And, for example, I enjoy cooking, I enjoy doing yard work and having flowers. I enjoy decorating, creating, and taking things that are not much of anything and making something out of them.

So, I have a creative side which I enjoy very much.

Maintaining balance, staying healthy, and managing change are joined by another important process which contributes to upholding positive practices. That process is lifelong learning.

Lifelong learning. Lifelong learning means to continue acquiring new and different ways of thinking and doing. It is the third quinary process associated with upholding practices. Patricia considers herself a perpetual student. She turns stumbling blocks into steppingstones by distilling all negative experiences into lessons in living. In referring to the power outage in the school, Patricia speaks to this process in the following passage.

P: I have not been here in the past when we have had a major little messy like this today. I am glad I was here. I think, ahm, it was a real learning experience.

Patricia takes responsibility for her learning. In the following passage, she speaks about this to two business teachers, in reference to developing computer skills.

P: I have taught myself everything I know, and I will probably have to teach myself that [too].

Patricia's interest in lifelong learning is important because it equips her to grow towards being successful. Achieving success and satisfaction is the last process associated with upholding professional practices.

Achieving success and satisfaction. Achieving success and satisfaction means to achieve fulfillment. It is the fifth quinary process associated with upholding practices. Patricia speaks to the importance of obtaining satisfaction from her job using an investment analogy.

P: In other words, in any job you do, you make an investment. It is like putting money in the bank. If you don't get a return on that, you don't keep putting your money in that bank. You go where you get a higher interest or higher rate of return.

Well, I am lucky in that I get a high rate of return. It gives me a good feeling to know that I make a difference in my work with kids and with the community.

If I didn't, I would not continue doing it. I think that I am very lucky that I was able to find that this was a role that I would like to do.

Achieving success and satisfaction, managing change, lifelong learning, maintaining balance, and staying healthy are the processes Patricia strives to uphold in her administrative practice on a daily basis. Together with her ethical principles, these practices form ideals towards which Patricia aspires.

Practices, principles, appearance, training and knowledge together support the creation of a professional image. Once the image is assembled, it is projected to support the primary process, piloting people.

Projecting the Professional Image

Projecting the professional image means to move the persona into the environment and into relationship with others. It is the second tertiary process associated with presenting the persona. When Patricia projects her principal persona, there is a distinctive quality about it. One colleague affectionately refers to that quality as "coming on strong".

This quality of "coming on strong" during projection occurs because the image is no ordinary image. It is an aura of vibrant competence and commitment that has energy and direction, an image that sets a standard and has influence; an image that approaches, in the highest professional terms, a professional paragon.

There are two quaternary processes associated with projecting the professional image. They are being visible and available and investing time and energy. Patricia uses these two processes to effectively project her principal image into relationship with her staff and community.

Being visible and available. Being visible and available means being prominently accessible. It is the first quaternary process associated with projecting the professional image. Patricia is the kind of principal who is socially oriented and who enjoys the value and esteem participation in collective activities affords. In her lively and spirited fashion, she is consistently visible and available both in her school and at district and professional activities.

Walking Hillside High regularly enables Patricia to see and be seen. When making contacts with staff, Patricia is usually checking on the status of something or paying compliments for some job well done. Staff members who see her feel free to approach her usually to share information or to make an appointment to discuss something later.

As she manages by walking around, Patricia delights in seeing things run well. One afternoon on her way back from eating lunch with the students and staff, Patricia was stopped in the hallway by a district office supervisor who was visiting in the building. He remarked how smoothly things were going and jokingly asked, "Why is a principal needed in this building?" Patricia beamed with pride.

High visibility, though, is what Patricia believes keeps things running smoothly. She values it for the opportunities it creates for role modeling desirable behavior while monitoring for undesirable behavior. She is constantly reminding everyone that visibility is a priority. She includes it on the agenda of many faculty meetings as well as her administrative team meetings.

When Patricia is not otherwise engaged on location in the building, she is easily and readily available in the office--by telephone, walkie-talkie, or in person. Only when Patricia is otherwise engaged with someone else are people made to wait. Patricia's assistant principals and guidance staff frequently come by or call her to come to their office to discuss concerns that arise. Patricia is very responsive and does not mind the interruptive and unscheduled nature of their requests.

In addition to being visible and available during school hours, Patricia also makes herself available after school. In fact, she attends almost all of the after-school activities. Possessing a strong collegial spirit, she enjoys interacting with the students, parents, staff, and community members to share school life with them. "Her school family is important to her" reports one of her colleagues; and this is the reason only important unresolvable conflicts keep her away from football games, concerts, parent meetings and the like.

Patricia's high visibility and desire for affiliation extend outside her local school community to district and regional activities. She follows her athletic teams as they compete and attends many district and regional meetings like the State High School League. She is active in her school district's affairs and is frequently asked to serve on district committees.

For Patricia, being visible and available is one of the enjoyable aspects of working as a high school principal; she delights in being with people amidst the activity. The only problem is that there is never enough time, which is the next process associated with projecting a professional image.

Investing time and energy. Investing time and energy means to devote long periods of interest and effort into one's profession. It is the second quaternary process associated with projecting the professional image. Time and energy are resources of limitation and for that reason their investment must be managed wisely. Patricia acknowledges that being a high school principal requires a significant investment of both of these resources.

P: . . . it does require a
high level of energy and
the willingness to make the
investment of time. Time is
essential,

In order to maximize her investment of time, Patricia uses a strategy called multitasking: the practice of doing several things at once. For example, when walking through the halls of Hillside, Patricia is making contacts with staff, monitoring student behavior, checking the facility, and preparing mental task lists for herself. When in her office, Patricia will often talk on the telephone while sorting through mail or signing off on requests. If multitasking yields multiple returns on time, is there a process, which multiplies returns on stamina and energy?

For Patricia, obtaining a high return on stamina and energy means maintaining good physical and mental health:

P: I think being of good health, healthy body, healthy mind, healthy attitude.

The time and energy investment is significant; but, for Patricia, it is sustained through the rewards of satisfaction.

P: I surely think the satisfaction that you get from what you do: your work certainly sustains you. It doesn't bring on the kind of drain that you would have if you did not look forward to what you do.

It is just this sense of satisfaction that Patricia receives from her work as principal that stands out in her projection of the professional image. It is also what maintains that image once it is projected.

Maintaining the Professional Image

Maintaining the professional image means to support and sustain the persona across situations and contexts. It is the third tertiary process associated with presenting the persona. Patricia vigilantly supports and monitors her professional image. If she detects that it is ineffective in achieving her objectives, she adjusts it until it is effective.

In order to monitor effectively, Patricia must attend to four important processes that protect and preserve her image. They are attending to credit, attending to status and hierarchy, and attending to symbols and language.

Attending to credit. Attending to credit means to take charge of the confidence and trust people invest in a person. It is the first quaternary process associated with maintaining the professional image. It is important to Patricia that people recognize her administrative effort because this significantly contributes to her reputation. In turn, these perceptions affect her credibility as a principal.

P: And so you have to instill that level of confidence and credibility with them that you are doing the right thing.

One of the ways in which Patricia attends to credit is by publicizing the positive things that occur at Hillside High School. She is constantly informing people about the exciting activities taking place at Hillside as well as about the achievements of the students and the staff. Patricia takes a great deal of pride in her association with Hillside and its people. Her pride shines forth in her recognition efforts.

Another way in which Patricia attends to credit is by knowing her staff well enough to know when to be similar to them and when to be different from them. She balances her differentness with her similarity to them in order to sustain her credibility. Otherwise, it might be compromised and her efforts to influence them undermined.

P: A good leader also has to be somewhat similar to yet different than the troops.

If you are too different, then it hinders your credibility with your organization. They might not take what it is you have to offer and go forward with that vision.

In attending to credit, Patricia connects with her staff and community in a friendly and positive manner. She works diligently to publicize the positive in order to preserve the image and reputation of the school as well as her own representation as principal.

Attending to status and hierarchy. Attending to status and hierarchy is the second quaternary process associated with maintaining the professional image. Attending to hierarchy means paying attention to the ranking and ordering of people or things in association, usually with regard to a group. Attending to status involves paying attention to standing, usually between two people or within a small group; it implies relative degrees of importance, esteem, or stature.

In terms of their meaning with regard to a professional image, status is relative and relational, while hierarchy is fixed and ordered. Patricia attends to both in relating to people.

Because standing is relative and dynamic, Patricia constantly monitors it. She monitors her standing in small group meetings and in one-to-one exchanges. As demonstrated in the analysis of her conversation with the superintendent, Patricia is sensitive to conversational exchanges and likes to stay "on top" even if she is lower in rank. Patricia notices whether she is leading or following in a conversation, an important aspect of maintaining status and of maintaining a professional image.

Patricia attends to status and hierarchy in two major ways. The first way is by paying compliments to people, a process that gives her superior standing in a conversation as demonstrated by the previous example. The second way is through the process of competing. Both processes clearly demonstrate Patricia's interest in staying on top in conversational standing.

Complimenting. Complimenting means to commend or praise someone. It is the first quaternary process associated with attending to status and hierarchy. Predominantly viewed as a positive connecting process between people, it, nonetheless, apportions conversational standing to the person paying the compliments.

Patricia uses this process proactively often to acknowledge and support the staff. Sometimes complimenting takes the form of a quick comment; at other times, it is quite elaborate. Sometimes Patricia compliments publicly and, sometimes, privately. In most instances, the compliment is specific to the recipient.

Patricia frequently gives compliments in faculty and staff meetings. In fact, she usually opens meetings with positive acknowledgments. In the following example, Patricia opens the meeting by acknowledging the teachers for their lovely classrooms.

P: I just want to tell you
how much I appreciate all of the hard
work that each of you has put forth
in getting the school year started;
as I have been around in all of the
classrooms, I can't tell you, your
classrooms look so inviting, I know
that you have brought plants from
home, you have gone out and bought
plants, you have put pictures and
some of them I know must have come
from your homes because some of them
are just beautiful. You have just
made your classrooms a very inviting
place for not only yourselves but
your students. I think your working
environment needs to be a comfortable
one for us as well as students
because we spend too much of our time
here. And when you are comfortable,
you just do a better job.

With this compliment, Patricia gains the attention of the faculty and takes control of the meeting. She proceeds in this positive manner as she introduces each new agenda topic.

Patricia often begins private meetings with compliments too. In one post-observation conference meeting, Patricia began by complimenting Mrs. Nolte, a math teacher (T), on her cooperative attitude in managing without a classroom. Mrs. Nolte has to travel from room to room, using a cart to hold her materials, in order to teach students. This is something most teachers hate to do.

T: All obstacles can be overcome.

P: That is the attitude this young
lady has; and I am really, really
appreciative of that attitude.
And, she did that last year with
her cart.

You know, most teachers are whiny.
I mean the veterans are always whiny
if they have to change rooms, because
they think they have a deed to the
property.

But, Mrs. Nolte never did do that.
She has her little creative
teaching cart with all the books

and references and all the little markers and props.

T: Students bring things by and decorate it too. Hopefully, I will have more things on the cart; it is kind of like my bulletin board.

Complimenting is a form of taking conversational control. It gives the person paying the compliment an elevated standing in the conversation because of the judgmental quality of the statement. Through giving voice to an opinion or observation, Patricia assumes a "one up" position with the teacher.

Compliments paid by the principal are quite powerful because of the combination of rank in terms of position and the standing in terms of the conversation. They become even more powerful when given as a conversation begins. Such was the case in the example above when Patricia assumed an initially powerful and positive conversational stance with Mrs. Nolte as the conversation opened.

The school staff seems to enjoy receiving compliments from Patricia. It is evident in the way that they receive the compliments. Their faces brighten, and they will acknowledge the compliment by adding to it, citing evidence of further accomplishment, just as Mrs. Nolte did. Sometimes, they respond to the compliment by returning a compliment to Patricia.

Complimenting is a strategy that when used effectively ingratiates Patricia to her staff and strengthens her professional image. In addition to complimenting, Patricia uses another process to preserve her image. That process is called competing.

Competing. Competing means to contend or vie for position. It is the second quaternary process associated with maintaining the professional image. Although clearly rank is not a competitive issue for Patricia, in terms of position as chief administrator in the school, relative standing can be. Therefore, maintaining standing requires Patricia's constant attention. When someone challenges her standing, Patricia negotiates her position and a subtle form of competition ensues.

Patricia believes that it is important to know people and understand the dynamics of being in relationship with them. This information is important to protecting her status. Some people have what she calls "mind-sets". She says, however, she has hers too. She uses that mind-set confidently to protect her standing with people.

In her local school organization, it seems Patricia's biggest challenge is negotiating her standing with her all-male administrative team, which she suspects does not like to take direction from a female. She suspects this may have something to do with the backgrounds each brings to their position. One member is a former principal; one member is a former military commandant; and one is an athletic director who has been in service for several years.

Patricia further senses that these men do not like team meetings. She notices that they are often quiet during the meetings neither volunteering information nor readily responding to her solicitations for participation or information.

Although the men may not like team meetings, Patricia sees these meetings as the primary vehicle for exchanging information and bonding the team. Also, meetings are a primary avenue through which to give direction, which is tantamount to coordinating school operations effectively.

P: Meetings are necessary to communicate what you want done. Now the other thing, the men are not used to anybody telling them how they want it done.

This mismatch in values sets the stage for negotiations about standing: issues of status and authority.

No shrinking violet, Patricia believes that she should address issues of authority head on, one at a time as they arise. She exhibits no trepidation in addressing these issues with the men either collectively or individually. Her style is to address her concerns in a timely, direct, and open manner. She demonstrates this in dealing with the power outage crisis which occurred one morning.

Patricia addressed an authority issue during an afternoon team meeting following a power outage crisis in the building. During the building evacuation, the administrative team members scattered to attend to their assigned crisis stations. The unforeseen nature of the power failure coupled with its elongated duration created a protracted period of confusion.

Each of the administrators was working with district personnel and firemen who had come to aid the school. The administrators were each simultaneously attempting to coordinate various constituents of their own support staff, teaching staff, and students, all of whom evacuated to the outdoors. Although everyone was communicating through the walkie-talkies, many miscommunications occurred. To further complicate matters, the power company could not restore full power simultaneously to all parts of the building. Thus, the evacuation lasted for a couple of hours.

Once the crisis in a specific area of the building was resolved and power restored, people began reentering the building. The assistants were aware of this and came in with them, attempting to maintain order. Patricia and the district supervisor took issue with this piecemeal reentry procedure. The building had not been officially approved for reentry or use. Students and staff were returning to their classes before official word was given that the building was safe. Patricia was extremely upset about this lack of coordination and teamwork.

Patricia, therefore, in the afternoon team meeting, expressed her displeasure with this situation. She said she would be the one to determine when staff may reenter the building after a crisis. She would

make the reentry announcement since she was the local school person in charge of the crisis.

In order to make this totally clear to her assistants, Patricia not only addressed it verbally in the administrative team meeting, but she also put it in writing. At the top of the "STAFF MEETING" agenda under staff meeting procedures, she placed, in capital letters and underlined, the following command statement: "DO NOT RETURN UNTIL MRS. PARKS GIVES WORD!"

In this example, it is evident that competing for status and control occurred within a crisis management context. Through the team meeting, Patricia indicated to her assistants that clearly she was the principal in charge of the building, which included reentry procedures. The heading on the meeting agenda was symbolic of both the intent and intensity of Patricia's expression of authority.

In another example of competing, Patricia engages her most newly hired assistant principal [AP], Marc Simon. Standing becomes the issue when both Patricia and her assistant engage in a one-upmanship contest regarding who can contribute the most correct facts regarding the State Literacy Test (SLT).

As this conversational segment opens, Patricia defines the issue. Quickly things escalate into a contest about who can supply the more accurate numbers and names of students. Neither Patricia nor her assistant wants to concede position with regard to defining the facts of the issue. They negotiate standing by interrupting each other and by seeking to voice the definitive and last factual word. He boldly, but politely, challenges her authority regarding the specifics about who needs to be tested. She maintains her ground by defending and introducing historical evidence. (Appendix H, C1 Doc 5)

P: Most of the kids coming in from the junior high who have not passed are special ed.

AP: Well, no they are not.

P: Well, they have been in the past.

AP: There are only two out of the seven who are special ed.

P: Well, they have been in the past.

Now, this is a different year. It's been around a little longer too. So, I don't know who they are now. I knew who they were coming in last year.

But, you say only two out of the seven are special ed.

AP: I think only two out of the seven

are actually special ed. Two of them

P: [cutting off AP] Nelson T. and

AP: Mike T. and he is exempt.

P: But, Mike has already been here.
He is not a new one coming in.

AP: Well, he is one of the seven.

P: He is a senior.

AP: Well, no he is not; he is a junior.

P: Well, he is supposed to be a senior.

AP: Supposed to be a senior; but he is
exempt since sixth grade--prior to
exemption.

P: Well, he wouldn't even have to take
it would he?

AP: No, we just found that out.

P: Okay, well, Bill Saylor has not
passed part of it, and he is special
ed.

AP: Well, then maybe that is the other
one.

P: And, he

AP: [cutting P off] But, two of them
are ESL; ah, U.P. Jimo and Rider.

P: Right.

AP: So, that is four and I think . . .

P: [cutting AP off] Well, the ones that
are ESL, they have extra time.

AP: They have three years; but we don't
want to wait until they are seniors.

P: No, uh, uh.

AP: Which would be the third year.

Certainly, there is more at issue here than the facts about the students who are required to take the SLT. What appears to be at issue is status: each participant's perception of his or her personal knowledge and

competence as an administrator. Both Patricia and her assistant are protecting their professional image. Unfortunately, however, it is this type of conversational competition which works against the very bonding Patricia desires for herself and her team.

Attending to status and hierarchy, and attending to credit and creditability, are joined by one other process in maintaining the professional image. That process is attending to symbols and language.

Attending to symbols and language. Attending to symbols and language is the third quaternary process associated with maintaining the professional image. Attending to symbols means employing the use of something, which stands for something else, to convey a message. Attending to language means employing the use of words to convey meaning; language is actually symbolic for concepts and concrete objects. Language and symbols allow people to represent something to themselves and others inasmuch as they carry shared perceptions, which convey meaning.

There are many symbols associated with school and learning. The apple, for instance, is a popular symbol associated with teaching and learning. Well-kept school buildings suggest good school administration, and attractive bulletin boards bring to mind student activity and involvement. Books imply learning while computers connote technology expertise. These associations reflect assumptions made when a symbol is present.

The apple is the symbol associated with Patricia because it represents her love of education and learning. In its optimal state, apples are "polished" in much the same way that Patricia maintains a polished presentation.

Collectively symbols contribute meaning to decor. When decor is associated with a person or an organization, it becomes a part of their image. Hillside represents Patricia inasmuch as Patricia represents Hillside.

Patricia demonstrates her concern for decor through her attention to the school building and grounds as well as her own office. Patricia likes things well kept all of the time but most especially when there are guests or special events.

In preparing for Back-to-School night, Patricia was very concerned that the lawn be nicely manicured. She arranged for some additional plants to be added to the front of the building. In addition, she wanted some painting finished in the front office. Advance preparations like this are always made for guests, whether they are parents attending Back to School Night or the superintendent making his school visits.

For Patricia, this is all just part of being a good hostess. However, it is also about preserving status in one's school, which is the principal's stronghold. When there are guests, these preparations are about attending to everyone's rank and position. In the following example, the impending visit of the superintendent demonstrates this point.

Honoring the superintendent's rank and status, Patricia makes the proper preparations. She likes the building to look presentable and operations to

be running smoothly. Towards those ends, Patricia alerts key personnel who assist her in making the best possible presentation. She alerts classes that might be visited, students who might be contacted, or staff members who need to make special accommodations. Patricia routinely alerts support personnel: the custodians who have responsibility for the cleanliness of the building and the food service people who should be ready to host lunch for a guest.

When the superintendent arrived one morning, Patricia met with him in her office, which subtly announces her rank and displays her personal and professional accouterments. Her room is neatly kept and contains pictures, a bookcase, file cabinets, and a coat rack.

Some of the symbols represent Patricia's commitment to education and her achievements: the framed degrees, university keepsakes, and symbols associated with education. All of these symbols convey messages about what is important to Patricia and indicate her status within the profession.

The last important symbol in Patricia's office is her large desk. The desk is education's power symbol. It is a popular symbol associated with authority in schools and in organizations. It is usually considered off-limits to others. Sometimes the size and construction of a desk are associated with power. The bigger, heavier, or better material the desk is made of, the more power and authority it connotes. Since Patricia's office also contains several chairs, she has the option of conducting meetings with or without the use of her desk and the flexibility to use it in a manner that strengthens or neutralizes the power it represents.

When she met with the superintendent, Patricia chose to sit behind her large desk while he sat in one of several chairs facing the desk. They discussed issues pertinent to Hillside High School. Although the superintendent clearly outranked her, Patricia preserved her knowledge and authority about the school and its community by holding court in her office, behind her desk, surrounded by her accouterments of status and achievement.

In addition to objects, which are readily recognized as symbols, language is also symbolic. On an obvious level, words represent things: the word "pen" is symbolic for the actual object, a pen. On a more complex level, words convey concepts: metaphors and similes carry symbolic meanings. Choice of words and language structure reveal things about people in much the same way that objects do.

As Patricia speaks, the words and the language structure she uses are often symbolic and carry meaning specifically targeted to her audience. For example, when Patricia speaks to men, she will often use words and activities commonly associated with the masculine gender (e.g., military, sports, and building).

During one administrative team meeting, Patricia spoke to her assistants about the importance of having flashlights during an emergency.

P: Because, you know it is like a lot of
tools, you need to always have a
place for it. And, it needs to be there

in the event of an emergency. You need
to know you can count on it.

Patricia chooses her words for their impact and meaning. Tools convey meaning to most men because building is a trade associated primarily with the masculine gender.

In another example, when speaking about her male assistants, Patricia uses two military terms: "boat" and "troops".

P: As a leader, I want my boat to float
when I am not there.

And one of the best things I can do
for my troops is to help them gain
and build the confidence that they
can handle it if I am not here.

In this example, Patricia refers to the school as a "boat" [which she is in charge of]. She refers to her administrative team as "my troops".

This example and the one preceding it about tools have two things in common. First, the two comments reference masculine activities. Second, both comments reference the male assistants in connection with "counting on something". In the first example, Patricia chooses to use a tool simile, which emphasizes "be there in the event of an emergency" and "you need to know you can count on it". In the second example, Patricia talks about counting on her assistants to be able to handle the school when she is not there.

In another quotation referencing her assistant principals, Patricia speaks about having the support of her assistants as their leader.

P: Because, once again, the leader
cannot do it all alone.

The leader has to have the troops
with him.

These examples may raise questions about Patricia's view of her assistants and their support for her as their leader. She is concerned that there is still bonding issues between the three men and herself. She also perceives that the men do not like receiving direction from a woman; she is the first female principal of Hillside.

P: The men are not used to
anybody telling them how
they want it done.

In the next example, Patricia is speaking to her assistants. The term, "troops", is used in this context to refer to the students:

P: I have put down here the visibility.
That continues to be a very important
thing. The more visible you are the

less likely the troops are to do things, and I just think that is a real key.

Patricia appears to apply the term "troops" to describe different groups of people over whom she holds positional authority. This conclusion is further evidenced by the last example in which Patricia refers to the teaching and support staff as "troops".

P: A good leader also has to be somewhat similar to, yet different, than the troops.

These military references are revealing in terms of their hierarchical, status, and combative/connective connotations. The military is a hierarchical organization where position often confers status. It is also an organization that engages in combat while at the same time fostering connections for solidarity in combat.

In the reference to students as "troops", Patricia could be inferring an adversarial association because students by their very nature as adolescents create supervision and discipline concerns. However, in the reference to staff as "troops", it is clear the association is connecting and protecting.

Nonetheless, there is a common theme throughout all of the references and it pertains to Patricia and her view of the school. She clearly views herself positioned over the students and the staff at the top of the local school hierarchy.

One final example further demonstrates Patricia's skill in using language to maintain status. Patricia is meeting with a male community member [R] whom she has known for several years. He has a strong interest in sports and uses a sports metaphor in attempting to persuade her to manage a scholarship opportunity he is offering to the school; he asks her to be the quarterback. When speaking with him, Patricia follows the metaphor he introduces by responding using sports talk.

R: I am over here to drum up interest in the National America contest. They have increased the take [money for winners]. We are hoping you will be the quarterback and

P: I will do that. I have a game plan in mind.

Patricia continues with the metaphor and explains, despite his protests, that someone else will be directly managing the scholarship--her halfback as she affectionately refers to her scholarship manager.

P: She is going to be my halfback on this one, okay?

R: I want to say something. I don't want to bitch, but [this is] not as

good as if you [would] do it.

The words here are symbolic representing issues of control and power as well as connectedness and combat. Patricia, as quarterback, directs the game plan and passes off to her halfback. Mr. R. is clearly not satisfied with Patricia's decision to involve the "halfback" staff member. He says he does not want to "bitch", which is an interesting choice of words speaking to a female principal.

In order to solidify her position, Patricia pulls a power move by sending for the "halfback" staff member [T] so she can introduce Mr. R. to her and "pass off" directly in his presence. As the conversation proceeds, Mr. R. eventually accepts Patricia's decision, thus losing his standing with regard to control over the issue.

Although Mr. R accepts the scholarship assignment outcome, at the end of the conversation he attempts to regain his conversational standing by paying Patricia a compliment. The compliment carries increased power because it refers to Patricia's appearance. Despite the flirtatious overtones, this compliment was probably delivered sincerely by Mr. R., albeit with the intent to regain standing.

R: Well, [winking] I told you, Patricia,
[note the reference to the principal
by her first name] you don't
look a bit worse to me than
you did when you were over at
Hillside Jr.

T: She has fared well.

R: As a grandfather, I can be more
Liberal [flirtatious] than some
other people.

P: That is all right Mr. R, you are
okay in my book too.

As you can see from the dialogue, the halfback staff member (T) reinforces the compliment. Patricia accepts the compliment and pays Mr. R one back: "That is all right Mr. R, you are okay in my book."

Two important things occur through Patricia's payback compliment. Superficially, by paying Mr. R a compliment, Patricia does not allow him to gain a superior standing to her simply by paying her a compliment. On a more complex level, however, Patricia must match the power inherent in the content of the compliment. She manages to do this with a subtle, flirtatious innuendo of her own. She replies to Mr. R that is he okay in her book too.

Note that in both conversational segments, Patricia "matches" with Mr. R. Matching is the ability to create commonality with people; it results in a very strong sense of rapport. During an exchange, Patricia is able to skillfully match voice tone, conversational content, and even body language. She can follow analogies introduced by a conversational partner

and effectively match with them developing affiliation while maintaining her status and control over the conversation.

As Patricia follows Mr. R's conversational lead, she uses the symbolism of language to protect her conversational status and thus maintain her professional image.

Patricia not only "matches" with men in attending to her standing, but with women as well. This last example which involves a very short exchange makes the same point, only with women. In addition, it demonstrates again Patricia's attention to maintaining a positive image through the use of language and symbols.

A brief conversation occurred one morning as Patricia encountered some mothers from the PTSA putting together the school newsletter. Seeing them in the lobby working, Patricia greeted them warmly with the phrase: "My, we have a full house down here!" Although "full house" is a common expression, which could be analogous to several different things, it is a fact that these women are mothers who have left their homes to come to the schoolhouse to do volunteer work. It is also a fact that Patricia is a mother herself and take a great deal of pride in her home and her family.

As the conversation continues, Patricia asks the mothers how they liked the school newsletter, which they were folding. Here, of course, Patricia is checking on presentation: the newsletter represents the school. It represents Patricia as well because she supervised its format and content. The conversation proceeds with a reference to Back-to-School Night and discussion ensues about décor for the evening. Patricia persuades the mothers to try to obtain a free flower arrangement for Back-to-School Night despite their attempts to persuade her to purchase one. Patricia concludes the conversation suggesting whom they might contact to secure the free flower arrangement.

Although it could be argued that the matching, attention, and building of connection are coincidental with the PTSA mothers, this type of argument would simply attest to the subtle and skillful manner in which Patricia relates to people. In arguing the case further, consideration should be given to the following questions: Would Patricia speak to a group of men in the same manner? Would men consider the flowers an essential element of décor for the evening? Would Patricia ask a group of men to obtain a basket of flowers? And free flowers, at that?

Symbols, whether they are objects or language, are powerful conductors of meaning. They can be used effectively to enhance status and rank both publicly and privately. The following example demonstrates the importance of a professional image; it also demonstrates how that image is sometimes challenged in managing daily operations.

A conversational segment occurs between Patricia and her assistant principal, Mac, who is in charge of facilities. It takes place in the administrative staff meeting, which followed the power outage crisis at the school. The conversation concerns the staff's inability to open the breaker boxes, a situation that upset and embarrassed Patricia.

As the district power company worked with school personnel during the crisis, they directed that all of the power breakers be switched to the "off" position. The breakers are contained in locked boxes throughout the school. Unfortunately, no one could come up with all of the keys to the boxes rendering this direction impossible to accomplish. Patricia was extremely distressed that Harry, the building supervisor, could not come up with all of the keys needed to open the breaker boxes nor could her assistant principal, Mac.

In examining the conversational segment from that administrative meeting, one should note first that this issue concerns keys. Keys often symbolize power: New mayors receive the "keys" to the city, and new principals receive the keys to their school. Keys are important because they provide access to important places. Access to all of the breakers was not possible that morning; this lack of control clearly distressed Patricia.

In the following segment, one should note also the interrupting that occurs as Patricia and Mac, the assistant principal, compete to make their point and jockey for status to frame the issue. Patricia wants to define the issue from the point of view of accessibility and her assistant wants to frame it from the point of view of availability.

Although solidarity is established by Patricia through the use of first names, competition ensues until Patricia gives a clear direction to her assistant that she wants the keys labeled and organized for the whole team to be able to access. She exaggerates her need using a parent/child metaphor referring to "by the hand" to make her point. She punctuates the direction to organize the keys in this manner with a loud rapping on the desk with her fist.

AP: Well, Harry, had the keys. But,
Harry gets excited and can't find
them.

P: Well, that is why, but still if he
can't find them then we need to have
them.

And quite frankly, Mac,

AP: [cutting P off]

We do have another set. Right in my

P: Where are they? (over Mac's voice)

AP: And there will be

P: [cutting AP off]

There isn't, but there needs to be.

AP: No, because I have all of them
right now just in envelopes; again,
not

P: [cutting AP off]
I want it clearly labeled so all four of us know. You take us by the hand and you show us right where it is because a lot can go on when you have an emergency going on. (Knocks twice on wood table).

And, clearly I was embarrassed when the emergency folks were here, and Harry could not open all of those boxes to see what was in there. And, there we were, caught with our drawers down as they say.

This is an explicit example of Patricia's concern with professionalism represented by her school's ability to manage a crisis. Although in this conversational segment, the assistant principal attempts to explain that the keys are organized, the fact of the matter is that they could not be accessed to open the breaker boxes.

Patricia's distress is revealed in her closing comment: "And there we were, caught with our drawers down as they say." Patricia's credibility and status were compromised in this situation and she felt she was made to look incompetent to the point of extreme embarrassment. She conveyed this to her assistants clearly, albeit with a sense of humor choosing the phrase, "drawers down" to make her point.

In presenting the professional persona, Patricia embodies the image and characteristics appropriate to the professional principal presentation. This is done not merely to impress others, although it clearly serves this purpose, but more importantly to engender feelings of trust and confidence in her skills and abilities. It is for this reason that Patricia carefully creates, projects, and maintains her professional image. The image is the foundation upon which the following process, creating connections, is carried out.

Creating Connections

Creating connections means forming relationships with others, specifically members of one's organization. It is the second secondary process associated with the primary process, piloting people. Through the process of presenting the persona, Patricia proffers herself to others. Once known, the way is made open to make connections.

Patricia believes the more widespread the connections, the better the school organization is served. It is through strong connections that "facilitation" is more easily accomplished. Therefore, Patricia makes it a priority to know others and be known by them. (Appendix H, C1 Doc 1, Lines 447-450)

P: But, in order to facilitate,
you have to know wide ranges

of people and groups and how they can interact with your organization.

As can be seen from the quote above, Patricia attends to relationship in order to bring people together around the accomplishment of organizational goals. She refers to this as facilitating involvement. Being known, which results from the connecting process, enables Patricia to easily facilitate involvement and create support for Hillside High.

Knowing others and being known require intelligence and skill. Intelligence is needed to select the appropriate manner in which to relate to people, and skill is needed to make relationships among and between people work in a meaningful way.

The two subprocesses associated with creating connections are extending and associating. The first process involves reaching out to others while the second process involves joining others together.

Extending

Extending means to reach out or put forth effort to create a connection with people. It is the first tertiary process associated with creating connections. Patricia prioritizes relationships, giving first choice to working with people. (Appendix H, C1 Doc 1, Lines 1000-1003)

P: But, I must tell you, that I give first choice to my people. Then, I defer my paper sometimes till after-hours or perhaps the weekend.

There are four subprocesses associated with extending. The first three are initiating, building, and sustaining relationships; and, the fourth is networking. Although presented sequentially, these subprocesses interconnect with each other to support the process of extending. For example, even though Patricia is sustaining a relationship with someone, it may be necessary to engage in building to strengthen or repair a connection. If a relationship becomes severed, initiating may occur later to reestablish the connection.

Initiating relationships. Initiating relationships refers to the process that begins a relationship. Initiating relationships means entering into association with others. It is the first quaternary process associated with creating connections.

Patricia uses two processes to initiate relationships: understanding and acknowledging. Understanding means to comprehend the significance of importance of others and their relation to self while acknowledging means recognizing others.

Understanding. Before Patricia can effectively connect with people, it is important that she understand them both personally and professionally. Understanding people means to comprehend and have feelings for others. It is the first quaternary process associated with initiating relationships. In the following quotation, using leadership language,

Patricia speaks about understanding the members of her staff. (Appendix H, C1, Doc 1, Lines 244-248)

P: Well, you have to know what they are capable of, you have to have some knowledge of how they think and operate. Then you know that aspect of having to be a follower.

Patricia speaks here to knowing two important things about her staff: what they are capable of and how they think and operate. It is important to Patricia that she knows what each staff member is capable of, that is, how they use their knowledge and abilities to carry out their duties.

In addition to knowing their capabilities, Patricia wants to understand how members of her staff "think and operate". This implies an understanding of the values, needs, and motivations of people. In other words, Patricia seeks a psychological understanding of her staff. This psychological understanding is important to Patricia because she knows motivation influences behavior. And, the better Patricia understands her "followers", the better she can modify and adjust her own behavior to ensure good leader-follower relations.

Guiding her understanding of people is the assumptions she makes about them. There are five basic assumptions, which guide Patricia as she develops relationships with her staff and community.

- People are innately good
- Peoples' behavior is organizationally goal-directed
- If peoples' behavior is not organizationally goal-directed, then it is because they do not know what is expected or they do not know how to do something
- People want to be asked to help with the goals
- People want to be included in accomplishing the goals

Patricia's first assumption about people is that they are innately good, and that they want to serve and contribute to the organization as she does. (Appendix H, C1 Doc 1, Lines 623-630)

P: I think the way you think of people is important; we all have heard of Theory X, Y, and Z. Well, my view is that people are innately good and want to do what is expected of them if they know. That goes back to the clear expectation.

In the quotation above, the phrase, "want to do what is expected of them, if they know," reveals two other important assumptions Patricia makes about people. The first part of the phrase, "want to do what is expected of them" assumes peoples' behavior is purposefully directed toward accomplishing goals (i.e., doing the right thing for the school). The second part of the phrase, "if they know", speaks to the second assumption: If people are not doing what they are expected to do, then it

is because they either do not know what is expected; or they do not know how to do what is expected of them.

These two assumptions are evidenced in the following exchange that took place in a post-observation conference. Patricia is working with a first year teacher, Tom [T], in analyzing a Spanish lesson, which he taught earlier in the day. Up until this point, Patricia has been doing most of the talking. She states her expectation:

P: When I do this conference, I would prefer that most of the talking come from you.

T: [responds affirming]

It is important to note the manner in which Patricia expresses this expectation. It is clear and direct; it is also matched to the individual, who is a young male. It is also matched to the situation, which is a post-observation conference. Patricia uses a matching strategy often.

Patricia's fourth assumption about people is that people want to be asked to help, that is, help with the goals of the school. (Appendix H, C1 Doc 1, Lines 431-437)

P: You know people are just there and they love to be asked to help when they understand how they can help. I find that I get a tremendous amount of support just by including people and letting them know what we need to do for our school.

The fifth and last assumption is implied in the quotation above: People want to be included. That is, they want to be included in accomplishing the goals of the school organization.

These five assumptions give direction and depth to Patricia's understanding of people. The focus is clearly on two things: people and organizational goals. The constant challenge for Patricia, of course, is connecting the two successfully. She begins to do this through the next process, acknowledging.

Acknowledging. Acknowledging means recognizing others. It is the second quinternary process associated with initiating relationships. Believing people are good and well intentioned, Patricia makes every effort to relate to how and what they think. She goes out of her way to recognize people she knows. In conversation, she accommodates people by tuning into and affirming their needs, wants, and desires. She does this to engage them and validate their "togetherness".

Four subprocesses support acknowledging. They are relating in different ways, relating daily, being similar, and speaking the same language. (Appendix H, C1 Doc 1, Lines 330-340)

P: And you have to form little

relationships with those people
in different ways.

You have to interact with them on a
daily basis. And that is where you
have to be somewhat similar to them
but not too different. You have to
speak their language. That is
instilling your credibility with
them.

Patricia believes you must interact with people's daily thinking and
behaving in ways similar to them and yet dissimilar enough to be their
principal. By speaking their language and relating in different ways,
through different roles, Patricia is able to identify with many different
types of people within the school organization.

When used together, these two processes, understanding and acknowledging
strengthen the relationship initiation phase and provide a firm foundation
upon which Patricia is able to share her thoughts and ideas in a mutual
exchange process. This exchange process builds relationships. Building
relationships is the second process associated with creating connections.

Building relationships. Following initiation, Patricia builds and
solidifies her relationships with people. Building relationship means
establishing and strengthening associations with others. It is the second
quaternary process associated with extending.

During this process, Patricia skillfully develops not only a professional
relationship through her role, but also a personal relationship with
people. The personal dimension is the dimension of privileged or private
information sharing. It is characterized by the manifestation of the
attributes of a very good friend: a person who is personal and personable.

In building relationships, being personal and personable means sharing the
feelings and aspects of life that all human beings experience. Highly
attuned to peoples needs, Patricia reaches out to them as a best friend in
a caring and understanding manner exhibiting conviviality, optimism,
trustworthiness, knowledge, and understanding.

It is through the strong projection of the qualities of a "best friend"
that Patricia personally connects to those with whom she works. A
mistress of "small talk", she stays well informed and knowledgeable about
local and community affairs. Genuinely interested in people, Patricia
likes to know what people are doing and with whom they are doing it.

Patricia is also interested in the well being of people. She knows (what
she refers to as) "wide ranges of people"; and most of these people, she
knows on a first name basis. Always available, she makes time for people
and their concerns.

Patricia knows the community very well; she knows the students and their
families from her former position as principal of Hillside Junior.
Therefore, it is not uncommon for community members to call or stop by and
talk with Patricia. In the following passage, Patricia speaks about a

telephone call she received the previous day. (Appendix D, page 5; Appendix H, C1 Doc 1, Lines 895-908)

P: One of the calls I had yesterday, that I had to take care of, was a parent who really just needed someone to listen. [She was] having difficulty dealing with her husband going into cancer surgery and the impact that would have on her son here at school.

Being personal and personable forms a bond of closeness with others. As this telephone call demonstrates, people feel comfortable in approaching and talking with Patricia. Being with her is like being with a close friend.

Patricia strengthens and builds the bond using two processes. These processes are sharing and exchanging.

Sharing. Sharing means taking part equally. It is the first quinternary process associated with building relationships. There are many ways in which Patricia shares, most particularly in conversation. She shares through stories, symbols, opinions, and confidential information (secrets).

Sharing stories means discussing together events or incidents that are mutually interesting. Patricia often tells engaging stories about herself and her family. In a meeting with a former student who was being assigned abroad, Patricia shared several stories about living in Germany and the travel opportunities she took advantage of while there. She shared her joy in being with her family while traveling throughout Europe: "Yeah, we were in France, England, we just loved it". Positive and encouraging, these stories usually affirm the listener in some way. During this conversation, Patricia affirmed the former student by bringing a sense of adventure and excitement to this student's new assignment.

Patricia can also poke fun at herself with her stories. This occurred in one meeting with her all-male administrative team. She shared a story from her college days about participating in club initiations. She admitted that she did "push a penny down the hall with her nose, but never did swallow a gold fish". Intrigued with this story, her assistants projected half-smiles and mumbled something about being subjected to worse during their own initiations.

Patricia also connects with people through sharing symbols. Sharing symbols means to connect with people through representations that carry meaning and significance. Patricia uses symbols to demonstrate interest, care, and appreciation.

On one occasion, Patricia met with a community member who was anxious to show her pictures of a recent social affair he had photographed. Demonstrating interest, Patricia went through each picture naming the people and sharing something she knew about each person. She made remarks about the food and was particularly curious to know who had prepared the exquisite cake in one picture. At the end of the meeting, she volunteered

to give one of the pictures to a staff member whom she wanted to tease a little.

Patricia also demonstrates care through the use of symbols. She always participates in the ongoing relationship-building activities occurring in the school. One week, the activity was giving a special token gift to your "secret pal". And, as busy as she was that week, Patricia delighted in preparing her gift and sneaking it into the mailbox of her secret pal. These gifts symbolize care, which Patricia feels is important to the well being of the school culture.

In addition to interest and care, Patricia uses symbols to show appreciation. On one occasion, Patricia wanted her head custodian to know that she appreciated the extra effort he had put forth in beautifying the grounds for Back to School Night. She called him up to tell him to stop by her office in the morning because she had something for him. That something was a big, fresh, bright and shiny, red delicious apple.

Sharing opinions means offering judgments. Patricia will often strengthen her ties with people by sharing her personal opinions about people or events. These are opinions she would not necessarily want made public but are shared for the purpose of building intimacy with another for a specific purpose. Often that purpose is to facilitate accomplishing something.

In an administrative meeting with her assistant principals, Patricia shared her opinions about detention. She indicated that some of the teachers in the school are inclined to circumvent the system and take advantage of the administrators by manipulating them into handling all detention assignments. Patricia even named a few teachers by name and one in particular, Taffy. Patricia says she is "real good about evading having to do anything". Patricia uses sharing opinions to build solidarity in decision-making like managing these manipulative teachers.

Sharing secrets means to offer hidden information. It is very effective in engaging and sustaining people's attention.

Staff members will frequently share secret or private information about situations involving themselves or other staff members with Patricia. This is information that staff members believe the principal, as head of the building, should know. This occurs often with regard to information shared among the administrative staff. On one occasion, Patricia teased her athletic director about the staff members he solicited to participate in a volleyball game against members of the student body. Following the game, Patricia reminded the coach that she did not "give out his secret" regarding the participation of one team member; and the team did all right.

On another occasion, two business teachers were concerned about the manner in which one of the assistant principals was handling an issue. They came to Patricia, in confidence. Patricia remedied the situation by going directly to the assistant principal to resolve it without involving the teachers.

Keeping the welfare of the school foremost in her mind, Patricia is judicious with secrets and will follow up in a trustworthy manner, as the occasion warrants. In following up with the business teachers on this issue with the assistant principal, Patricia inquired later about the matter, saying: "Listen, in reference to this other sensitive issue, I hope that this has been taken care of". The teachers affirmed that, indeed, it had; and the matter was resolved without anyone losing face.

Exchanging. Exchanging means to jointly receive in a manner sometimes characterized as "give and take". It is distinguished from sharing in that there is the element of mutuality to this process between the sender and the receiver.

P: I like to talk with people
and communicate what I am thinking
about. Then they can give me input.

Effective communication is a two-way process. There is a give and take flow: as Patricia speaks, she also listens. She particularly enjoys exchanging ideas and opinions about improving school operations and expects people to share their thoughts.

Building relationship through exchanging and sharing stories, symbols, opinions, and secrets are important processes, which solidify the initiating that Patricia undertakes in extending herself to create connections with others. Meetings provide fertile ground for initiating and building relationships. District meetings are particularly important to Patricia because of their networking potential. She "has an agenda for every meeting" making as many contacts as possible to sustain her relationships, which is the next connection process.

Sustaining relationships. Sustaining relationships means to uphold and confirm the relationship. It is the third quaternary process Patricia uses to extend into relationship. Once relationships are established, Patricia has a foundation to sustain them. She effectively uses the connection developed during the relationship initiating and building phases to sustain the relationship. Two supporting processes sustain relationships. They are role-playing and polyphasic attending.

Role-playing. Role-playing means modifying one's behavior to conform to a particular way or manner in order to impress others. It is the first quaternary process associated with sustaining relationships. In many ways, leadership positions, and particularly that of being a high school principal, place individuals in the spotlight. It is within this milieu that Patricia thrives. It is here that she can use her high-energy human relations skills to create a stage upon which she encourages everyone to play a part. To Patricia, people are the most important part of the Hillside story, and she wants everyone involved. She puts it in this way, "We don't want to leave anyone out".

Viewing Patricia through the analogy of theater offers the opportunity to fully encapsulate the spirit with which Patricia administers in her position as a high school principal. Patricia relates to people through her highly impressive principal image and her carefully constructed connections. She manages her principal persona, constantly checking for

its credibility, its standing, and its effectiveness in conducting her administrative responsibilities.

Although being the professional principal is Patricia's primary persona, it is not her only one; Patricia possesses the ability to shift into different personas. She has the ability to skillfully present the appropriate persona for the audience and task at hand.

When the persona is fully developed and integrated characteristics around a common theme, it becomes a role. Simplistically speaking, Patricia then has the ability to role shift or to continue the theater analogy, role-play, in relating to people.

Role-playing is a very subtle, yet powerful means of managing relationships. It enables Patricia to relate to people on a variety of levels, projecting a presentation that suits the needs of the occasion. In addition to a principal, Patricia can be a mother, a mentor, a teacher, a quarterback, or even a commanding officer.

Although all people exhibit this ability to shift roles to some degree, it is the precision and frequency that make it a significant and cultivated aspect of Patricia's personality and an integral component of her relationship sustenance strategy. Like a chameleon, Patricia is able to adjust her colors to accommodate the environment and change those colors as the surroundings change.

This chameleon-like ability is remarkable in its versatility to support the shifts a principal like Patricia must make across settings and across individuals. The daily life of a high school principal is fast paced and requires Patricia to continually adjust to new settings and different people rapidly.

Patricia's primary role during the day is that of "principal". This role is frequently used when initiating contact with a single person or small group. In the following example, Patricia demonstrates how she plays this role as she opens the conversation with Bob, a painter from the district maintenance shop. Notice that Patricia is in her "take-charge" principal role.

P: Bob, good to see you. I
missed you all summer. Yes,
come over here with me. [P
shows Bob the office doorway
which is in need of repair.]

The context within which the above request is made is important because Back to School Night is two evenings away. Patricia wants to have some molding fixed and painted before that evening. Since Bob does not fix molding, Patricia continues the conversation encouraging him to contact Rick to fix the molding. She opens the conversation by connecting personally. Then, in a directive manner, she states her needs and expectations.

Although "principal" is Patricia's primary role, her favorite is that of being the "master teacher". In the following passage, Patricia explains her belief that being a leader is also about being a teacher.

P: As the leader in a school, I think you are quite a teacher. Your classroom is just bigger, your age span is just broader, and there is a lot more to teach and

Patricia entered the field of education because it gave her opportunities to "help and share and show others better ways of doing things". She demonstrates this in the following example when she relies on her master teacher role to give a calculus teacher feedback on the lesson observed during a recent classroom visit. During the conference, it is evident that Patricia enjoys explaining the district's teaching model adopted from the work of Madeline Hunter. As the master teacher, Patricia opens the meeting.

P: Let's look at your lesson design, and I will give you this because we have got to use that as we talk about Madeline Hunter's model in relation to your lesson [gives teacher a teaching template].

I always like to look at the strengths of the lesson. Was there anything you would want to change? And, how did you feel about your lesson?

So, let's take it from the top; and tie your lesson in with the instructional design. Tell me what you think about the lesson and what the strengths and weaknesses are.

The conference continues as Patricia explains how the teacher's instructing behaviors apply to the Hunter model:

P: So, where would that go?

T: So that would go . . . little bit of direct teaching but also with the modeling and having some examples. When they did the example, that is when I would know.

P: I would say, . . . I put these three under an umbrella for you I would put the direct teaching, the modeling, and the

check for understanding as a little umbrella under that.

And, then let's identify some of the ways in which you did check for their understanding.

In another example that demonstrates her ability to shift roles, Patricia moves into the role of coach to Sally, the substance abuse counselor. Patricia describes Sally as a person who is "laid back" and who does not put forth the kind of organizational effort required for her job functions. Because of Patricia's dissatisfaction with the way Sally handled a presentation on substance abuse prevention last year, she assumes the role of coach to explain to her how she should conduct this year's meeting.

P: Sally, put that in your Communication; and underline the word, 'appropriate role models'.

[Discussion]

P: And, Sally, have an agenda that you give out to everybody. That way everybody knows what you have got in mind. And, you have to be real careful not to veer off of that initially; because, we need to be very structured. And, then when you have more time, and time is not a problem, then we can have more of that. Right now this is the information--wham, wham, wham! This is what we need to do! Very direct!

In the following meeting with two business teachers, Patricia assumes another sport role, that of cheerleader. In the next passage, she encourages the teachers' initiative in proposing a new course.

P: Well, but let me tell you something ladies, I think it is good that you are thinking this way; because if you get into the spreadsheet and you do graphs and all of that and that . . . I think our kids could learn that and writing in your class too.

And you talk about a marketing tool! When it comes to doing their science fair projects!

Well, listen I would love to take it!
[the class]

Notice in the last part of the passage that Patricia flatters the teachers expressing a desire to take the course herself. She closes the meeting praising the teachers' initiative and encouraging a positive outcome [Go business teachers!].

P: But listen, I really appreciate your initiative here; and, hopefully it will work because you are getting an early enough start on it.

Patricia demonstrates with the examples presented here that she is, indeed, able to change her word selection, language structure, tone, pitch, and pacing in projecting a role across settings. However, what is even more impressive about Patricia's role-playing is her ability to change roles within a single setting.

In addition to shifting roles across situations, Patricia has the ability to change her persona within a setting. Patricia demonstrates this ability in a meeting she has with a former student, Jane, who has come to the school one morning.

Jane, who left Hillside a year earlier and enlisted in the Army, is leaving town on this particular day for a tour of duty. She has come to the school to request a meeting with her brother to say goodbye. As Jane waits in the outer office, the secretary briefs Patricia on the purpose of Jane's visit. Patricia comments to her secretary: "Well, we are not going to do that; I am sure they have known about this for a long time".

As this comment indicates, Patricia has already made a decision regarding this request even before talking with Jane. Patricia is firm in her commitment to avoid interruptions to class and to keep students in class. Therefore, she is not going to excuse the brother from class to say 'good-bye'.

The tone of the comment made to the secretary contained a subtle warrior-like quality to it, almost as if Patricia were posturing for battle. This behavioral tendency surfaces when Patricia anticipates a challenge in protecting the interests of the school.

Although Patricia is, at some level, ready to scrimmage over this issue, it goes undetected by Jane. Rather, Patricia uses her role-playing ability to relate to Jane personally and persuade her that it is not in the best interests of anyone for her brother to be excused from class. In attending to those interests, Patricia appeals to both Jane's ethic of care and her ethic of justice.

As the meeting opens, Patricia greets Jane in her "principal" role.

P: Hi, Jane, I will be with you in a moment.

P: Jane, come in here, how are you doing?

J: Good.

P: I understand you are going into
the Army?

Following Jane's request to see her brother, Patricia changes her presentation to mother thus appealing to Jane's feelings and her ethic of care.

P: Well, but, I understand and I know
that you are leaving and all of that,
but, given the nature of the
classes and everything, we don't want
to do anything to get him all
emotionally upset or anything of that
nature.

When Jane rebuts this, Patricia changes her presentation back to principal and continues to deny Jane's request. However, this time she appeals to Jane's ethic of justice.

P: Well, I know that, but any way,
you know, this is something you
have known for a long time. We
could have it happen with such a high
frequency with all of our students, we
could be inundated with that.

After inquiring about the new military assignment, Patricia continues her influence efforts with Jane. In the first part of the passage below, Patricia plays the role of counselor reminding Jane that she is growing up. In the second half of the passage, signaled by the word "military", Patricia switches to the role of commanding officer.

P: You know, as we get older we have to
do things a little differently. You
are accepting all of that right now
going into the military.

You know when the CEO says, this is
the way you do it, you say 'yes sir'
[with inflection and straightening
her shoulders]. And so, this is the
way it has to be now too, you
know what I am saying.

J: Alright.

It is with this shift into the commanding officer persona that Jane is persuaded to accept Patricia's decision. As Patricia changed her body posture and voice inflection, she accentuated the persona, increasing Jane's identification with this superior authority figure. This figure is indeed, a powerful individual in Jane's new military life.

Jane and Patricia end the conversation and part company on very friendly terms. Patricia has a way of upholding her decisions without alienating those with whom she disagrees. This occurred in an earlier example as well: the community person offering the scholarship opportunity. He did

not get his way, either; however, he and Patricia parted on friendly terms.

What occurs in these relational exchanges that permits Patricia to exercise so much control, even deny requests, while maintaining such goodwill? The answer to this question lies in Patricia's ability to complement her role-playing ability with the ability to attend to more than one level of concern in a conversation, polyphasic attending.

Polyphasic attending. Polyphasic attending is the ability to attend to multiple dimensions of a conversation simultaneously. It is the second quinternary process associated with sustaining relationships. Conversations are dynamic, multifaceted interchanges in that there are several things occurring at once. Attention can be focused in a variety of ways upon either the person and/or the topic.

For example, attention can focus on the substantive aspects of the dialogue, which means upon the facts, or actual events, associated with the dialogue; or, it can focus on the affective aspects of an issue, which concern emotions and feelings. Attention can also focus on political, economic, social, or religious dimensions of a conversation as well as the legal, medical, moral or ethical dimensions. During polyphasic attending, attention rapidly alternates between and among these multiple facets of a conversation.

Patricia has the ability to skillfully attend to multiple dimensions of a conversation. A glimpse of this ability can be seen in the preceding example with Jane. In that conversation, Patricia appeals to Jane's ethic of care through the mother persona as well as her ethic of justice through the principal persona. This illustrates, in a very simple way, Patricia's ability to attend to different levels of concern, which is polyphasic attending.

In the following example, Patricia uses polyphasic attending with a staff member, Molly [M], while talking with her about securing a program for the school. Patricia had previously given Molly the name and telephone number of a person who does special programs. Patricia wants Molly to contact this person to discuss doing a program. As money for programs is limited and program costs are usually negotiable, Patricia wants to ensure that Hillside gets this program at the best possible price.

In the following conversational segment, Patricia talks with Molly about how to handle the program contact. Through her words and her conversational tone, Patricia models a no nonsense, business approach to this issue, attending to the affective elements of the matter as well as the social, economic, and political dimensions.

P: Let me know how that goes. Don't be bashful about negotiating. And, you know him--up front--what you have to deal with and what you don't have to deal with.

M: [summarizes her understanding of the negotiation]

P: Yeah, let him sell you on him first; and then, you come back and say that you really want to do this, but money is a problem. You can negotiate with him. And, you might have to assess the group that comes. Anyway, let me know how it works out. Thank you Molly.

In this segment, Patricia attends to Molly's fear by saying, "Don't be bashful!" and by reminding her that she knows this person. Patricia attends to the substantive issue of securing a program by addressing the political dimension, which is the negotiation itself, and the economic dimension, which is the limited budget. The desire to have the program while maintaining goodwill during the negotiation process itself addresses the social dimension of this issue.

Polyphasic attending is very similar to Patricia's ability to multitask, in that several things are managed at once. The focus, however, is different. Rather than attention going to several tasks to accomplish, it is focused on managing several dimensions of a conversation. Patricia uses this process skillfully to strengthen the roles she plays during role-play. Together these two processes empower Patricia to sustain relationships while exercising power.

Networking. Networking is purposefully connecting with others. It is the fourth quaternary process associated with extending. Patricia's attention to this demonstrates her political astuteness. Cultivating relationships with people in complementary positions nets gains in access and influence as well as adds to one's own authority and credibility.

After gaining a thorough understanding of people's needs, wants, and desires through the initiating, building, and sustaining processes, Patricia is able to make judgments about how to match with them in order to network with them effectively. At administrative district meetings, Patricia seeks opportunities to network with people, thus exercising power and influence through familiarity.

At one district meeting, which concerned new policies and procedures, Patricia made it a priority to connect with as many different people as possible during the daylong affair. Before the meeting began, she conversed with the superintendent, who was retiring at the end of the year, exchanging pleasantries and telling him that she enjoyed these types of meetings. She also spoke with the assistant superintendent who, rumor had it, would be the next superintendent. Besides these two important people, Patricia connected with almost every district office including coordinators and directors from the departments of personnel, curriculum, facilities, and finance.

At this same district meeting, Patricia networked with her colleagues. During the course of the meeting, she was seated with her high school administrative colleagues; during lunch, Patricia visited with her

elementary colleagues; and after lunch, she sought out the food service workers to pay compliments to them on the delicious meal.

Patricia, in her own words, "has an agenda for every meeting". And, she tries "to make as many contacts as possible". Maximizing this time is important, because Patricia does not usually socialize with these people outside of the business or professional settings. She chooses, instead, to blend the personal into the professional occasions netting relationship gains along both dimensions.

The three quaternary processes of initiating, building, and sustaining relationships together with networking enable Patricia to extend herself successfully into connections with others. Once extended, however, Patricia must use the process of associating in order to further her administrative agenda and bring the different members of the organization together successfully.

Associating

Associating means to unite people in a relationship. It is the second tertiary process associated with creating connections. After extending herself into a relationship with a person or group, Patricia builds upon knowing and being known by associating her connections, that is, bringing people together. This fellowship, she believes, builds collegiality, and is an essential precursor to teamwork.

The following passage, taken from a faculty meeting, is typical of the attention Patricia gives to joining people together. Not only is she interested in associating the immediate Hillside community, but also bringing in those elements, which are peripheral to the community such as students who attend Hillside for only a part of the school day. In the following example, Patricia is speaking about including students who attend other schools, such as the district vocational center, in the assemblies held at Hillside.

P: But, we will try not to exclude any group from participating just because they are in another school. And, we were able to make the arrangements so that students, who come to us from other schools, will be able take part and still have class as well.

There are two important processes through which Patricia exercises her associating skills. Examining them demonstrates the importance of the associating process. These processes are connecting individuals and connecting groups.

Connecting individuals. Connecting individuals means joining separate people together in a common purpose. It is the first quaternary process related to associating. Patricia invests a lot of effort in connecting individuals. She views herself as a facilitator; and she is, indeed, a facilitator of connections. Throughout each day she brings people together in formal and informal ways. What is unique about her

ability to connect people is the quick manner in which she is able to bond them as the following example demonstrates.

One morning Patricia was busy connecting the school's mascot, the SCA president, and the teacher of the year together for a special television taping. To build collegiality among a group of people who have never met before takes a certain kind of skill. Patricia demonstrated this skill by drawing each person into the conversation talking about something they had in common. Patricia connected them by discussing sports, mutual acquaintances, and special activities coming up at the school. Patricia accomplished this successfully because she knew something about each of the individuals and was able to connect them together using it. The bonding that occurred laid the foundation for a comfortable and meaningful taping session.

Patricia works hard; and when a job is well done, she will orchestrate bringing people together in celebration. In this next example, Patricia brings the members of the administrative staff together following the power outage. She toasted her assistant principals complimenting them saying that they did "one heck of a job".

P: Have you ever had a day like today?
This is to our survival [holding up
a coke]; we did one heck of a job!

Connecting groups. Connecting groups means bringing together sets of individuals in common purpose. It is the second quaternary process related to associating. It is another one of Patricia's talents and one that led her to set a goal to strengthen all relationships among and between groups in the school.

One group relationship Patricia is especially interested in strengthening is the relationship between the faculty and the students. In the following segment from a faculty meeting, Patricia encourages her faculty to support student activities. (Appendix H, C1 Doc 2, Lines 607-625)

P: We have a ball game coming up on
Friday night and ah, our girls' tennis
team is winning. And, let me just say
that as we are building this
participation effort on the part of
the students, it is good to see you
there [too] and [good] that they know
you are there watching them. So, try
to come out when you can.

I know we have some dedicated
teachers who came out to the parking
lot on Friday night after the game,
and they had a blast. Some of them -

Right back there in the back--some of
our new teachers--were just having a
lot of fun.

Patricia makes it a point to connect individuals and groups of individuals for the sole purpose of supporting the school organization in order to increase organizational effectiveness. She often refers to this process as "coalition building", a process she particularly enjoys.

Building coalitions involves bringing people together in order to work toward common goals. This is one of Patricia's most valued and valuable processes in creating connections.

P: If you have noticed in our school, we have lots of advisory committees. We involve the parents and people in the community: businesses in the community and teachers. So, I do like the coalition building.

I also work closely with people at the central office. In those working relationships and in those interactions, it helps us to accomplish many of the goals of the organization.

Nothing pleases Patricia more than to see groups working together. She is especially interested in having the teachers work more closely with the PTSA. As she comments here, they can help each other.

P: So, all the more reason [for teachers] to have that good working relationship [with PTSA], they can help out with that.

Helping each other is probably one of the most significant outcomes of coalition building. Patricia believes people want to help if they just know how. She sees herself, as principal, bridging the gap by informing people about how they can help and work together.

Patricia uses her knowledge about people to coalesce wide ranges of people in order to harness and direct their group energy. She invests a lot of time in meeting with groups lending her personal and positional power to strengthen their cooperative endeavors. Patricia views connecting, whether it is individuals or groups, as essential to creating impetus and momentum for goal achievement.

Extending and associating are the two tertiary processes that sustain Patricia in creating connections. Creating connections together with presenting the persona are joined by one other process in the important work of piloting people. That last process is encouraging excellence.

Encouraging excellence

Encouraging excellence means to support quality performance. It is the third secondary process associated with piloting people. Patricia has always aspired to personal excellence--in her home life, while working as a teacher, and as an administrator. (Appendix H, C1 Doc 1, Lines 20-25)

P: . . . and, a part of my philosophy as a teacher or with whatever role I would have been in, my philosophy is that you be the best that you can be.

Patricia has aspired to personal excellence, and she has encouraged others to do so as well. An organization can excel when its members excel. Therefore, when Patricia helps students and staff to be the best they can be, then, the whole school benefits.

Three processes are associated with encouraging excellence. They are modeling, mentoring, and empowering.

Modeling. Modeling means setting an example. It is the first tertiary process associated with encouraging excellence. Patricia believes modeling is the best way to encourage excellence in others. By setting the example, Patricia makes visible those attitudes and behaviors she desires in others. (Appendix H, C1 Doc 1, Lines 923-925)

P: But, remember one of the ways that I feel is important to lead is through modeling and being an example.

Patricia believes that if she is successful in being an example, her staff will follow her lead. They will have confidence in her and trust her decisions. Patricia believes that if people have confidence in her, then they will trust that she is doing what she believes are the "right things". Setting an example then becomes an effective way to apply leadership. (Appendix H, C1 Doc 1, Lines 349-353)

P: You will find that one of my mottos as a person is leadership through example. I try to be a good example in my everyday activities of what I would expect of my people.

There are two key phrases in the preceding passage that illuminate Patricia's expectations. The first phrase is, "be a good example". The second phrase is, "what I would expect of my people". Patricia has high expectations for herself; her motto is "be the best you can be". When being the best couples with being an example, the interpretation that follows seems to be to follow my lead. Patricia hopes to motivate "her people" to set the same high expectations for themselves as she sets for herself.

In the following passage, Patricia shares her thoughts on setting the example for participation in professional organizations. (Appendix H, C1 Doc 1, Lines 579-598)

P: Part of my philosophy is that you lead by example. As the leader of the organization, it is important to belong to your professional organizations if you expect your followers to belong to [their] professional organizations.

I think you need to do that. They need to see that you are doing that and how those organizations are helping you.

They, in turn, then, will do the same kind of thing.

I think that is something that is instilled very early as I mentioned; as early as my college days I thought that was important

Despite the heavy demands on her schedule, Patricia maintains active participation in professional activities serving on advisory committees, presenting before the district school board, presenting at conferences, and participating in the functions and activities of her professional organizations. She hopes that as her followers see her participate, they too will participate in their respective professional organizations.

Although Patricia uses modeling to encourage excellence in many different types of interactions, she uses it most earnestly in developing trust and confidence with her three male assistant principals. She fondly refers to these assistants as "the men". Together with her, they form the school's administrative team.

Unlike the camaraderie she experienced with her junior high administrative team, Patricia says that, for a variety of reasons, the dynamics of working with her high school team "have not been the easiest in the world to deal with". Knowing that these assistants are aspiring to high school principalships, Patricia uses role modeling as a primary strategy in encouraging excellence.

Patricia believes that administrative team meetings provide an excellent forum in which to model the values, like good communication, which build team unity. To foster communication, Patricia holds regular meetings with her team. She requires that they all use walkie-talkies to communicate during the day when they are not in proximity to one another.

To foster fellowship, Patricia often refers to the team in the collective, which instills a sense of togetherness. She often uses the phrase "We need to be aware of this". She further promotes their collectivity by recognizing the positive contributions they make to the team and the

school. Thus, she provides meaningful recognition for their efforts publicly as well as privately.

In addition to modeling the values that support teamwork, Patricia models teamwork directly. She solicits equal participation in decision-making particularly around issues of student life at Hillside: absence policies, acceptable clothing, and special school activities. She will often voice her opinion about an issue and then solicit other opinions: "Do you all have any better ideas about these procedures"? Once all of these ideas are expressed, Patricia forms a consensus opinion that everyone can support.

In the following example, Patricia uses role modeling to convey several values to her team members. In the following conversational segment, Patricia shares her concerns about how the teaching staff is not fully embracing the spirit and intent of the recommendations on the individualized education plans (IEP) of special education students. Assuming the best about her teachers, Patricia shares with her assistant principals how she is addressing the issue.

P: And, I tell you how I am handling
that just so you will know.

I am contacting Dr. Stem, and I want
to tell Dr. Stem that at their staff
meetings they need to be working with
supervisors.

And, I am calling supervisors of
places where I know there are soft
spots; and I am talking to those
supervisors.

And the other thing I am doing is
talking to the teachers in the
building.

Patricia is modeling her values on communicating special education needs: the importance of taking initiative and the necessity of building and working within a support network. Patricia hopes that through this modeling process her administrative team will recognize these needs and thus work together to support them effectively.

According to Patricia, showing people how something will work is the sum and substance of leading by example.

P: Once they see it work, the men come
right along with you.

And, if it works, it works.

Patricia is hoping that as she models, the men will join. Perhaps, they might even join the secret pal activity. (Appendix H, C1 Doc 1, Lines 690-697)

Obtaining results by being successful reinforces the power of the modeling process and leaves the way open for mentoring.

Mentoring. Mentoring is guiding or instructing others. It is the second tertiary process associated with encouraging excellence. This process is extremely important to Patricia as she views it as a professional responsibility.

Perhaps it is because she did not see a lot of female role models in administration that she is so committed to this important activity. Professionally, she is more than an example in a field with so few female principals; she is a mentor because she is interested in helping others, particularly females, advance through the administrative ranks.

Professionally speaking, mentoring is the process whereby a person within a given profession establishes a nurturing relationship sponsoring, exposing, coaching, protecting, and challenging another in the same profession. Deeply committed to the mentoring philosophy, Patricia wrote her doctoral dissertation on this important practice. In addition, she was a volunteer participant in a study on mentoring and acted as a mentor to a female protégé. She continues to participate formally as a mentor in a regional mentoring program supported by the local university and informally as a mentor to several staff members who are aspiring administrators.

As part of the mentoring process, Patricia actively publicizes and supports participation in professional activities. In her local school organization, Patricia recognizes professionalism and avidly promotes participation. Patricia considers her staff professionals in their own right and gives them business cards to symbolize their status and position. During faculty meetings, Patricia regularly announces opportunities for the faculty to expand, broaden, and otherwise enrich themselves professionally. Through these actions, Patricia highlights and honors the professionalism of her staff.

Patricia is particularly interested in mentoring her assistant principals. Through cross training, she coaches them in how to do each others' jobs. (Appendix H, C1 Doc 1, Lines 1198-1201)

P: And, if you only have a narrow focus on your job, then you will never learn those other goals or other activities that need to be performed.

Since she has been at Hillside, Patricia has changed her assistants' duties and responsibilities in order to expand their experience and broaden their focus.

Another way Patricia mentors her administrative team is by regularly informing them about professional development opportunities. During one administrative team meeting, she presented six different staff development activities in which they could participate.

One of the opportunities was participating in the principal assessment program. Knowing that her assistants are all aspiring high school principals, Patricia was disappointed that they were not interested in applying. She commented later about this.

P: You know I think anyone who wants advancement needs to show that kind of initiative [participating in the assessment center]. I think too often we have the idea that advancement comes from tenure.

Patricia views participation as a means of preparation and advancement, and she believes encouragement should begin at the collegiate level. She does see colleges and universities encouraging professional participation more among their students and is very pleased with their efforts.
(Appendix H, C1 Doc 1, Lines 600-605)

P: I think that is something that we need to do in our colleges and universities. We need to instill that in our young people who are graduating. I do see that happening more and more. So, that is good.

Once the processes of modeling and mentoring are in place, Patricia is committed to empowering others.

Empowering. Empowering means to enable or endow someone with ability to perform a duty or responsibility. It is the third tertiary process associated with encouraging excellence. Patricia believes strongly in empowering others to accomplish organizational goals. Although some people may consider this as delegation, Patricia clearly views it as empowerment.
(Appendix H, C1 Doc 1, Lines 250-260)

P: That is also giving them some delegation, allowing them to do parts or activities that need to be done to advance the goals. So part [of this] is where you sit back and let them lead.

That part from my view is the empowerment, where you allow them to participate and/or advance the activities of the organization.

Patricia receives a lot of satisfaction from encouraging excellence through modeling, mentoring, and empowering others. Through these

processes, Patricia inspires in others the courage, confidence, and conviction to aspire to superior achievement.

Patricia uses the processes of encouraging excellence, creating connections, and presenting the persona to guide people toward personal and professional achievement. The following example, which involves Patricia and the math department chairperson, demonstrates her skill at using these processes. In this example, Patricia coaches the chairperson in managing a delicate personnel issue.

In the dialogue presented below, Patricia talks with her female math department chairperson, Dana [D]. They discuss an issue about a sensitive situation involving a math teacher and a student. Dana received this information from a third party, and Patricia considers it hearsay until it can be verified.

Patricia is aware of the situation as she invites Dana into her office. Although Patricia feels that this is an issue which should be handled by Dana, she avoids saying this to her directly. Instead, Patricia skillfully uses role-playing and polyphasic attending in combination with the processes of modeling, mentoring, and empowering to persuade Dana to investigate this rumor. She knows Dana has administrative aspirations and adroitly she acknowledges and appeals to Dana's professional aspirations.

As the conversation begins, Dana expresses her disturbing feelings about this issue. Patricia senses Dana's distress and addresses her fear with a rescue offer through the role of a hero who will come in and solve the problem and save the "damsel" from distress. This response disarms Dana who responds with confusion.

D: I have done some thinking on this, and I am terribly upset about it.

I am concerned about the whole issue, and I don't want it to go anywhere.

P: Would you like for me to call him [male math teacher] in?

D: I don't know if that is what we need to do.

In the next segment, Patricia assumes the role of principal and through modeling, addresses the substantive elements of the issue by defining it.

P: Well, first of all, let me just say this, you know, there are two ways we can deal with the problem. And the problem is this, the department chairperson has had brought to her attention that one of our faculty members may be
.

In the next segment, Patricia continues the role attempting to persuade Dana along the political dimension using substantive and affective influence attempts.

P: But, let me just say, who the student is, is important; because the credibility of the student would have some guiding force behind the direction you would take.

Is this a credible student?

D: I believe so. I don't know who it is; but from the teacher

P: [cutting off Dana]
The teacher who reported it to you: You might want to ask since you are in this loop here. You might want to find out who the student is; and it might be that, I think that is an important piece.

P: Then the other thing, I don't think you necessarily want to go to the student at this point. Because, I don't think you want to make the student think that it is more than it is. Because, you need to verify exactly what happened from the other perspective.

This alarms Dana who fears a grievance issue, filed by the male teacher, directed at her for raising the issue. Sustaining the relationships through the role of principal, Patricia ignores the legal implications and responds along the political dimension using a substantive argument.

D: No way do I want anything about a grievance procedure, suing, or anything coming out of this!

P: Well, simply, we can handle this one of two ways: We can wait and see if there is anything else that would come up knowing the personality of the teacher. And, the personality of the teacher is that he

In the last portion of the preceding conversational segment, Patricia assumes the role of confidante and shares her opinion of this teacher's personality. As Patricia goes on to describe his strengths and his

weaknesses, she builds intimacy with Dana. She explains that because the male math teacher is connected with important people in the district and respected for his subject matter expertise, this issue is politically sensitive. In addition, Patricia feels that because of the manner, in which the teacher has handled issues in the past, his emotional response to an accusation could escalate it politically as he responds to protect his reputation.

In the following segment, Patricia attends to the political dimension of this issue as they pertain to her rank and position. Her role modifies to the role of coach as she poses questions.

P: But, how it did happen was, the student went to one of your teachers. The teacher brought it to you. And, then, the question: Do we involve the principal at this level? Or, do we leave it within the department knowing that the level of the principal does give somewhat more formality to what would occur?

Do you verify or find out what happened before it comes to my attention? That is part of the question.

Do you have that kind of relationship with him that you could just say: Look I have got to ask you about something. I feel very uncomfortable about it, but I need to know your side of what happened.

Dana responds to this last suggestion with alarm and fear. Therefore, she continues resisting Patricia's efforts to influence her.

In the next segment, Patricia patiently revisits her former arguments appealing to Dana through the roles of mentor and principal addressing the substantive elements.

P: Well, I see nothing wrong with verifying information; and if there is nothing there, than nobody else knows about it; and, there is nothing more said.

I do think it does bring a different level of formality when it comes to me, that I am talking about it. And, it surely

is hearsay to me.

D: And it is purely hearsay to me!

Failing to make progress with Dana about managing the issue herself, Patricia attempts to move this issue forward to resolution by resuming the role of the "hero" and offering a second rescue attempt. Dana continues to resist participating.

P: Well, what would you like for me to do? I'll do it.

D: I don't know. I wish it would go away!

In the following segment, through the role of mentor, Patricia attends to the political dimension again using an analogy. She models for Dana how she, herself, uses judgment in referring matters to district personnel.

P: It is a matter of judgement; that is why you have these different levels. I have to make decisions about things like that before I take it to Dr. Long [County Curriculum Supervisor], and before I take it to Dr. Stowe [Asst. Superintendent], or before I take it to the Superintendent.

Assuming the role of counselor, Patricia attends to Dana's fear using the phrase "little hurdles" in an attempt to manageably frame the issue.

P: And, there are those little hurdles you have to go over.

In the next segment, Patricia models and attempts to close the conversation, implying that it is still Dana's issue to handle.

P: Now, then, if it is something that I believe that needs to go to the next level, then I will take it to the next level. Now, then, do you have enough information?

The conversation, however, continues as Dana now requests more time. Patricia agrees, but informs Dana of the political reality of her involvement.

D: Should I try to handle it? Could I have a few days to think about it?

P: You have all that you need; I
just want you to know the
way the game will be played.

In the next segment, Patricia plays the role of a sage. She skillfully attends to both the substantive and affective aspects of this issue by acknowledging both Dana's hopes for entering administration and her fears about the repercussions of this issue.

D: I just wish Dr. Marcus were here.

P: Well, and Dr. Marcus was the
supervisor in the past. We
have a new supervisor now. And,
I think I know where you are
coming from: You are not real
certain about your role in
working with that supervisor.

D: And, I also know those two
persons and they are this way
right now. [showing solidarity]

P: And, you also know that you are
interested in administration;
and you don't want to do
anything that is going to tie
the record.

The foregoing example clearly demonstrates Patricia's ability to pilot people through presenting and maintaining her principal persona as well as using it to cast connections and encourage excellence. She understands Dana's needs in managing this delicate situation and identifies with her. She encourages Dana to manage this situation, patiently coaching her through alternative scenarios. Although Dana is quite resistant to taking charge, Patricia sets the example in patience and sensitivity particularly as it concerns the political aspects of the situation. It was through Patricia's skillful piloting that Dana was able to save face throughout the exchange. Thus, goodwill, which is so important to an ongoing working relationship, was preserved.

One other process in describing the professional style complements Patricia's ability to pilot people. That process is promoting the program and is important to adding meaning and purpose to the piloting process. It is the process toward which the people's energy is directed and is, therefore, essential to accomplishing the school mission.

Promoting the Program

Promoting the program means publicizing school objectives, activities, and achievements. This is the second primary process associated with Patricia's professional administrative style. This process complements the first primary process, piloting people, which concerned personal presentation and relationship. Promoting the program, by contrast, focuses on managerial behavior and the successful accomplishment of managerial tasks.

Perhaps there is no more pervasive means of promoting the school program publicly than through the school newsletter, which Patricia personally oversees. In addition to the usual announcements of upcoming events, there are numerous articles recognizing students and staff. Some of the titles are "Art Teacher Wins Award", "National Merit Semifinalists", and "Yearbook Students Attend Camp, Win Awards".

Patricia considers communication of the school program, its vision and goals, a primary responsibility and one that she actively engages in across all groups and settings. (Appendix H, C1 Doc 1, Lines 419-429)

P: You know, I think maybe the one underlying thread with all groups that I use is again the clear communication of what the goals and the vision are of our organization, our school.

I try to let each of these groups of people know and understand what our goals are and what they can do to help.

As a part of promoting the program, Patricia safeguards against misperceptions. Patricia views protecting Hillside's image as a primary responsibility. She often works with staff coaching them to conduct and present themselves and their efforts for the school in the best possible light.

There are three processes associated with promoting the school program. They are valuing vision, advancing goals, and subscribing to service.

Valuing Vision

Valuing vision means to regard an ideal highly. It is the first secondary process associated with promoting the program. Patricia values vision because it is a compass around which people receive direction and motivation. (Appendix H, C1 Doc 1, Lines 192-196)

P: Leadership requires the individual to have a vision of what the organization needs to be about, what it can be.

Viewing the process of valuing vision as an essential leadership quality, Patricia feels responsible for imparting that vision to others,

particularly new members of the organization. (Appendix H, C1 Doc 1, Lines 1121-1136)

P: So, hiring a new person through that interview process, you are able to discern what their philosophy is [and] what their ideas are about education.

You are able to share with them your own vision.

You are able to determine whether or not they can be a part of the vision that you have. And, then whether or not it can become the shared vision.

Patricia believes people can gain understanding about the organizational vision by identifying with other members and activities of the organization. Patricia refers to this as "cross training". (Appendix H, C1, Doc 1, Lines 1185-1189)

P: From my view, there needs to be some cross-training so people understand the total vision of the organization and how it all fits together.

Once the vision is identified, then it is important to identify focus areas upon which to concentrate organizational effort and resources. (Appendix H, C1 Doc 1, Lines 539-544)

P: So, I would say, clearly defining what your vision is given all of those parts you have to work with. Then, the next step would be deciding on what areas can be tackled to deal with.

In order for vision to become reality, it must be reconceptualized into discrete improvement goals, which can be practically implemented. Goals maintain the spirit of the vision while providing practical direction for action through a process called advancing goals.

Advancing Goals

The process of advancing goals means acknowledging and attending to aims, intentions, and objectives. It is the second secondary process associated with promoting the program. Advancing goals lies at the heart of Patricia's administrative priorities. The process of advancing goals is about bringing vision into reality. (Appendix H, C1 Doc 1, Lines 231-237)

P: The leader then has to advance the goals of the organization. But, first you have to have the idea of that vision.

An important part of advancing goals is "seeing the big picture". (Appendix H, C1 Doc 1, Lines 198-206)

P: You need to see the big picture.
You also need to see how the parts operate to the whole to bring to fruition the vision that you as the leader have, and that the constituents have, for that organization.

In the passage above, Patricia refers to seeing "how the parts operate to the whole". Besides understanding the "big picture", people must understand how their role and responsibilities contribute to the work of the school as a whole. In order to work with people more effectively in this regard, Patricia has developed skill in the process of anticipating.

Anticipating is an important process connected to seeing the "big picture". It means to expect or to possess foresight. (Appendix H, C1 Doc 1, Lines 133-139)

P: I think a big part of administration is to be able to anticipate things before they get there. You have got to be able to read things. You don't want to read too much into it, but you have to be very aware.

Patricia values the process of anticipating because she does not like to be caught off guard. As she explains below, she likes to think things through to determine her position and investigate her support before taking action. (Appendix H, C1 Doc 1, Lines 141-151)

P: A part of administration is anticipating so that you are not caught off guard.

You have [to have] time to think things through, so that you know what your position is.

Also, so that you know where your support is or is not. And, you don't make decisions until you know.

There are four tertiary processes associated with advancing goals. They are planning, organizing, actuating, and controlling.

Planning

Planning means to identify and target areas for action. It is the first tertiary process associated with advancing the goals.

P: I think one element of something coming off in an effective way is the fact that you have done all of that planning ahead of time. The most

ineffective things are where you are scurrying around at the last minute trying to make things happen.

In a morning faculty meeting, Patricia explained her goals for student assemblies to the staff. She highlighted activities that would be included in planning for these events.

P: I just want you all to be aware that those efforts are being put into the planning for those assembly programs.

Being prepared ahead is an important priority. As Patricia interacts with her staff, she actively directs planning and coordinates work efforts. In the following example, Patricia works with two business teachers in planning a keyboarding course for disabled students. She encourages them to write a proposal, which encourages planning.

P: Well, then I think what we need to do is to write up a proposal.

And, I will touch base with Dr. Stem [Special Education Curriculum Specialist] and Joanne Brooks [Business Education Curriculum Specialist].

One of the groups Patricia works most closely with, in planning, is her administrative team. She counts on them not only for planning but also for organizing.

Organizing

Organizing means to give structure and meaning to school operations and to distribute tasks and responsibilities accordingly. It is the second tertiary process associated with advancing goals.

Patricia relies on her assistant principals to help her organize operations at Hillside. They collaborate to create a unified team in managing the staff and students. They pay particular attention to planning and organizing in dealing with the students who challenge the rules. The following example, taken from a team meeting, demonstrates how Patricia organizes their efforts to support the school's goal for student safety and well being.

Because of concerns brought to her by the faculty, Patricia felt that it was important to review student discipline procedures regarding inappropriate dress. Apparently some students were wearing shirts which contained drug and alcohol insignia. After some discussion, which included contributions from each of the assistant principals, Patricia summarized their course of action:

P: If they have a T-shirt on, they have to change their shirt or go to ISD. Take the shirt, and we will give

it to their parents.

AP: I think that it is already covered.
If they are wearing anything that
advocates drugs or alcohol; then,
we are obligated to respond to it.

P: So, then, what we will say is that
we will take it and return it to
the parents. Are we all comfortable
with that then?

As a result of planning and organizing, Patricia keeps goals and expectations associated with those goals prominently in people's minds. She realizes that she cannot manage all school operations alone. She believes that she must work with people through the process of actuating.

Actuating

Actuating means to motivate or persuade people to work towards the goals and objectives of the organization. It is the third tertiary process associated with advancing goals. Patricia uses the actuating process quite skillfully building upon the strong relationship she establishes through the processes of creating connections and encouraging excellence.
(Appendix H, C1 Doc 1, Lines 389-395)

P: I like to solicit support for our
goals. I like to talk with people
and communicate what I am thinking
about and, then, they give me input.
I do this, I think, with a high degree
of frequency with major projects of
the organization.

Working with and through people is the key to a school's success. As a part of working with people, it is important to identify with them. "Being similar but not too different" is how Patricia thinks of it.

Once identification is established with people, solid communication channels must be established. Communication is critically important to facilitating the accomplishment of goals. (Appendix H, C1 Doc 1, Lines 1041-1044)

P: But, the interaction with the people,
remember is what helps you to
facilitate the goals of the
organization through your people.

Patricia uses solid channels of communication, as well as her relationship with people, to convey direction. She is a master at imparting expectations and uses a variety of ways to direct people in their duties and responsibilities. Patricia directs in an informative and instructional format akin to a teacher instructing her students. (Appendix H, C1 Doc 1, Lines 848-853)

P: So the teacher aspect of being the
leader in a school is something that

I enjoy. I have enjoyed that from the time I was a small child, being able to share with others how to do things.

Patricia keeps the goals and objectives of the organization in the forefront often using faculty meetings to publicize progress toward them. At one faculty meeting, Patricia talked with the staff about her goal of strong student participation. In the following announcement, she highlights the goal and commends the faculty sponsors for activating it. (Appendix H, C1 Doc 2, Lines 148-162)

P: So, we have our teachers participating. And, you know I am just so thrilled with the leadership with our student body this year. You know one of the goals that I had set forth would be that we had stronger student leadership this year. I want to commend Sammy, Taria, and Mr. Testle. They are all working with our SCA, and they are really just coming along so nicely this year. I am just real proud of the leadership that they are bringing forth and the support that you sponsors are giving them.

Patricia uses four quaternary processes to actuate people toward organizational rules, roles, and responsibilities. These processes are suggesting, advising, notifying, and alerting.

Suggesting. Suggesting means to mention, introduce, or propose an idea, plan, or person. It is the first quaternary process associated with actuating. Patricia frequently makes suggestions when she wants to present or propose a new idea or plan. The language structure she uses often has a tentative quality to it: "you might want to ask", or a suggestive quality, "why don't you".

For example, in a guidance advisory meeting, Patricia suggested that one of the staff contact some other staff members to organize a club week. She further suggested that student organizations like the SCA might prepare a display on volunteer opportunities, and FHA might want to prepare something on health awareness. During the meeting, Patricia spoke to Suzanne, an advisory member.

P: Suzanne, why don't you touch base with Tonia and Roseanne and Poindexter and inform them about what we have just talked about here in terms of their helping you to involve all of the other student organizations

Suggesting is an effective process when people are highly motivated and generally open to new ideas. If this is not the case and Patricia feels that there is a stronger need to direct, she will employ another process called, advising. It is a little stronger in tone than suggesting.

Advising. Advising means to recommend as desirable or prudent action. It is the second quaternary process associated with actuating. The language structure is more direct than suggesting, and Patricia often begins her advising comment with, "I would" or "I think".

In speaking with the department chairperson regarding the sexual harassment issue, Patricia advised her several times on a course of action.

P: So that is why I would err on the side of caution here. Just knowing that, I would prefer to have real concrete information.

Advising is an effective process when a strong relationship is supported by a great deal of rapport. In addition to advising and suggesting, Patricia uses two additional processes to support actuating. They are notifying and alerting.

Notifying. Notifying means to inform or give notice for action. It is the third quaternary process associated with actuating. Patricia used notifying to address a situation regarding seating for special guests at football games. General admission spectators were sitting in seats reserved for special guests. The special guests were complaining that they were unable to use their seats. Patricia consulted with the athletic director, and it was decided that an announcement would be made about reserved seating at the next football game. Patricia closed the conversation about this issue with her athletic director by posing a question and stating a belief.

P: I am wondering if that will be a problem Friday night?

Well, now this is just how the real world is. You just have to ask people to get out of the way.

In this example, regular ticket holders were errantly choosing their seats, thus ignoring the rules. As a result, Patricia chose to notify them publicly about the boundaries and parameters with regard to stadium seating. (Appendix H, C1 Doc 1, Lines 274-281)

P: And you have also got to give them some parameters and communicate so that they know what it is you want done, if it is to turn out as you expect it to.

So, that communication [parameters] of the leader is very important.

The process of notifying together with advising and suggesting are three important processes associated with actuating. They are complemented by the last process associated with actuating, which is alerting.

Alerting. Alerting means to put on guard. It is the fourth quaternary process associated with actuating. It implies preparing for something, which is forthcoming, in the future. Because of its preparatory nature, it is stronger in tone than suggesting and advising. It, also, carries a

stronger "follow through" expectation. This is because of the repercussions that might occur if the alert is not heeded.

In talking with her assistant principals, Patricia alerted them to an IEP concern using a cautionary tone.

P: But, we all need to be real careful about what we are including in the IEP. It needs to be a doable deed. Because once we sign off on it, then we are obligated to provide that service.

Staff members at Hillside seem to accept Patricia's direction readily, which takes the form of notifying, alerting, advising, and suggesting. They trust in her ability to make the best decisions for the school and provide direction accordingly. Once actuating sets things in motion, Patricia uses another process called controlling to check on progress.

Controlling

Controlling means to followup on work progress and apply the proper remedial action, as required. It is the fourth tertiary process associated with advancing goals. Patricia refers to it by its two components, monitor and adjust. (Appendix H, C1 Doc 1, Lines 484-502)

P: Well, this is where [when the organization is not moving toward the goals] the leader has to monitor and adjust.

The leader is constantly thinking and planning and anticipating how all of these parts go together.

And when something doesn't fit, you have to monitor and adjust. Go back and say, what do I need to do differently? Or, where do we need to do something differently?

It depends on what the situation is. But, constantly you are monitoring and adjusting as you assess how things are going.

As Patricia articulates in the passage above, a leader must constantly be alert to as to how the organization is operating and where it is in relationship to goal attainment. Two subprocesses are involved: monitoring and adjusting.

Monitoring. Monitoring means overseeing school operations. It is the first quaternary process associated with controlling. Patricia is constantly monitoring people and their relationship to the goals. She does this primarily through observation and dialogue. Because she is socially oriented, she is highly participatory in school affairs and gathers a lot of information through talking with people.

During the monitoring process, issues arise which need attention: problems surface and conflicts occur. How these issues are addressed is determined by how they are defined. Defining issues means structuring the substantive nature of them. Patricia wants to be the person who ultimately identifies or explains the nature or essential qualities of a situation, a problem, or a task, although she does encourage people to share their opinions.

For example, during one administrative team meeting, there was a lengthy discussion about student supervision, which resulted from the evacuation due to the power outage. The problem occurred as students returned from the vocational center, and there was no supervisor for them. Although there is a staff person officially designated, he did not seem to be present. Rather than define this as a personnel issue involving perhaps one negligent staff member, Patricia chose to define it more broadly as an administrative concern. Discussion then focused on ways of restructuring staff assignments to accommodate crises like this should they occur again in the future.

During the same power outage, another problem occurred: the locked power boxes could not be unlocked. Again, rather than finding the building supervisor negligent, which would have made this a personnel issue, Patricia chose to define the problem as administrative. She directed her assistant principal, Mac, to place a set of all master keys in the main office.

The power in the administrative practice of defining issues lies in its subtle ability to control. As Patricia defines issues, she places herself in an advantaged position to define the resolution and assign responsibility. By doing this, Patricia concomitantly confines the resolution to the parameters of the problem. In the two preceding examples, Patricia defines the issues as administrative rather than personnel. In so doing, she sets boundaries around the resolution and assigns responsibility for adjusting.

Adjusting. Adjusting means to resolve or reorder things to improve effectiveness. It is the second quaternary process associated with controlling. As Patricia monitors the organization, she makes judgments about operations, which dictate her administrative intervention.

Patricia uses rules, roles, and responsibilities as a standard against which to measure people's performance. As problems arise, Patricia checks to see if rules are being followed. She also checks to see whether or not people are honoring their roles and responsibilities.

If Patricia finds that people are not advancing the goals of the organization, she assumes that they do not know what they are or do not know how to work towards them. In the case of the support staff, Patricia may even assume that they have forgotten the goals and their responsibility to the goals. In any event, she intervenes. Intervening means to intercede or interrupt. The purpose of this process is to refocus work efforts on the goal.

In the following example, Patricia used the process of adjusting to address an instructional issue involving teaching assignments. In monitoring the math department the previous year, Patricia found that there were a number of concerns, including concerns from parents. They were about the teaching performance of a math teacher who had traditionally taught upper-level math courses.

In preparing for the current school year, Patricia adjusted the teaching assignments for the math department. She assigned Mrs. Lowe, a math teacher, to teach lower-level math courses. Patricia said that this teacher is "not real happy and maybe she has seen it as a demotion". Patricia believed the change, however it was viewed, was in the best interests of the total school program.

Adjusting, together with monitoring, allows Patricia to control the direction and pace of organizational change. She uses these processes to keep her finger on the pulse of the organization. Although she listens to others' input about situations occurring in the building, she usually investigates personally before taking action. Such was the case in the following conversational exchange between Patricia and two business teachers.

In talking with the business teachers about a new course in computer software applications, Patricia listened to their proposal and rationale. Supporting their vision, she directed them in writing a proposal in order to plan and organize for the new course. Then, she suggested that they publicize their proposal and solicit support.

P: And you know we have, Cramer [former business teacher now in facilities who teaches computer classes in adult ed and uses the school's classrooms] is one of our friends and you know that? Why are you laughing?

BT: Just, I think that was just real nice? [laughing]

P: So, you know, if you need to have an occasion to let him know what we are thinking, that is always good.

And, Jane is a software person. She is in charge of all of the media services and computers. But, she is not your real supervisor.

The other person is Joanne Brooks [Business Education Curriculum Specialist].

Now, we don't want to leave anyone out who can help us with this project, once we get committed to it.

Following this part of the conversation, Patricia reminds the teachers that they will have to respond to inquiries about their proposal and eventually prepare a formal presentation for acceptance by the district.

This example demonstrates Patricia's skill in valuing vision and advancing goals through the processes of planning, organizing, actuating and controlling. Moving forward like this with the goals and objectives of the

organization requires that Patricia see the big picture view of school operations. (Appendix H, C1 Doc 1, Lines 452-458)

P: I view the whole thing like a big puzzle that you have to have the right pieces come together in order to make that puzzle fit. The parts to the whole that I mentioned earlier.

The last process associated with promoting the program is about viewing one's role from a service orientation. This process is called subscribing to service.

Subscribing to Service

Subscribing to service means to promote participation in organizational activities that further goals of society through one's profession. It is the third secondary process associated with promoting the program.

Patricia is a very service oriented individual. Helping others is very important to Patricia, and it sustains her in her role as principal. She wants to help everyone to realize their potential--students, staff, community members, and colleagues. (Appendix H, C1 Doc 1, Lines 1015-1033)

P: Well, I think the people are the crux of what we are all about in a school. I think the focus of attention in a school--it is your students.

You know, why are we here? We are here to educate and work with students so that they can learn and be contributing people in society, so they can have good families and be contributing, go on to school, and be prepared for the next level of life.

And if that indeed is what we are all about, then you know you have to be concerned with your students, the people who are facilitating their education, and your community.

Patricia views her role as a service to the public, most particularly to the students and parents. Therefore, it is not surprising that she encourages others to also be service minded. She not only encourages supporting the school and community activities, but also encourages public service through the processes of endorsing citizenship and endorsing volunteerism.

Endorsing Citizenship

Endorsing citizenship means promoting good character through the exercise of one's rights and responsibilities as a member of society. It is the first tertiary process associated with subscribing to service.

Patricia believes that staff and students alike should be responsible in their actions as citizens. They should be informed about public issues and participate in deciding those issues, particularly as those issues affect education. To Patricia the emphasis is on exercising one's rights through participation regardless of where an individual stands on an issue.

In one faculty meeting, Patricia initiated discussion about two important citizenship issues. They reveal Patricia's philosophy and commitment to service. The first issue involved a public hearing that was going to be held to discuss the criteria for selecting the next district superintendent. The current superintendent was retiring at the end of the academic term, and Patricia felt strongly that her teachers should participate in discussions about the selection process. (Appendix H, C1 Doc 2, Lines 272-276)

P: That is a very important forum for the public, for you as teachers. If you are in any organizations that have an interest in helping to frame and shape the criteria for our next school superintendent.

The second citizenship issue involved voting in the upcoming district elections. Patricia again encouraged her faculty to participate. (Appendix H, C1 Doc 2, Lines 412-417)

P: I want to remind you that elections are coming up, and we all need to go to the polls and vote. And, not just because it is election time and it is the American thing to do, but we also need to be informed about what is coming up in the elections. I am not going to presume to tell you how to vote; but, we all need to be informed

Patricia went on to discuss how the school board election issue would be one item that would be decided at the polls. She talked about how the professional education association was involved; and she urged her staff to become informed about the issues. (Appendix H, C1 Doc 2, Lines 476-480)

P: You know, just educate yourself and be aware of that; because we don't know what is going to be happening in terms of who our next superintendent is going to be. We don't know what is going to happen in terms of who our next school board is going to be.

Patricia used a flyer entitled, "How Important is One Vote?", to share with her staff just how, throughout history, one vote made a difference.

One example from the flyer read: "In 1776, one vote gave America the English language instead of German". This was a compelling flyer. One vote can make a difference, and Patricia is definitely for making a difference especially when it pertains to education.

In addition to speaking to the staff directly and circulating the flyer, Patricia included information about these two issues in Hillside's official newsletter. This newsletter is circulated throughout the school community, demonstrating again Patricia's commitment to informed service.

The newsletter contained public service solicitations directed at students. The first one was about registering for the Selective Service, and the second one was about an essay contest on personal responsibility sponsored by the Department of Alcoholic Beverage Control.

Another area of citizenship about which Patricia feels strongly is the operation of motor vehicles. This, of course, is a rite of passage for high school students. Because of her commitment, Patricia meets with all students who are obtaining their driver's license. She does this to impress upon them their civic responsibility in driving. In her office, using a small group format, she discusses civic and school responsibility, including insurance liability, peer pressure, punctuality, and attendance.

In addition to endorsing citizenship, Patricia uses one other process to demonstrate her commitment to service. That process is endorsing volunteerism.

Endorsing Volunteerism

Volunteerism is an individual's willing participation in efforts, which contribute to the welfare of society. It is the second tertiary process associated with subscribing to service. Patricia believes volunteering is a way of making a personal difference, a contribution to one's countrymen.

Making a contribution is something that should be promoted and recognized especially among students. This is the reason Patricia involves herself with programs whose aim is to teach students responsible public service through volunteerism. She participates in planning and publicizing many student programs on issues of volunteerism such as those related to substance abuse and health awareness. Working through her guidance team and student organizations, she encourages students to volunteer to work for issues that are important to them and to society.

Patricia enjoys recognizing volunteer efforts as a way to convey her value of it. In the school newsletter, one section was devoted to recognizing students who had volunteered during the summer. In another section, parents were encouraged to participate in the German Exchange program by hosting students from Germany.

PTSA is an important volunteer organization, which promotes the welfare of society through working with schools. Patricia actively promotes participation in this organization on the part of parents and students. She constantly reminds students that the "S" in PTSA stands for students!

On the district level, Patricia encourages local school support of district fundraising efforts. Patricia takes these occasions quite seriously and sees them as a school-wide commitment, which serves the public through serving education. In two different forums Patricia publicized an upcoming district event.

In a collegial manner, Patricia announced one morning in a faculty meeting that the district education foundation was preparing to hold its annual fundraising drive to raise money. She announced that Hillside's marketing teacher was overseeing the effort again this year and commended him for his work. Patricia was pleased to inform her staff that his efforts helped to raise more than \$70,000 last year, and she was looking to match that this year.

In an administrative team meeting, Patricia encouraged her assistant principals to personally contribute names of donors who might be interested in contributing to the district's educational foundation.

P: One is this foundation phone-a-thon.
I need to come up with 100 names of people in our school who would be good to contact. I have a form here to put their names on.

I would like for you all to come up with some names, and I will put this word to the department chairs and other faculty members as well. But, if there are good people

Now, what is a good person? People who would be interested in making a contribution for tax deduction purposes.

Did you all get a call last year?
Somebody called my house!

AP: I didn't get one.

P: Well, you might this year.

Okay. Any amount is welcome: twenty-five dollars or fifty dollars, every little bit helps. Our kids did this last year, and they will be doing it again. They are the marketing students who will be making those phone calls.

Subscribing to service through the processes of endorsing volunteerism and good citizenship can have far-reaching effects that benefit society at large. One individual can affect others who affect others spreading influence like ripples on a pond. Patricia counts on this principle believing that her efforts will inspire others to participate actively in promoting the public's best interests.

Through the processes of subscribing to service, advancing goals, and valuing vision, Patricia determinedly promotes the school program. Translating ideals into reality can only be accomplished guiding people and their work efforts toward activating the school's objectives and publicizing its activities. As this comes to pass, the professional style is made manifest.

Furthering the Public Good

Piloting people together with promoting the program are the primary processes that define Patricia's professional style. The processes associated with piloting people focus on presentation and relationship building while the processes associated with promoting the program focus on achieving organizational goals and objectives.

Patricia's professionalism is fashioned from her attitudes and practices, which are based upon the standards that govern her profession. They form the foundation for her professionalism. The standards that govern her profession are incorporated into her beliefs and behavior because they represent the highest in the profession. They provide a working model of principal commitment and integrity, which Patricia emulates.

Patricia presents herself as a professional administrator and extends that image into relationship through the processes of initiating, building, and sustaining relationships, all the while encouraging excellence. Together with promoting the program, Patricia teaches the school community how to achieve the school mission. Through sharing her vision and skillfully engaging the managerial processes of planning, organizing, actuating, and controlling, Patricia connects people to the mission.

Patricia sees her job and her role as a principal as oriented to service. Being involved in education is being involved in, as she puts it, a "helping profession" and, ultimately, contributing to the betterment of society. An administrative colleague confirms this about Patricia stating that "being of service is important to her".

Patricia strives to maintain her professionalism not only through her work at the school but also in service to the organizations which support the administrative profession and public school education. Despite the heavy demands on her schedule, Patricia maintains her active participation in professional activities serving on advisory committees, presenting before her district school board, presenting at conferences, and participating in professional organizations and activities.

As a professional principal, Patricia is someone who has identified with the character, spirit, methods, principles, and practices of educational administration. She has committed herself to serving the welfare of the community through the profession of public school administration and invites those of like mind to join with her in furthering the public good through making public education the best that it can be.